

PUBLIC HEARING TO CONSIDER THE PROPOSED
CLOSURE OF ROBERT EMMET ELEMENTARY SCHOOL

ORIGINAL

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APRIL 17, 2013

8:00 P.M.

125 South Clark Street, Suite 1500

Chicago, Illinois

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PHILIP BRONSTEIN

HEARING OFFICER

1 HEARING OFFICER BRONSTEIN: Good evening.
2 My name is Philip Bronstein. I'm an attorney
3 licensed to practice law in the State of
4 Illinois. And I've been selected by the Chief
5 Executive Officer to serve as independent
6 hearing officer in the matter of the proposal
7 to close Emmet School. I.

8 Have no relationship with the
9 Board, nor have any relationship with Chicago
10 Public Schools, its employees or staff, local
11 school council, or any labor organization or
12 charter or contract school.

13 The purpose of this hearing is to
14 allow me to receive public comment from
15 concerned persons, including representatives of
16 the CEO, members of the Local School Council,
17 parents and guardians of students, students
18 themselves, principals, faculty and staff,
19 union representatives, and generally members of
20 the public, concerns concerning the CEO's
21 proposal.

22 I will review documents submitted
23 to ascertain that notice is compliant with
24 pertinent statutes and guidelines issued by the

1 CEO.

2 The schedule -- the record will
3 reflect that this hearing is scheduled to
4 commence at 8:00 o'clock on April 17th, 2013,
5 at 125 South Clark, and that, in fact, this
6 hearing has commenced on the notice date, time
7 and place.

8 There's a certified court
9 reporter present who will transcribe the
10 proceedings this evening.

11 Also present is a Spanish
12 language and sign interpreter who will assist
13 as needed.

14 At this point is there anybody
15 that will be speaking that will need a Spanish
16 language or sign interpreter? Thank you.

17 This hearing will conclude at
18 10:00 p.m. or when the last speaker who was
19 signed up to complete their remarks, whichever
20 occurs first.

21 The record, however, in this
22 proceeding will remain open until 5:00 p.m.
23 tomorrow, 5:00 p.m. April 18th.

24 So if you wish to submit any

1 writings or documents, you may do so until 5:00
2 o'clock tomorrow. And those should be
3 submitted to the general counsel's office. And
4 they will certainly get to me and they will be
5 part of the record in these proceedings.

6 All written material, documents
7 and public comment will be considered in the
8 preparation of a summary report issued to the
9 CEO no later than May 5th.

10 CEO will include this report and
11 any recommendations submitted to the Board.

12 It is my understanding that the
13 proposal will be considered by the Board at its
14 May meeting.

15 To ensure an accurate
16 stenographic record of these proceedings, it's
17 vital that while somebody is speaking, that the
18 room remain quiet.

19 I need to hear and more
20 importantly the court reporter also needs to be
21 able to accurately transcribe.

22 Only those signed up to speak
23 will be permitted to do so.

24 When your name is called, kindly

1 approach the lectern, state and spell your
2 name, and if you'd also kindly provide any
3 affiliation.

4 Speakers will be limited to two
5 minutes, and you will be reminded when you've
6 reached the two-minute limitation and will be
7 asked to conclude your remarks.

8 Now, the CEO will be presenting
9 first this evening. And be aware when the CEO
10 presents, that does not open up the floor to
11 any questions, question-and-answer session.
12 This is a presentation only.

13 When the CEO concludes their
14 presentation, then I will receive public
15 comment from those present who have signed up
16 to speak.

17 Speakers will be called up in the
18 order in which they have signed up.

19 I would like now to hear from the
20 assistant general counsel, Mr. Joseph Gergeni

21 MR. GERGENI: Good evening, your Honor.
22 My name is Joe Gergeni. I'm an attorney in the
23 Chicago Board of Education Law Department.

24 I'm appearing before you today in

1 connection with the proposal of the Chief
2 Executive Officer, or CEO, of the Chicago
3 Public Schools to close Robert Emmet Elementary
4 School and welcome returning students at Edward
5 K. Ellington Elementary School, or Ellington,
6 and Oscar DePriest School or DePriest.

7 At this time, I would like to
8 tender to you and ask you to admit into the
9 record the CEO's compiled Exhibit 1, a binder
10 of documents being submitted for your
11 consideration in support of the proposal.

12 HEARING OFFICER BRONSTEIN: It will be
13 received and made part of the record in this
14 proceeding. Thank you.

15 MR. GERGONI: A copy of this binder is
16 also available here in the Board chambers on a
17 ledge beside me for public view.

18 The binder consists of
19 documentary evidence and written statements
20 demonstrating that the CEO's proposal complies
21 with the requirements of the Illinois School
22 Code and the CEO's guidelines for school
23 actions.

24 Specifically, written statements

1 and documents demonstrate the following: At
2 tab A, the binder includes notice letters to
3 the parents and guardians of students, staff
4 members and Local School Councils at Emmet,
5 DePriest and Ellington, accompanied by draft
6 transition plans.

7 The notice letters and draft
8 transition plans, one, describe the basis of
9 the proposal; two, explain how the proposal
10 meets the criteria of guidelines; three,
11 identify supports for students' safety and
12 security, academic, social and emotional needs,
13 and specifically supports for students with
14 disabilities, students in temporary living
15 situations and English language learners; and
16 four, identify the students' option to enroll
17 in a higher-performing school, provide
18 information on choice of schools, and identify
19 transportation where practicable.

20 Tab A also includes the notice of
21 the schedule of community meetings and hearings
22 published in the newspaper and affidavits
23 attesting to the delivery of notice to the
24 Emmet, DePriest and Ellington parents or

1 guardians, school staff, Local School Council,
2 members and elected officials.

3 Finally, tab A includes an
4 affidavit attesting the proper publication of,
5 one, the list of qualified independent hearing
6 officers and draft guidelines for school
7 actions before November 1st; two, the finalized
8 guidelines for school actions following a
9 21-day public comment period; three, the
10 proposals before March 31st and at least 15
11 calendar days before the first community
12 meeting; and, four, summaries of the community
13 meetings within five days after the meeting.

14 The summary from the April 10th
15 community meeting was posted on or
16 before -- was posted on or before April 15th
17 within five days after the meeting.

18 Please note the second community
19 meeting took place on Monday, April 15th, and
20 the summary will be posted on or before
21 Saturday, April 20th.

22 I will supplement the record by
23 sending you a copy of this summary and an
24 affidavit attesting proper publication of this

1 summary by 5:00 p.m. on Monday, April 22nd.

2 At tab B, the binder includes the
3 Illinois School Code provisions, designated
4 powers of the Board, and outlining the process
5 for school actions.

6 This tab also includes the
7 Board's policy on school performance,
8 remediation and probation for the 2011/2012
9 year, and the policy on the review and
10 establishment of school attendance boundaries.

11 Also at tab B are Chicago Public
12 School space utilization standards and CEO
13 guidelines for school action for the 2012/2013
14 school year.

15 Finally, at tab B includes the
16 CEO's procedures for public hearing on proposed
17 school closings.

18 At tab C, the binder includes
19 written evidence in support of the CEO's
20 proposal.

21 Tab C contains transcripts from
22 the two communities meetings to elicit public
23 comment held at a location convenient to the
24 Emmet, DePriest and Ellington School

1 communities, and a summary from the April 10th
2 meeting.

3 Again, I will supplement the
4 record by 5:00 p.m. on Monday, April 22nd, with
5 a summary from the second community meeting.

6 Tab C includes the written
7 statement of Patrick Payne.

8 The accompanying presentation
9 demonstrating Emmet's underutilization and
10 space available at DePriest and Elliott
11 facilities to welcome students without
12 exceeding their enrollment efficiency range.
13 And map of the proposed attendance area
14 boundary change.

15 Tab C also includes the written
16 statement of Chandra James and accompanying
17 documents which demonstrate DePriest and
18 Ellington status as higher performing schools,
19 and outline the supports offered the students
20 as they transition.

21 At this time, I request the CEO's
22 compile Exhibit 1 be admitted into the record.

23 HEARING OFFICER BRONSTEIN: It's received
24 and admitted into the record.

1 MR. GERGENI: Your Honor, I would now like
2 to introduce the CEO's representative, Patrick
3 Payne, who will make a presentation in support
4 of the proposal. This statement is located in
5 the binder at tab 20.

6 HEARING OFFICER BRONSTEIN: Good evening,
7 Mr. Payne.

8 MR. PAYNE: Good evening, your Honor. My
9 name is Patrick Payne, and I am a portfolio
10 planner for the Chicago Public Schools.

11 I've been in this position since
12 March of 2012.

13 As a portfolio planner I manage
14 strategic planning to improve the utilization
15 of the CPS facilities.

16 Prior to becoming a portfolio
17 planner, I worked as an analyst for Wells Fargo
18 and a strategy consultant.

19 I have a bachelor's of science
20 from Drake University and master's of business
21 administration from the University of Chicago,
22 Booth School of Business.

23 I've been asked to appear at
24 this hearing today to convey to you, the

1 parents, and the community, as well as
2 interested members of the public in attendance
3 information regarding space utilization of the
4 Emmet facility with respect to the proposal to
5 close Emmet.

6 According to the chief executive
7 officer's guidelines for the 2012/2013 school
8 year, the CEO may propose to close a school if
9 it is underutilized based on the CPS space
10 utilization standards and student enrollment
11 numbers recorded on the 20th attendance day for
12 the 2012/2013 school year.

13 The CEO may only propose a
14 closure if the impacted students have the
15 option to enroll in a higher performing school
16 and the resulting space utilization after the
17 closure will not exceed the facility's
18 enrollment efficiency range as defined by the
19 CPS space utilization standards.

20 I will discuss the details
21 regarding the space utilization of this
22 proposal, while my colleague Chandra James will
23 discuss the performance of the welcoming school
24 and highlight the supports being offered in the

1 draft transition plan.

2 Emmet is currently located at
3 5500 West Madison Street. Emmet is an
4 elementary school that as of the 20th day of
5 attendance for the 2012/2013 school year serves
6 458 students in the pre-kindergarten and K
7 through eighth grades.

8 To understand the enrollment
9 efficiency range of a facility, Chicago Public
10 Schools utilizes its space utilization
11 standards, which are located in your binder at
12 tab 14.

13 The enrollment efficiency range
14 is plus or minus 20 percent of the facility's
15 ideal enrollment.

16 For elementary school buildings
17 the ideal enrollment is defined as the number
18 of allotted homerooms multiplied by 30. The
19 number of allotted homeroom classrooms is
20 approximately 76 to 77 percent of the total
21 classrooms available.

22 As an elementary school's
23 enrollment increases above the efficiency
24 range, the school may be considered overcrowded

1 as programming options are reduced or
2 compromised.

3 As an elementary school's
4 enrollment decreases below the efficiency
5 range, the school may be considered
6 underutilized as classrooms are unused or
7 poorly programmed, making use of the limited
8 resources less effective.

9 A typical elementary school
10 building has a total of 39 classrooms.
11 Therefore, the number of allotted homerooms,
12 approximately 76 to 77 percent of 39, is 30
13 classrooms. Multiplying 30 by 30 equals the
14 ideal enrollment of 900.

15 Finally, the enrollment
16 efficiency range is plus or minus 20 percent of
17 900 which is 720 to 1080.

18 If a school's in this typical
19 elementary school building has enrollment below
20 720, it would be considered underutilized.
21 Alternatively, if the school's enrollment was
22 above 1080, it would be overcrowded.

23 There are 30 and a half total
24 classrooms within the Emmet facility. The half

1 indicates the presence of one or more small
2 classrooms. Approximately 76 to 77 percent of
3 this number is 23, the number of allotted
4 homerooms. 23 multiplied by 30 yields the
5 ideal enrollment of the facility which is 690.

6 As such, the enrollment
7 efficiency range of the Emmet facility is
8 between 552 and 828 students.

9 As I stated, the enrollment of
10 Emmet as of the 20th day of attendance for the
11 2012/2013 school year is 458. 458 is below the
12 enrollment efficiency range and thus the
13 school's underutilized.

14 The CEO has proposed that the
15 students from Emmet be welcomed at Oscar
16 DePriest Elementary School, or DePriest, and
17 Edward K. Ellington, or Ellington.

18 Because there are multiple
19 welcoming schools designated for Emmet, as a
20 guide to Emmet parents I would like to explain
21 the details of the proposed student
22 reassignment plan.

23 Parents of returning Emmet
24 students can determine which of the two

1 welcoming schools the students are reassigned
2 to in one of three ways. First, by checking
3 with the principal. The principal of Emmet was
4 provided a list of all Emmet students and their
5 designated welcoming school.

6 Second, by checking with staff
7 tonight. Immediately following the conclusion
8 of this hearing, I will have and share, the
9 student's specific designated information
10 regarding the welcoming school for parents.

11 Third, by mail. Letters to all
12 parents have been sent to the student's home
13 address of record with the same information.

14 For Emmet students who currently
15 live within the Emmet attendance area, their
16 assigned welcoming school is the school whose
17 future attendance area boundary they will
18 reside in, either DePriest or Ellington. I
19 will describe the proposed attendance area
20 boundary adjustments in just a few moments.

21 For Emmet students who currently
22 live outside of the Emmet attendance area,
23 their assigned welcoming school was chosen
24 based on proximity to the student's home

1 address and availability of space.

2 If this proposal is approved by
3 the Board of Education and the City of Chicago,
4 the resulting space utilization will not exceed
5 the enrollment efficiency ranges of DePriest or
6 Ellington as defined by the CPS space
7 utilization standards.

8 DePriest has 40 total classrooms.
9 Approximately 76 to 77 percent of this number
10 is 30, the number of allotted homerooms. This
11 number multiplied by 30 yields the ideal
12 enrollment of the facility, which is 900. As
13 such, the enrollment efficiency range of the
14 DePriest facility is between 720 and 1080
15 students. DePriest currently has 559 students
16 enrolled. Ellington has 40 total classrooms.
17 Approximately 76 to 77 percent of this number
18 is 30, the number of allotted homerooms. This
19 number multiplied by 30 yields the ideal
20 enrollment of the facility which is 900.

21 As such, the enrollment
22 efficiency range of the Ellington facility is
23 between 720 and 1080 students.

24 Ellington currently has 337

1 students enrolled.

2 As a side note, your Honor, I
3 want to recognize that our initial classroom
4 count understated the number of total
5 classrooms at the Ellington facility, and the
6 actual ideal enrollment capacity was verified
7 during our annual facility room count audit.

8 To demonstrate that each of the
9 two welcoming schools will operate within the
10 enrollment efficiency range if the Board
11 approves the closure of Emmet and fully explain
12 the enrollment trend associated with these
13 schools, I'd like direct your attention to the
14 screen.

15 Projected is a slide that shows
16 the enrollment trend of Emmet and DePriest.
17 Green hashed lines show the enrollment
18 efficiency range of the DePriest building and a
19 circle represents the combined projected
20 enrollment for the 2012/2013 school year.

21 As you can see, the 2013 to
22 2014 projected enrollment of DePriest combined
23 with Emmet students projected to be reassigned
24 to DePriest is 712.

1 This projected combined
2 enrollment falls just below the efficiency
3 range of the DePriest facility.

4 Projected now is a slide that
5 shows the enrollment trend of Emmet and
6 Ellington. Green hashed lines show the
7 enrollment efficiency range of the Ellington
8 building and a circle represents the combined
9 projected enrollment for the 2013/2014 school
10 year.

11 As you can see, the 2013/2014
12 school year project enrollment of Ellington
13 combined with Emmet students projected to be
14 reassigned to Ellington is 814. This projected
15 combined enrollment falls within the efficiency
16 range of the Ellington facility.

17 I would like to note that the
18 projected enrollment of Ellington includes the
19 additional numbers of students projected to be
20 assigned to Ellington as a result of the
21 proposed closure of Francis Scott Key
22 Elementary School.

23 If Emmet is closed, the CEO is
24 also proposing that Emmet attendance area be

1 reassigned to DePriest, located at 139 South
2 Parkside Avenue, and Ellington, located 243
3 North Parkside Avenue at the end of the current
4 school year.

5 A map showing the proposed
6 boundary change is located in the binder at tab
7 22. And copies of this map were available at
8 the registration desk.

9 In proposing this boundary
10 change, several factors were considered as
11 outlined in the review and establishment of
12 school attendance boundaries policy,
13 including but not limited to the capacities of
14 the DePriest and Ellington, geographic
15 barriers, travel time, distance traveled, and
16 program considerations.

17 You will next here from Chandra
18 James who will discuss the performance of
19 DePriest and Ellington and highlight the
20 proposed transition effort.

21 Thank you, your Honor. This
22 concludes my statements.

23 MR. GERGENI: Your Honor, I would like to
24 introduce the CEO's next representative Chandra

1 James who will make a statement in support of
2 the proposal. This statement is located in the
3 binder at tab 23.

4 HEARING OFFICER BRONSTEIN: Good evening,
5 Ms. James.

6 MS. JAMES: Good evening, your Honor. My
7 name is Chandra James. I am the chief of
8 schools for the Chicago Public Schools, Austin
9 North Line, Dell elementary network.

10 The Chicago Public Schools are
11 divided into networks. Network offices are run
12 by a chief and provide supports for oversight
13 for the schools assigned to them on behalf of
14 the CEO.

15 Emmet, Ellington and DePriest are
16 within the Austin, North Line, Dell elementary
17 network.

18 And I am responsible for the
19 support and the oversight of Emmet, Ellington,
20 and DePriest on behalf of the CEO.

21 I was the deputy chief of Emmet,
22 Ellington and DePriest beginning in 2010, and I
23 became the chief in December of 2012.

24 By way of background, I have been

1 an educational professional for more than 25
2 years. I've been an elementary science lab
3 teacher. I've held a number of leadership
4 positions within Chicago Public School system,
5 including elementary science manager and the
6 director of the office of mathematics and
7 science.

8 I have served as an administrator
9 in the Austin, North Line, Dell network where
10 Emmet, Ellington and DePriest are located as
11 the curriculum coach, deputy chief of schools,
12 and now chief of schools.

13 I hold a bachelor's degree in
14 speech pathology and audiology, and a master's
15 of education from Cambridge College, Cambridge,
16 Massachusetts.

17 As you have you already heard,
18 Emmet fits the criteria of the Chief Executive
19 Officer's guidelines for school actions because
20 it is underutilized, based on CPS space
21 utilization standards, and student enrollment
22 numbers recorded on the 20th attendance day for
23 the 2012/2013 school year.

24 Emmet will be welcomed by

1 DePriest located at 139 South Parkside Avenue,
2 or Ellington, located at 243 North Parkside
3 Avenue.

4 The DePriest and Ellington
5 facilities have enough space to welcome the
6 Emmet students and resulting -- and resulting
7 combined enrollment will not exceed the
8 facility's enrollment efficiency range.

9 As my colleague Patrick Payne
10 testified, current Emmet students will be
11 assigned to either DePriest or Ellington,
12 depending on the geographic boundary of their
13 home address ;or for out of the area students,
14 the proximity of their home address to the
15 school and availability of space.

16 If this proposal is approved, my
17 staff and I will work with the families to
18 ensure all current Emmet students are prepared
19 to start their new school on the first day this
20 fall.

21 When Emmet students are welcomed
22 by DePriest and Ellington administrators, staff
23 and students, they will be attending a
24 higher-performing school based on the CEO's

1 guidelines for school actions.

2 The CEO guidelines for school
3 actions define a higher-performing school as a
4 school receiving a higher level on the
5 performance policy for 2011/2012 school year.

6 Under the CPS performance policy
7 located in your binder at tab 12, each school
8 receives an annual rating based on its
9 performance on a variety of student outcome
10 measures, including standardized test scores
11 and student attendance.

12 District wide, schools designated
13 level one are the highest performing, and
14 schools designated level three are the lowest
15 performing.

16 Emmet received a level-three
17 rating for the 2011/2012 school year, while
18 DePriest received a level-two rating and
19 Ellington received a level-one rating.

20 The notices of Emmet, DePriest
21 and Ellington's performance policy for the
22 2011-2012 school year are included in the
23 binder of documents that you have received at
24 tab 24.

1 If this proposal is approved,
2 students will receive additional supports at
3 Emmet during the remainder of the school year,
4 and at DePriest and Ellington next year.

5 And the network will provide
6 assistance to ease the transition process as
7 much as possible.

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

13 The draft transition plan
14 explaining these additional resources were sent
15 home to all families affected by this proposal
16 and is located in your binder at tabs one and
17 two.

18 CPS will publish the final
19 transition plan if the Board approves this
20 proposal, which will incorporate feedback from
21 community meetings, this hearing, and
22 additional input received.

23 The CPS Office of Safety and
24 Security, or OSS, has worked with Chicago

1 Police Department, the Department of Family
2 Support Services, local community groups, and
3 faith partners, elected officials, and other
4 sister agencies to develop a plan for safe
5 transition of students.

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

12 Second, OSS will be available to
13 address the specific safety concerns raised by
14 students and staff

15 Third, OSS will provide safe
16 passage supports for students and staff
17 traveling to and from school.

18 Safe passage workers wear
19 identifiable vests and stand on designated
20 street corners to monitor student safety during
21 their travel to school in the morning and home
22 in the afternoon.

23 Prior to the start of the
24 2013/2014 school year, OSS will work with

1 DePriest and Ellington administrators and the
2 community to designate specific intersections
3 for safe passage support.

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

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

17 Second, the DePriest and
18 Ellington administrators will receive
19 comprehensive student specific data on all
20 transitioning students, to allow staff to
21 proactively identify students' needs and
22 prepare to meet those needs.

23 Third, the network team will be
24 available to assist with the transition

1 activities to welcome families and students
2 affected by this action.

3 Parents should feel free and are
4 encouraged to contact the network office at any
5 time for additional supports.

6 Fourth, the principals will
7 receive discretionary resources to provide
8 district academic supports to students. For
9 example, these funds may be used for middle
10 school teachers to attend the network's high
11 school readiness conference, or to provide an
12 instructional coach, teacher-leader, or to
13 obtain an academic tutoring position or program
14 for students in reading and mathematics.

15 I will support the principal as
16 they consider how to use these resources and
17 approve their selections once decisions are
18 made.

19 Students will also receive social
20 and emotional supports to help them adjust to
21 the new school environment, including the
22 following: First, CPS will help school staff
23 members facilitate intervention groups or peace
24 circles aimed at helping students work through

1 concerns associated with the transition.

2 Second, CPS will help staff
3 members implement restorative practices such as
4 peer circles and peer juries to encourage
5 peer-to-peer problem solving and resolution.

6 Third, groups of students in need
7 of more individualized attention will be
8 provided with access to highly structured
9 interventions.

10 Fourth, to foster an environment
11 that is both supportive and inclusive for all
12 students. CPS will provide resources to
13 DePriest and Ellington leadership to implement
14 cultural-building activities, such as staff
15 luncheons and teaming and trust-building
16 activities.

17 Resources will also be provided
18 to sponsor activities, such as school visits
19 for families, coffee chats with the principal,
20 picnics, field trips or parent meetings to help
21 transitioning families get to know their new
22 school.

23 Additional transition supports
24 will be provided to ensure that Emmet students

1 who have unique needs or circumstances are
2 adequately supported in this transition,
3 including students with diverse learning needs,
4 students in temporary living situations,
5 English language learners, and early childhood
6 participants.

7 These additional supports are
8 described in more details in the draft
9 transition plan located in your binder at tabs
10 one and two.

11 Finally, beginning this fall, CPS
12 will offer students attending Ellington and
13 DePriest with an opportunity to participate in
14 the international baccalaureate program or IB.
15 IB is structured to develop inquiry,
16 knowledgeable, internationally minded and
17 caring young people who help build
18 intercultural understanding and respect
19 worldwide, and become active, compassionate and
20 long-life learners.

21 In conclusion, Emmet is
22 underutilized. The combined enrollment of
23 students at DePriest and Ellington will not
24 exceed the facility's enrollment efficiency

1 range, and DePriest and Ellington are
2 higher-performing schools.

3 The CEO believes that this
4 proposed school closure will help the district
5 better serve all students and is prepared to
6 assist students with additional supports as
7 they transition.

8 Your Honor, thank you for your
9 time and attention. This concludes my
10 statement.

11 HEARING OFFICER BRONSTEIN: Thank you,
12 very much, Ms. James.

13 Thank you. Mr. Gergeni.

14 MR. GERGENI: Your Honor, this concludes
15 the presentation in support of the CEO's
16 proposal.

17 If you have any additional
18 questions, we will be available to answer them.
19 Thank you for your time and attention.

20 HEARING OFFICER BRONSTEIN: Thank you. We
21 will open up the public comment portion of the
22 hearing, and I would ask Mr. Dwayne Truss.

23 MR. TRUSS: Your Honor, may I defer to a
24 parent from Emmet, have their voices heard?

1 Because this impacts their children directly.

2 HEARING OFFICER BRONSTEIN: I would
3 certainly allow you to defer, but I will go as
4 I promised in the -- in the order in which
5 people have signed in.

6 MR. TRUSS: Well, I'll just -- I will
7 submit exhibits for the record electronically
8 before 5:00 p.m. tomorrow.

9 First of all, thank you again,
10 your Honor, for allowing testimony.

11 First of all, I want to come up
12 with a couple corrections. When they talk
13 about capacity and efficiency range.

14 First of all, in both Ellington
15 and DePriest, they have ADA combined
16 classrooms, since they are newer buildings,
17 they are built specifically for special-needs
18 students that CPS is in an ingenuous way is
19 trying to say that those rooms can be used as
20 ancillary classrooms, when they are
21 specifically supposed to be used for
22 special-needs students.

23 At DePriest they have a
24 special -- they are a special needs cluster

1 serving primary autistic students. And when
2 you serve that type of population, there's a
3 maximum that you are supposed to have in that
4 classroom.

5 So it's disingenuous that CPS
6 keeps using that formula of 30 per classroom,
7 especially when you have a building
8 servicing -- that is a special needs cluster
9 with an autism program, which based on category
10 of the severity of the autism, only so many
11 students within a certain grade range is
12 supposed to be in there.

13 That's something I ask you to ask
14 CPS to get that data in terms of what
15 specifically is supposed to be in a classroom.

16 We talk about Ellington.
17 Ellington, again they said their ideal capacity
18 is 780. If you take away those 15 seats per
19 classroom and those 88 classrooms, they have at
20 Ellington, which is four, you're talking 720 in
21 terms of their ideal capacity, once you take
22 into account the special needs population in
23 those 88 classrooms.

24 I will also set the record

1 straight for the benefit of Emmet, because it
2 said that Emmet students will be going to a
3 better performing school, and this not to knock
4 DePriest, but this is from the policy
5 performance report in terms of composite ISAT.
6 2012, 74.4 percent. 2011, 73.8 percent. 2010,
7 71 -- 71.2 percent, which is an average of 71.8
8 percent exceeds 2012, 12.5. 2011, 13.2. 2010,
9 11.9 percent. Exceeds in terms of those
10 students that they deem college ready.

11 No other schools, you know, that
12 assert -- no other schools who are meeting that
13 criteria in terms of exceeds composite ISAT --

14 HEARING OFFICER BRONSTEIN: Excuse me,
15 Mr. Truss.

16 We don't have a huge crowd here,
17 and certainly we'll give you some leeway. Will
18 you be able to wrap up in a minute or so?

19 MR. TRUSS: I was going to wrap it up. I
20 was being conscious of the time. Thank you for
21 the additional time. That's why I said I will
22 submit written testimony.

23 But in conclusion, when -- per
24 the guidelines and what you're charged with,

1 when they talk about utilization, it is CPS'
2 formula. There's no research, academic, or
3 merit to any foundation saying 30 students in a
4 classroom is efficient. There's no foundation.

5 It's like the fox making up the
6 rules when it's guarding the henhouse.

7 And that's the situation that's
8 going on right now.

9 And when you look at the data
10 to the schools around Emmet, you know this is
11 no knock on DePriest, but when you look and
12 compare over the last three years, 71.8
13 percents versus 62 percent, when you take a
14 three-year trend, you are not -- you are moving
15 kids actually from a better-performing school
16 to still a good school, but let's stick with
17 the facts, that you are moving from a
18 performing school to a school that's performing
19 less. And Emmet is also outperforming the
20 charter schools, such as Plato, Catalyst and
21 even AUSL Howe School, and they are doing it
22 and the building is not decrepit like CPS is
23 trying to say.

24 If CPS wants to invest, it costs

1 no more than \$1 million to put AC unit on top
2 of the roof and cool the building down. They
3 have science labs, computer labs.

4 So the story CPS is trying to
5 paint about Emmet is false and is an attack on
6 the professionals and the parents who worked
7 hard to make Emmet what it is today.

8 I thank you again, and I will put
9 testimony and additional information in
10 writing. Thank you again, your Honor.

11 HEARING OFFICER BRONSTEIN: Thank you,
12 Mr. Truss.

13 Bonita Robinson, please.

14 MS. ROBINSON: Bonita Robinson.

15 B-O-N-I-T-A. R-O-B-I-N-S-O-N.

16 I'd just like to say the elephant
17 in the room and all of the -- many of the
18 problems is that CPS has been doing these
19 reforms for 20 years. And the gap between
20 black and white students' achievement has been
21 widening, whereas before, my first 20 years of
22 teaching, it was narrowing.

23 They have not been good stewards
24 of our money or our trust.

1 And I'm going to leave to parents
2 to go into more detail, but two items that I
3 really have concerns about that aren't brought
4 out a lot are, number one, what you're
5 saying -- that CPS is saying, you know, the
6 services and programs that are going to be
7 available to students. In the last 20 years of
8 this reform, a lot of times I've just noticed,
9 this is on paper. My first 20 years if it was
10 there, we were doing it. That's why the gap
11 was closing.

12 Just hurts me, even though I am
13 retired, I would prefer to be with students but
14 I couldn't deal with this.

15 It hurts to see that it's on
16 paper so often and it's not really there for
17 the children.

18 So if you're going to say that
19 they are going to have these labs, they are
20 going to have upgraded things, I just want to
21 make sure there's a way to make sure that the
22 children are getting them.

23 The other thing I'm concerned
24 about is missing students.

1 As I spent my last four years
2 with the upper grade students, especially young
3 males just got lost. I know the facility task
4 force is trying to get the Board to be
5 accountable right now for some students who are
6 missing from the school closing from last year
7 that nobody can find.

8 We are going to look in 20, 30
9 years and notice there is like Lost Boys of
10 sudan. I shouldn't probably even brought that
11 up. But it's that devastating to me.

12 We're losing these young men and
13 now even some young ladies. Who is going to
14 cross these gang lines? We're lucky ours don't
15 have to go on buses. The ones on buses, they
16 are not going to get on those buses to go to
17 different cultures.

18 And the walking, the same thing,
19 because you're going into different, someone
20 mentioned earlier, crossing the tracks. It has
21 a meaning to our students.

22 So our students are precious to
23 us. I know my time is up in a minute. But I
24 want to get on record, what shall I tell my

1 children who are black, by Margaret Burroughs
2 who was a Chicago teacher. What shall I tell
3 my children who are black of what it means to
4 be a captive in this dark skin. What shall I
5 tell my dear one, fruit of my womb, of how
6 beautiful they are when everywhere they turn
7 they are faced with abhorrence of everything
8 that is black. What can I do to give them
9 strength that he may come through life's
10 adversities as a whole human being unwarped and
11 human in a world of biased laws and inhuman
12 practices, that he might survive. And survive
13 he must. For who knows? Perhaps this black
14 child here bears the genius to discover the
15 cure for cancer or chart the course for
16 exploration of the universe. So he must
17 survive for the good of all humanity. He must
18 and will survive.

19 I find I have much to say to my
20 black children. I will lift up their heads in
21 proud blackness with the story of their father
22 and their father's father, and I will take them
23 to a way back time of kings and queens who
24 ruled the Nile and measured the stars and

1 discovered the laws of mathematics.

2 Upon whose backs had been built
3 the wealth of two continents. I will tell them
4 this and more. And this heritage shall be his
5 weapon and his armor. Will make him strong
6 enough to win any battle he may face. And
7 since this story is often obscured, I will
8 sacrifice to find it for my children, so this I
9 will do for them if I love them. I must find
10 the truth of heritage and pass it on to them in
11 years to come, I believe, because I have armed
12 them with the truth. My children and their
13 children's children will venerate for me. For
14 it is the truth that will set us free. Thank
15 you.

16 HEARING OFFICER BRONSTEIN: Thank you, Ms.
17 Robinson.

18 (WHEREUPON, said
19 document was marked as
20 Public Exhibit No. 1 for
21 Identification.)

22 HEARING OFFICER BORNSTEIN: Lettrice
23 Jameson, please.

24 MS. JAMESON: Hi. My name is Lettrice

1 Jameson. I am the LSC president. I'm here
2 today to talk to you about keeping our school
3 open for our kids.

4 I have four children that attend
5 Robert Emmet right now from first grade to
6 sixth grade.

7 My kids been on honor roll since
8 they been there. My daughter, she is in fifth.
9 She been honor roll.

10 When my son -- my son first
11 turned three, I tried to get him in Duke
12 Ellington. They told us we were out of the
13 area. But now I'm getting a letter that saying
14 that my kids can go to that school. And we
15 stay far away from at that school now.

16 So I'm here to let you see this
17 right now. Again, I do have a copy. Right
18 now, I did a petition saying that our parents
19 did want to come and they couldn't attend. I
20 have they names and phone numbers. And some of
21 them I have they e-mail address. I will give
22 this to you.

23 I'm upset because I don't want my
24 kids' school to close. They been there since

1 preschool, since my son was there three.

2 And I come from 5846 West
3 Cortland to bring them all the way to Madison
4 and Central. And I do not appreciate they
5 closing our school.

6 I think it should stay open. The
7 activities they doing at the other school, they
8 need to bring it to Emmet. That's what they
9 need.

10 I don't think it should be about
11 kids coming to they school. It should be how
12 they doing on they grades. If they doing what
13 they need to do, they need to keep it open.

14 I'm so upset. But I'm going to
15 tell you about the ISAT tests, even though they
16 say it's about there's too much space if the
17 classroom. Give us the same opportunities that
18 they giving all these Duke Ellington and
19 DePriest and we can do the same.

20 And for one in 2010, our ISAT
21 test was 71.2. In 2011 it was 73.8. In 2012
22 it was 70.4. Compared -- we got percentage --
23 we had 11.9 percent, 13.2 percent, 2.5 percent.

24 I think if they going to close

1 schools, they need to close charter schools,
2 because we doing what we need to do.

3 Take this and let them know.

4 Keep our school open. Thank you.

5 HEARING OFFICER MORRISSEY: Thank you.

6 (WHEREUPON, said
7 document was marked as
8 Public Exhibit No. 2 for
9 Identification.)

10 HEARING OFFICER BRONSTEIN: Ms. Tammie
11 Vinson, please.

12 MS. VINSON: Good evening. Tammie.
13 T-A-M-M-I-E. Vinson. V, as in Victor,
14 I-N-S-O-N.

15 I'm a special educator at Robert
16 Emmet. I'm here tonight because I feel that my
17 school has been unfairly targeted for clsoing.

18 I'm here to speak for the
19 students who are being snatched from the only
20 school that many of them have known.

21 They're being sent across gang
22 lines into buildings where they are saying are
23 welcoming but could soon become unwelcoming.
24 Our kids are -- they live in a close-knit

1 community. But in some case these don't get
2 along with their neighbors. And we do know
3 that there's some activity going on. And I'm
4 not really clear on how the we can guard
5 against that, so that's a concern for me.

6 Also I'm here because I'm sort of
7 confused about the IB programs and the STEM
8 programs that are being touted as high quality
9 education.

10 My real concern with that is that
11 if our schools are being treated equally and
12 funded fairly and all of our students are being
13 given equitable access to education, why now
14 are we offering IB and STEM? Why aren't
15 programs like that in all schools?

16 And it confuses me. The magnet
17 schools, selected enrollment, all of these
18 programs that we have to do something special
19 to apply for them and to be given -- offered
20 access to it, and I'm confused by that. So
21 that's a concern.

22 Also concerned about the fact
23 that as an African American educator, that I do
24 know that teachers of color are not being

1 treated fairly in these schools.

2 So my concern is that although
3 we're being told now that we're going to be
4 offered positions in these schools, because
5 we'll travel with our students, I know that
6 past policies have not proven that to be true.

7 So that's a concern for me,
8 that next year I won't have a job. I'm a high
9 quality educator. (Gone to school. Have
10 multiple certifications, degrees and
11 everything. But I'll be out of a job even
12 though the school where I am now is a
13 high-quality high-performing school.

14 So those are my concerns. We'll wait
15 and see what happens. And hopefully Emmet will
16 be taken off the list, because, again. I don't
17 believe that we were fairly placed on the list.

18 HEARING OFFICER BRONSTEIN: Thank you, Ms.
19 Vinson.

20 Mr. Brandon Johnson, please.

21 MS. JOHNSON: So, your Honor, I would
22 like to provide just some context to the larger
23 broader struggle.

24 Again, Brandon Johnson. I am

1 community resident of Austin, teacher. I do
2 consider myself expert with a master's degree
3 plus working on a doctorate degree next fall,
4 and the \$80,000 in student loans I think
5 substantiate me as an expert and hopefully I
6 will be like Ms. Robinson, now that I have 22
7 more years and five months before I can retire.
8 Not that I'm counting.

9 But, again, these policies are
10 failing our students terribly.

11 What we have in this room is we
12 literally have decedents of black folks in this
13 city that fought to have access to these seats.

14 Mr. Timuel Black, who is an
15 educator who helped lead the boycott so that
16 black students can actually have access to
17 seats in schools because they were stuffed in
18 classrooms that were overcrowded. Now the very
19 folks who fought to force CPS to do right by
20 our students are now snatching those seats
21 away.

22 Your Honor, we went through this
23 last year. 7,000 students were impacted by
24 school closures. CPS lost an account for all

1 of them. They're being forced to trace and
2 find out where these students are.

3 But we're talking about children.
4 Sometimes I feel like that when it comes to
5 black children, they're not seen as children.
6 They're seen as little black people. And that
7 they're being asked and forced to do things as
8 if they're some sort of a subject.

9 We have a system, and not that
10 it's your responsibility to fix the systematic
11 problems in our society, but we have a system
12 that will spend a million dollars to keep black
13 people incarcerated but won't offer a few
14 hundred dollars or a few thousand dollars to
15 educate our children.

16 Your Honor, I believe we have an
17 opportunity here. We need to set and put into
18 motion an educational program that's going to
19 do right by students.

20 As the parents have laid out, we
21 have students in Austin, which is a few blocks
22 away from Oak Park, who are outperforming
23 students in Oak Park, but they will dare never
24 close a school down in Oak Park. They wouldn't

1 tolerate it.

2 Even editorials in this City have
3 said that no other community would accept this.

4 And so what the community is
5 essentially saying today is that, as Bonita
6 laid out as well, we have a real systematic
7 problem in this City about, one, how we treat
8 our children, how we listen to our parents.
9 And because CPS has historically ignored the
10 voice of the parents, this is an opportunity to
11 get it right, let's not continue down the
12 course of failed policies. Let's keep Emmet
13 open. Let's fully invest in these schools and
14 make sure our children in Austin and all across
15 the City receive the education that they
16 deserve.

17 My final point is in The Tale of
18 Two Schools, the students at Guggenheim who
19 were lost because of the homeless rate in this
20 City, CPS is still looking for 23 of those
21 students.

22 Your Honor, we are losing
23 students in the system. This is
24 unconscionable.

1 And so if we want to fix this
2 problem, let's make sure we're paying attention
3 to the voices of the community.

4 Let's get it right. Let's not
5 turn back the hands of time of which folks in
6 this room and folks that put the bodies on the
7 line so that we can have access to education.
8 Let us not turn back the clock. Thank you.

9 HEARING OFFICER BRONSTEIN: Thank you,
10 Mr. Johnson.

11 Arlecia Reynolds, please.

12 MS. REYNOLDS: Good evening. My name is
13 Arlecia Reynolds. A-R-L-E-C-I-A.
14 R-E-Y-N-O-L-D-S.

15 As I come to you this evening, I
16 can wear many different hats. First I am a
17 product of Robert Emmet School. I have worked
18 for the CPS for the last 21 years.

19 For the last 21 years, every time
20 we come to a closing, it's new thing brought
21 up. Never the same.

22 They say we underperform. When I
23 started working I started at Robert Emmet. We
24 were one of the lowest schools. Now we are

1 performing as one of the highest schools.

2 You say if they go to DePriest
3 and Duke Ellington, they will be at better
4 performing schools. I don't think so. We have
5 outperformed them for the last five years.
6 Maybe not this year, but we have been
7 outperforming them for years.

8 Then you changed the test. Then
9 it's not the test, now you are saying we are
10 underutilized.

11 Before we became underutilized we
12 were overcrowded.

13 You brought them together to take
14 off some of the slack from our school because
15 we was overcrowded.

16 Now that you have taken those
17 students, now we are underutilized.

18 You all have taken students out
19 of our community.

20 I have been a parent and all four
21 of my sons have attended Emmet School.

22 My grandchildren attend now. I
23 lived in the community for the last 37 years.

24 And we have been performing excellent.

1 I'm just asking to save our
2 school. Not only save our school, but save our
3 students.

4 Because if they have to cross
5 gang lines, are students are not going to go to
6 school. We going to have a high rate of
7 dropouts from eighth grade. We're talking
8 about high school students dropping out, but we
9 will be talking about eighth grade, six grade,
10 seventh grade.

11 If they are scared, they are not
12 going to go. Thank you.

13 HEARING OFFICER BRONSTEIN: Thank you, Ms.
14 Reynolds.

15 Ackisha Williams, please.

16 MS. WILLIAMS: Good evening. My name is
17 Ackisha Williams. A-C-K-I-S-H-A.
18 W-I-L-L-I-A-M-S.

19 I'm a parent of a student at
20 Robert Emmet School as well as a teacher.

21 I come before you today tired,
22 bewildered, frustrated and outraged at the
23 recommendations to close our school.

24 I've attended a number of these

1 community meetings and hearings for our voices
2 to be heard.

3 It has been said that Emmet is
4 underutilized. That the utilization rate is 66
5 percent and that our enrollment has declined
6 over the past three years.

7 This utilization rate is higher
8 than schools who have been removed from the
9 list.

10 We consider our classrooms to be
11 the right size for its effective target
12 instruction.

13 I have been at Emmet for the last
14 12 years and there have been so many changes.
15 We have conformed to every change that has come
16 across our table. We have adjusted to
17 everything that has come across us. And as
18 soon as we do better, something else is thrown
19 our way to make us look bad.

20 We are not here today to beg for
21 our school, but to let you know that we have
22 been working extremely hard at Emmet.

23 We think that our students are
24 being sent to other schools based on some plan

1 that we have not been informed.

2 Our ISAT scores have been in the
3 70th percentile for the last three years. And
4 in the double digits in the exceeds category
5 for the last three years.

6 Yes, we're a level-three school
7 now, but it's based on the Scantron test which
8 is a test that we do not use anymore as a valid
9 measure of student growth.

10 The purpose of this hearing is to
11 hear both sides of why the school should be
12 closed and why the school should not be closed.

13 However, our students are already
14 being reassigned to schools.

15 And our parents are receiving
16 letters giving them a new school already for
17 students.

18 But this is supposed to be a
19 hearing that proposes that the schools be
20 closed or not be closed. But is it a fair
21 hearing?

22 CPS is giving the impression that
23 the proposal has already been approved and
24 finalized. Parents feel like they have no

1 voice and no choice.

2 We can point out that in our
3 opinion this is an example of the lack of
4 concern for our students, the community, and
5 the educational professionals that are making a
6 living as employees of the Chicago Public
7 School system, the same system that makes
8 decisions that negatively impact the learning,
9 then blame the teachers, the paraprofessionals,
10 students and parents for decline in test
11 scores, attendance rates, and graduation rates.

12 All of the above are assets, not
13 to be the blame.

14 We are prepared to work together
15 in a unified effort to save our schools. Thank
16 you.

17 HEARING OFFICER BRONSTEIN: Thank you, Ms.
18 Williams.

19 This exhausts the speakers
20 list. People that have signed in.

21 MS. GRAHAM: I'm part of that list. I
22 just didn't go downstairs. Alderman Graham,
23 29th ward. Another one of my schools.

24 HEARING OFFICER BRONSTEIN: Please

1 proceed, Alderman Graham.

2 ALDERMAN GRAHAM: Sorry. My name wasn't
3 added to the list. I did not go back down
4 after the last hearing.

5 I stand unified with the school
6 on this evening. And I totally agree that the
7 school has been performing well over the past
8 years.

9 They're absolutely correct when
10 they say that the game has changed on numerous
11 occasions.

12 Once we perfect one thing, then
13 there is a new measuring stick that's brought
14 out that now we have to jump through a new hoop
15 to continue to exist.

16 Down through the history of CPS,
17 it's true that those schools have been brought
18 in when schools were overcrowded. Now we face
19 another issue with a loss of students and
20 population moving out of the community, and
21 schools not being so appealing that people
22 would like for their kids to go to the school.

23 So I'm standing unified with them
24 to ask that we keep Robert Emmet open. And we

1 give them an influx of services and support
2 that we're talking about at all the other
3 schools, so they can be an even
4 better-performing school, and that our children
5 will continue to excel.

6 Dr. Robertson has worked really
7 hard and is loved by all of her students and
8 parents, and has done a yeoman's job of
9 educating her kids and just really being a
10 family-type school.

11 So I stand here this evening to
12 ask that you not close Robert Emmet School.
13 And really evaluate the numbers when you talk
14 about combining them into Duke Ellington and
15 DePriest.

16 I actually like both of those
17 schools, so I don't have an issue with their
18 schools, per se. But each of these schools
19 stand on their own

20 And if you put all these kids
21 in a school, I don't really -- I'm not really
22 sure if CPS knows how many children will not
23 actually be going to Robert Emmet or Duke
24 Ellington if the school would actually be

1 overcrowded or not.

2 I don't know if there's been a
3 real measuring stick done of that and how many
4 kids have been offered an opportunity to go
5 elsewhere if they're living already outside of
6 the attendance boundary.

7 My last comment would be to
8 piggyback on what the last speaker said, that
9 if notices are, in fact, going out to parents,
10 there's already a distrust with CPS. And if
11 that's, in fact, the truth, that's another slap
12 in the face.

13 This has been a dog and pony show
14 of us actually trying to advocate to keep the
15 schools open when a decision has already been
16 signed, sealed and delivered. We're just
17 playing the parts.

18 So I would ask that you guys
19 consider listening to these parents.

20 If you haven't listened to them
21 before, please take the time to listen to them
22 tonight. Thank you.

23 HEARING OFFICER BRONSTEIN: Thank you,
24 Alderman Graham.

1 This concludes the list of
2 speakers this evening.

3 I wish to thank everybody for
4 their presence and participation in this
5 proceeding. Good night. Stand adjourned.

6 (WHEREUPON, the proceedings
7 were adjourned at 9:15 p.m.)

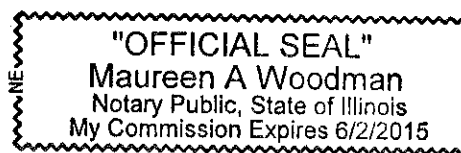
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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)
4

5 MAUREEN A. WOODMAN, C.S.R., being first
6 duly sworn, says that she is a court reporter
7 doing business in the City of Chicago; that she
8 reported in shorthand the proceedings had at
9 the hearing of said cause; that the foregoing
10 is a true and correct transcript of her
11 shorthand notes, so taken as aforesaid, and
12 contains all the proceedings of said hearing.
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MAUREEN A. WOODMAN



To: Members of the Chicago Board of Education

From: Bonita Robinson

Proposed School-Closing Public Hearing for Emmet School

April 17, 2013 - 8:00pm. - 10:00pm. - Central Office

Q # 1

Submission For:

4-17-13 Public Hearing - Central Office

Enclosed: 4-17-13 Testimony of
Bonita Robinson

Emmet School, 8:00-10:00_{p.m.} p.m.

To: Members of the Chicago Board of Education

From: Bonita Robinson

**Proposed School-Closing Public Hearing Meeting – April 17, 2013 – Central Office
Emmet School Hearing**

Today I would like to repeat my call for **no school closings anywhere** in CPS and to restate, as I stated at the community hearings, that these proposed school closings are racist and have been shown to be academically and socially harmful, especially to African American students.

I am resubmitting, to this hearing, the written testimony (enclosed) that I presented at the community hearings. The cps.edu (internet) summaries of my testimony at the community hearings are misleading and I am submitting corrections of the summaries with my testimony today.

In addition to the concerns expressed in my previous written testimony, I am deeply concerned about how CPS will ensure the delivery of the services that you promise in terms of curriculum, programs and environment. Too often, CPS promises but does not deliver and then is not held accountable. I am also concerned about dejected students who get the underlying message of not being valued by CPS and decide to stop going to school and are never “found,” just as some students who moved to new schools after last year’s school closings cannot be “found” by CPS today.

CPS must learn to place a higher value on the precious children to whom it is obligated to deliver **excellence and equity in education**.

I would like to share with you, at this time, the poem, “*What Shall I Tell My Children Who Are Black?*” by Margaret Taylor Burroughs (enclosed).

Bonita Robinson, a recently retired reading specialist was awarded the *Illinois Governor’s Master Teacher Award* while teaching at the Austin community’s Duke Ellington School during the era of the narrowing of the achievement gap.

WHAT SHALL I TELL MY CHILDREN WHO ARE BLACK

What shall I tell my children who are black
Of what it means to be a captive in this dark skin?
What shall I tell my dear one, fruit of my womb,
Of how beautiful they are when everywhere they turn
They are faced with abhorrence of everything that is black.
The night is black and so is the boogyman.
Villains are black with black hearts.
A black cow gives no milk. A black hen lays no eggs.
Bad news comes bordered in black, mourning clothes black.
Storm clouds, black, black is evil
And evil is black and devil's food is black . . .

What shall I tell my dear ones raised in a white world
A place where white has been made to represent
All that is good and pure and fine and decent,
Where clouds are white and dolls, and heaven
Surely is a white, white place with angels
Robed in white, and cotton candy and ice cream
And milk and ruffled Sunday dresses
And dream houses and long sleek Cadillacs
And Angel's food is white . . . all, all . . . white.

What can I say therefore, when my child
Comes home in tears because a playmate
Has called him black, big lipped, flatnosed
And nappy headed? What will he think
When I dry his tears and whisper, "Yes, that's true.
But no less beautiful and dear."
How shall I lift up his head, get him to square
His shoulders, look his adversaries in the eye,
Confident in the knowledge of his worth,
Serene under his sable skin and proud of his own beauty?

What can I do to give him strength
That he may come through life's adversities
As a whole human being unwarped and human in a world
Of biased laws and inhuman practices, that he might
Survive. And survive he must! For who knows?
Perhaps this black child here bears the genius
To discover the cure for . . . cancer
Or to chart the course for exploration of the universe.
So, he must survive for the good of all humanity.
He must and will survive.
I have drunk deeply of life from the fountain
Of my black culture, sat at the knee and learned

From Mother Africa, discovered the truth of my heritage.
The truth, so often obscured and omitted.
And I find I have much to say to my black children.

I will lift up their heads in proud blackness
With the story of their fathers and their fathers
Fathers. And I shall take them into a way back time
Of Kings and Queens who ruled the Nile,
And measured the stars and discovered the
Laws of mathematics. Upon whose backs have been built
The wealth of two continents. I will tell him
This and more. And his heritage shall be his weapon
And his armor; will make him strong enough to win
Any battle he may face. And since this story is
Often obscured, I must sacrifice to find it
For my children, even as I sacrificed to feed,
Clothe and shelter them. So this I will do for them
If I love them. None will do it for me.
I must find the truth of heritage for myself
And pass it on to them. In years to come, I believe
Because I have armed them with the truth, my children
And their children's children will venerate me.
For it is the truth that will make us free!

MARGARET TAYLOR BURROUGHS

Dr. Margaret Burroughs is one of the pioneers of the black renaissance of the 1960s and 1970s. Long before it was popular to advocate black culture and history she and her friends were holding programs, building libraries, art galleries and museums. She is author of "Jasper the Drummin' Boy" (Viking Press, 1947) and "Did You Feed My Cow" (Thomas Y. Crowell Co., 1955), two books of poetry, both by the DuSable Museum Press—"What Shall I Tell My Children Who Are Black" and "Africal My Africal!" She is an outstanding artist and was organizer of several art fairs that continue even to the present. She is one of the founders of the South Side Community Art Center and the DuSable Museum of African American History. Her art work has won prizes and has been exhibited in the United States and abroad. Dr. Burroughs has travelled extensively in Europe, Africa, Mexico and at home. As a teacher (Humanities—Kennedy King College) she has encouraged youth, helped open doors for students, and helped build a whole generation of young people energetically working in the arts and humanities. Presently she is Executive Director of the DuSable museum, and is directing the museum's fund raising campaign to raise two million dollars to remodel and operate its larger facility in Chicago's Washington Park.

Community Meeting for the Proposal to Close Robert Emmet Elementary School

April 10, 2013; 7:30-9:30p.m.

Location: Austin High School, 231 N. Pine Avenue

CPS Facilitators:

Adam Anderson, Strategy and Planning Officer

Phil Hampton, Chief Officer of Family and Community Engagement

Also in Attendance:

Chandra James, Chief, Austin-North Lawndale Network

Barbara West, Commander - Chicago Police Department

CPS Presentation

Mr. Anderson introduced himself and explained the purpose of the meeting, to listen to the community. He introduced Mr. Hampton, Ms. James, and Cmdr West. He acknowledged the court reporter, the note taker, and the Spanish language translator. Mr. Anderson explained what information was contained on the handouts distributed to the audience. He announced the dates, times, and location of the next meetings. He then transitioned to Mr. Hampton.

Mr. Hampton explained the logistics of registering to speak and the time limit. Due to the lack of registered speakers he said the time limit could be extended if necessary. He then opened the floor to public comment.

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Robert Emmet Elementary School and welcome students at Edward K Ellington Elementary School and Oscar DePriest Elementary School, in accordance with 105 ILCS 5/34-230. There was only one registered speaker. The speaker comments focused on a variety of topics including the following:

- * The speaker's comments revolved around the lack of community engagement, mayoral control, and education reform.

Incorrect

Correction: 4-17-13

1

From: Bonita Robinson

* My comment dealt with:

① CPS' lack of will to engage the community at a high level of authentic engagement. (Ladder of Citizen Participation "was submitted.")
and

② The widening of the Black/White achievement gap under mayoral control and CPS' "failed" reforms."

Submission For:

4-17-13 Public Hearing - Central Office

Enclosed:

(Bonita Robinson's Testimony

at 4-10-13 Community Hearing

for Emmet School, 7:30 p.m. - 9:30 p.m.)

To: Members of the Chicago Board of Education
From: Bonita Robinson
Proposed School-Closing Community Meeting - April 10, 2013 - Austin High School
Resubmitted at Public Hearing Meeting – April 17, 2013 – Central Office

Enclosures: 1. Sherry Arnstein's "Ladder of Citizen Participation"
2. "No Real Progress in Grade School Reading in 20 Years" (Sun-Times)

As a teacher who taught during the dramatic national narrowing of the achievement gap between Black and White students in the twenty years preceding the current era of urban school "reform," – a narrowing indicated by data from the *National Assessment of Educational Progress (NAEP)*, - I find it extremely troublesome that neither CEO Barbara Byrd-Bennett, Mayor Rahm Emanuel nor one single school board member has acknowledged the elephant in the room: The past twenty CPS "reform" years are defined by a devastating widening of the achievement gap between Black and White students in Chicago, as indicated in a study by the *Consortium on Chicago School Research (CCSR)*.

Harming Black students by reversing the trajectory of their academic growth for two decades is regressive, smacks of institutional racism and should be considered a deal-breaker to lawmakers who granted the mayoral control of CPS which is behind most of this failed "reform." The fact that the Black children in the neighborhood schools that CPS has targeted for closure over the years, have also been the same children who have been most adversely affected, as indicated by the widening of the gap, the destabilization of their communities and the loss of their teachers who, before "reform," had helped to place them on a sure course toward academic success, is a wake-up call to the average taxpayer that our tax money has financed a racially discriminatory experiment, that might justifiably be referred to as the *Tuskegee Experiment* of the twenty-first century.

The mayor and CPS have **not** been good stewards of our tax dollars nor of the public trust and **have not earned the right to continue to close schools**. Why should citizens give their approval to continue a failed "reform" experiment that has targeted and exacted harm upon Chicago's African American children for the last two decades of "reform?" It has been said, "If you find yourself in a hole, the first thing to do is stop digging." It is time to stop digging the racist hole that has hurt brilliant children and has attempted to wrap their destinies up in well-crafted false narratives of "failure" and "underutilization." We must return to the closing of the gap --- a closing which was sabotaged in the name of "reform." **Close the gap, not the schools.**

Bonita Robinson, a recently retired reading specialist, was awarded the *Illinois Governor's Master Teacher Award* while teaching at the Austin community's Duke Ellington School during the era of the narrowing of the achievement gap.



CHICAGO SUN-TIMES

U. OF C. REPORT ON CPS:

NO REAL PROGRESS IN GRADE SCHOOL READING IN 20 YEARS

Chicago's elementary grade reading scores have barely budged over the last two decades, a new report has found **STORY ON PAGE 6**

A HOME RUN INN

RROR FILM



NO REAL PROGRESS IN GRADE SCHOOL READING IN 20 YRS.

CPS | Various attempts to improve scores have done little

BY ROSALIND ROSSI

Education Reporter
rossi@suntimes.com

So after waves and waves of reform, you thought Chicago public elementary schools had made tremendous progress in the last 20 years?

Think again.

Despite millions of dollars in fixes and programs, Chicago's elementary-grade reading scores have barely budged over the last two decades, a new report by the University of Chicago's Consortium on Chicago School Research has found.

Math scores improved only "incrementally" in those grades, and racial gaps in both subjects increased, with African-American students falling the most behind other groups, especially in reading — an area pushed heavily under former Mayor Richard M. Daley.

But the good news in a unique study called "Trends in Chicago's Schools Across Three Eras of Reform: Summary of Key Findings" is that Chicago Public Schools made "dramatic improvement" in its high school graduation rate over almost two decades. Less than half of CPS freshmen graduated by age 19 in 1990, compared with about two-thirds today, the study said.

Plus, during the latter half of that time period, the average CPS ACT score rose from 16.2 in 2001 to 17.2 in 2009, controlling for changes in student demographics, the study found.

"What's surprising is the results we came up with are the opposite of what publicly

reported statistics show," said the Consortium's Stuart Lupescu, lead author of the study. "Publicly reported statistics show the elementary schools improving, and the high schools have been flat."

While high schools have long been considered the system's Achilles heel, the study indicates CPS high schools "managed to accomplish a miracle," said Barbara Radner, director of DePaul University's Center for Urban Education. Although each year of arriving freshmen showed up underprepared and not much more capable than the batch before them, high schools held on to an increasing number of them, and prodded them into improved ACT scores, Radner said.

However, Radner said, after years of news conferences in which Daley trumpeted gains in elementary reading scores, "in the end, the emperor doesn't have as many clothes as we thought." She blamed too much teaching to mandatory tests that emphasized basic skills or contained low thresholds for passing.

In other words, Radner said, too many schools were focusing on "a centimeter test, instead of an inch test."

Schools CEO Jean-Claude Brizard immediately seized on the findings as proof of the need for the longer school day pushed by his boss, Mayor Rahm Emanuel. Said Brizard in a statement: "This report reinforces the need for students to have more time with teachers in the classroom to receive the instruction they need to be college and career ready."

The Consortium was able to use a long lens to look at the progress of Chicago Public Schools by converting the Iowa Tests of Basic Skills given to CPS elementary students from 1990 to 2005 to the same scale used on the Illinois Standards Achievement Tests given to public school kids statewide since 2006.

Using this single measuring stick for elementary schools, it looked at average test scores over three "eras" of reform, from 1990 to 1995 — during the early years of the Chicago School Reform Act and the establishment of local school councils until Daley's 1995 takeover; over the tenure of Daley's first Schools CEO, Paul Vallas — from 1995 to 2001; and then over the tenure of Daley's second Schools CEO, now U.S. Education Secretary Arne Duncan — from 2001 through 2009. High schools were evaluated based on graduation rates and ACTs required of every public school junior starting in 2001.

Consortium researchers also conducted a series of technical adjustments to correct for a battery of test changes, scoring inconsistencies and shifting demographics over time.

Elementary-grade scores strung out over this more even-keeled measuring stick showed "only incremental gains in math and almost no growth in reading" over 20 years even though publicly reported statistics indicated CPS had made "tremendous progress" in those subjects over that time, the report said.

Man who shot, Police Officer]

BY TINA SFONDELES

Staff Reporter
tsfondeles@suntimes.com

The elderly man who shot and paralyzed Chicago Police Officer Jim Mullen 15 years ago died in prison Thursday.

George Guirsch had no criminal record when he fired a .357 Magnum at Mullen and three other officers as they knocked on his door while investigating reports of gunfire in Rogers Park in 1996.

Mullen, then 32, was shot in the spine and cheek and was paralyzed below his chin, leaving him unable to breathe



Jim Mullen

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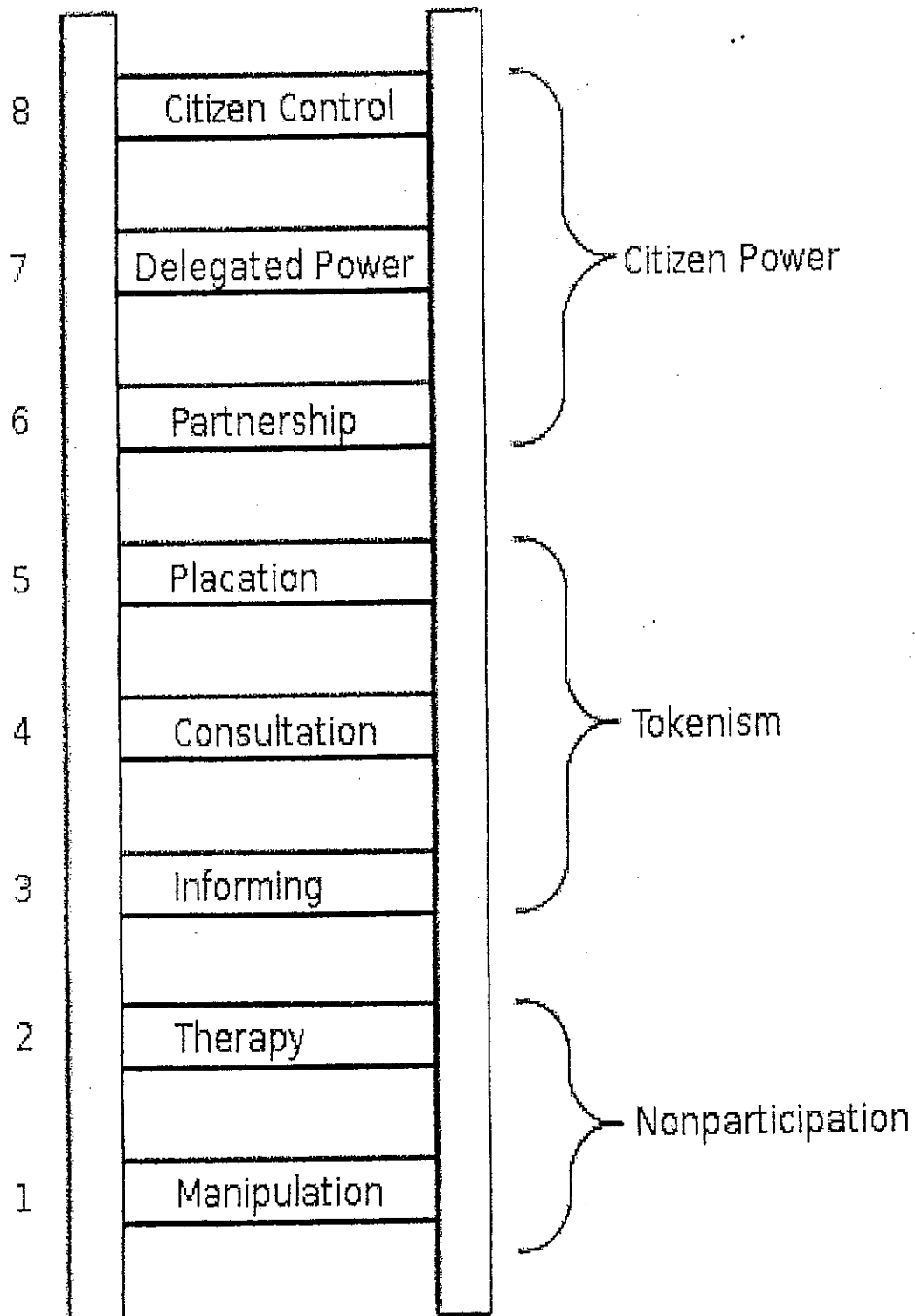
Cain coming to Schaumburg on Saturday

Supporting Republican presidential

and 23 points in front of former Mas-

A Ladder of Citizen Participation

(Sherry Arnstein)



Submission For:
4-17-13 Public Hearing - Central Office

Enclosed:

(Bonita Robinson's Testimony
at 4-15-13 Community Hearing
for Emmet School, 7:30 p.m. - 9:30 p.m.)

To: Members of the Chicago Board of Education
From: Bonita Robinson
Proposed School-Closing Community Meeting - April 15, 2013 - Austin High School
Resubmitted at Public Hearing Meeting – April 17, 2013 – Central Office

Enclosed is a copy of Margaret Burroughs' poem, "*What Shall I Tell My Children Who Are Black?*" I continue to state...**No school closings.**

(Also included in this resubmission today is an article by Stanford Researcher, Linda Darling-Hammond, in which she states that "we would have had no racial achievement gap by the year 2000" had we continued the "war on poverty" policies that had dramatically narrowed the Black/White achievement gap in the twenty years immediately preceding urban school "reform.")

Bonita Robinson, a recently retired reading specialist was awarded the *Illinois Governor's Master Teacher Award* while teaching at the Austin community's Duke Ellington School during the era of the narrowing of the achievement gap.

WHAT SHALL I TELL MY CHILDREN WHO ARE BLACK

What shall I tell my children who are black
Of what it means to be a captive in this dark skin?
What shall I tell my dear one, fruit of my womb,
Of how beautiful they are when everywhere they turn
They are faced with abhorrence of everything that is black.
The night is black and so is the boogyman.
Villains are black with black hearts.
A black cow gives no milk. A black hen lays no eggs.
Bad news comes bordered in black, mourning clothes black.
Storm clouds, black, black is evil
And evil is black and devil's food is black ...

What shall I tell my dear ones raised in a white world
A place where white has been made to represent
All that is good and pure and fine and decent,
Where clouds are white and dolls, and heaven
Surely is a white, white place with angels
Robed in white, and cotton candy and ice cream
And milk and ruffled Sunday dresses
And dream houses and long sleek Cadillacs
And Angel's food is white ... all, all ... white.

What can I say therefore, when my child
Comes home in tears because a playmate
Has called him black, big lipped, flatnosed
And nappy headed? What will he think
When I dry his tears and whisper, "Yes, that's true.
But no less beautiful and dear."
How shall I lift up his head, get him to square
His shoulders, look his adversaries in the eye,
Confident in the knowledge of his worth.
Serene under his sable skin and proud of his own beauty?

What can I do to give him strength
That he may come through life's adversities
As a whole human being unwarped and human in a world
Of biased laws and inhuman practices, that he might
Survive. And survive he must! For who knows?
Perhaps this black child here bears the genius
To discover the cure for . . . cancer
Or to chart the course for exploration of the universe.
So, he must survive for the good of all humanity.
He must and will survive.
I have drunk deeply of life from the fountain
Of my black culture, sat at the knee and learned

From Mother Africa, discovered the truth of my heritage.
The truth, so often obscured and omitted.
And I find I have much to say to my black children.

I will lift up their heads in proud blackness
With the story of their fathers and their fathers
Fathers. And I shall take them into a way back time
Of Kings and Queens who ruled the Nile,
And measured the stars and discovered the
Laws of mathematics. Upon whose backs have been built
The wealth of two continents. I will tell him
This and more. And his heritage shall be his weapon
And his armor; will make him strong enough to win
Any battle he may face. And since this story is
Often obscured, I must sacrifice to find it
For my children, even as I sacrificed to feed,
Clothe and shelter them. So this I will do for them
If I love them. None will do it for me.
I must find the truth of heritage for myself
And pass it on to them. In years to come, I believe
Because I have armed them with the truth, my children
And their children's children will venerate me.
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MARGARET TAYLOR BURROUGHS

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THE GLOBAL SEARCH FOR EDUCATION: MORE FOCUS ON CHANGE



AUGUST 16, 2011

C.M. Rubin

Huffington Post

Read Interview in the Huffington Post (<http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu-8-b-926846.html>)

"I saw crumbling schools that are stealing the future of black children and white children alike."

— President Barack Obama, 2008

Change is painful. Change takes time. Change is trial and error, but isn't change ultimately brought about by leadership which has the ability to rally all the policy makers around the all important higher purpose -- that of educational excellence?

Yes we can close the achievement gap. Yes we can improve our teachers. Yes we can improve our overall education system. Difficult as these changes are to face now, what is the alternative in five years time for our students and our nation if we don't?

This week in The Global Search for Education, I asked Professor Linda Darling-Hammond, with her vast experience in education research, teaching and policy, to focus on Change we can believe in.

Linda is Charles E. Ducommun Professor of Education at Stanford University. She is a former president of the American Educational Research Association and member of the National Academy of Education. In 2008, Darling-Hammond was named one of the nation's ten most influential people affecting educational policy over the last decade. In 2008-09, she headed President Barack Obama's education policy transition team. President Obama owns a copy of her best-selling book, *The Flat World and Education: How America's Commitment to Equity Will Determine our Future*.

What is the impact of poverty on educational quality?

Poverty influences outcomes around the globe, but the effects of socioeconomic status on students' achievement are larger in the US than in most other countries. Students in more affluent communities do very well. For example, on PISA, US students in schools serving fewer than 10% of kids in poverty rank above all other countries in the world in reading. Meanwhile, students in schools with high poverty rank near the bottom. One of the unspoken issues in the United States is that we have more and more kids living in poverty (1 in 4 overall -- far more than any other industrialized country), and more and more schools catering to children in concentrated poverty (ratio of over 50% of children). Those are schools that also often get fewer resources from the state. Because of the recession, our tattered safety net, our not paying attention to the issues of growing poverty, the share of high poverty schools is increasing. In high-achieving countries, there are virtually no schools where more than 10% of the children live in poverty because in general, childhood poverty rates are much lower.

What does that mean in terms of changes we need to make?

I would argue that we have to think about changes in two ways. The last time we made major headway on these issues was in the 1960's and 70's when we had the war on poverty and we brought poverty, unemployment and segregation rates down. The achievement gap (between rich and poor) closed by more than three quarters in a very short period of time (15 years between the early 1970s and the mid-1980s). There were investments in urban schools, in teachers, in teacher training, in teacher distribution that made a huge difference. Had we continued with those policies, we would have had no racial achievement gap by the year 2000. In the 1980's, we ended all those programs and never really regrouped.

We have to address the problems now from both sides. On one hand, poverty and segregation are getting worse, and policymakers do not want to talk about it. On the other hand, we also have to address the issue of what we do to improve schools. A recent analysis of the achievement gap shows about a third of the achievement gap between affluent and poor students in 9th grade is present at kindergarten. That's because kids are growing up in very different kinds of communities with different learning opportunities within the family and within the community. We've seen huge reductions in the achievement gap where communities have put high quality pre-schools in place. New Jersey is an example. The other two-thirds of the achievement gap is due to summer learning loss. Wealthy students continue to increase their learning during the summer, while low-income students lose ground. We have to improve education from September to June, but we also have to put in place summer learning opportunities.

Then inside of school we have to equalize access to high quality teachers, and we have to improve the

training of our teachers, which other countries have done. We have to get a curriculum that is focused on high order thinking and performance skills instead of bubbling in on multiple choice tests. Our kids are definitely disadvantaged because they are never asked on our tests to do the kinds of things that PISA asks them to do and other countries teach them to do: more focus on skills of research and analysis, requiring writing, thinking and expressing your ideas.

Is there a fast track to fix this?

Many of the countries that were low achieving and are now high achieving made huge gains in a decade. We could make strong gains quickly if we could get focused. A couple of things need to happen. We need to end the practice of allowing people to teach without training. There are states like Connecticut and North Carolina which put in place reforms in the 1990s where they raised salaries for teachers, raised standards for teachers for entry, preparation, and licensing, put in place induction programs to measure good teaching with strong performance assessments as well as support. In a few years they went from teacher shortages to surpluses, improved the quality of the teaching force, and raised student achievement. One of the problems we have in the United States however is that we tend to focus, make progress, and then backslide. We're good innovators in terms of starting successful projects and programs in schools, but without the emphasis that is needed to maintain the system.

Is there a disconnect between education systems and the real world, i.e. the kind of education systems kids need to excel in the 21st century?

I believe the disconnect is a concern in the United Kingdom as well as the United States. Too often policy makers and educators think about a curriculum that consists of the facts you need to know across your 12 years of school, and schools are asked to make sure that students learn those facts instead of being able to use knowledge for complex problem solving, or being able to collaborate effectively. We need to expand students' experiences to connect to the world out of school and we need to enable them to use technology to explore the world of ideas and to create new products. The change in mindset has to happen, first, at the governmental level, and it has to be reflected in student assessment. You see this change in mindset in places like Finland and Singapore where the governments are moving ahead with an idea about what schools should be doing to accommodate the kinds of jobs that are going to be available, the kinds of thinking and knowledge and creativity that are going to be needed. You do not see this change in mindset yet in the US. Nearly all of our curriculum is organized around multiple choice testing.

Is academic pressure creating a problem for the well being of students?

Human beings are learning creatures. From the minute human beings are born there is a drive to learn. The question is how do you build on that drive to learn in the school environment? When people are faced with challenges they feel are irrelevant, that drive to learn diminishes. Of course, children might not think they need to do some of what is needed to be a productive adult in a challenging world. However, so much of what we need to accomplish can be done in a way that is engaging, productive, and can combine the joy of learning and work.

I saw this vividly in two different classrooms that one of my children experienced in 1st grade. One was a school that was all about control. The kids could not talk or move. They were punished when they made a sound. It was an awful environment, so we moved her. She went into a new classroom where kids were being scientific in their spaces (their community, their school), doing stimulating projects, writing their own books and publishing them. All the kids were engaged, wanted to work hard, and learned about ten times more than in the rigid school. So part of the stress issue has to do with the way we are structuring the work in schools, because it is often at odds with the way people really learn. We need to rethink that and need to rethink the backward-looking testing systems that we currently use, which make people believe that is what you have to do in school.

How do you see the role of the arts and creativity?

I am a musician by training. The arts are important for their own sake for all of the things they develop in a human being: ways of being, ways of thinking, ways of expressing. We also know that the arts help kids learn other subjects like math and English. Our problem with this in the United States is the narrow view of much of the policy community. It's not that schools or educators or parents don't see the value of the Arts. It's lack of awareness from the policymakers who have a narrow old factory model view that school is all about producing reading and math scores. The problem is worse in poorly funded schools.

We need a balanced vision of education where there is an appreciation for the whole person and for what it means to develop a human being. I wish I had a magic wand. My message to the policy community would be "wake up and smell the coffee."

In the United States we have been on the opposite course of countries that have been succeeding educationally for at least the past ten years. The conversations in Washington are very remote from the conversations in everyday people's lives across the country. The politics are still very narrow. We need enlightened leaders who are willing to learn more about education internationally and at home. Let's think about what we want to achieve. Let's think about how we're going to get there.

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Robert Emmet EX#2

4-17-13

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Robert Emmet

4-17-13

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Robert Emmet

4-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Robert Emmet

4-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Iman Jamison	jamison@yahoo.com	
Deborah Thomas		1-773-323-3272
TERRELL HARRIS		414-323-3272
Nennetta Payton		1773-663-8378
Tommie Bassett		1223 851-3354
Shawn Johnson	shernumdozi@aol.com	773 622 5448
Darwyn Stokes		773 312 662-0542
TERRANCE FORD		1773-766-0317
Jenniter Young		1-773-282-9576
Spentavia Buchanan		708-743-9838
Larry Jewell		773-786-8145
Ruby Jewel		773-676-6261
Jim Little		773-789-1912
Terrija Johnson		773-591-6092
Victor Wayne		773-587-7334

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WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Brittney Jones	Brittneyrjones84@yahoo.com	
Danae Davis		(773) 431-8864
HENRY STEVENS	JENEWELL42@yahoo.com	(312) 399-1916
William Kayford	Kayford, William@yahoo.com	(312) 623-9488
Dithea Mosley		(773) 640-6424
Lee Payne	leapayne123@yahoo.com	(312) 846-0511
LINDA DAVIS	35 W. NORTH AVE	773 699-2466
JANICE HILL	5635 W. NORTH AVE	773 (932) 5509
Latrice Nolan		(773) 800-8477
Donnisha Nolan		(312) 431-0532
Jessy Rogers		(773) 709-1039
SHANTEA TUCKER	Shantatucker@gmail.com	773 676 6261
CHERYL HARRIS	POX 44274	773 759-9983
ANTHONY CARR	ANTHONYCARR79@YAHOO	773 596 7455
Anthony Hamilton	AHamilton@gmail.com	773-690-5734
Ciera Wilson	CieraWilson02@yahoo.com	773-512-3194
JOE JOHNSON	JOE J. @YAHOO.COM	773-474-1189

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WE DEMAND A MORATORIUM ON SCHOOL CLOSINGS

Name	Email	Phone
1. Elizabeth Gaddy		872-230-4821
2. Sarah Collins		773-507-5445
3. Michelle Harris		773-2110-7875
4. Maurice Reynolds		630-886-6005
5. Delilah Johnson		773-626-5210
6. BERNARD Allen		773-571-7077
7. Oucey Brown		312-256-7730
8. JUSTINE RANCIER		1847-571-0168
9. Cornelius McCoy		773-967-8406
10. Sheketa Williams		812-600-9119
11. Lataunya Smith		773 673 8770
12. Michelle Sanders		773-742-4652
13. Sarah Perry		312-508-9503
14. [Signature]		309 750 8681
15. [Signature]		217-550-2282
16. Aramis Gillis		773-220-4536
17. Ebonye Cunningham		312-206-5804
18. Anthony Smith		773-940-5581

School: _____

Andre Mabrey

773-966-9662

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4-17-13

**WE DEMAND A
MORATORIUM ON
SCHOOL CLOSING**

Name	Email	Phone
Honora Himmell		(703) 681-4981
Eric Maxey		(773) 234-6899
Earl Smith		773 981 3299
Samuel Morgan		773 885-0624
Derek Walsh		312 793 4302
Budget Huff		312 726-9910
Keyshawn Abernethy		312 405 6249
Dion Washington		773 412-4177
James Johnson		773 765-4321
Risha Henderson		708.545.3109
Monique Wright		773 996.4191
Corrien Brown		773-916-9633
Shugrin, Patti		773-383-2780
Latanya Luffe		773-759-7911
Patricia Brown		1773-587 9752
Shareka Robble		312 566-6655
Lashandra Rinsdale		872-223 5148
Linda Harvey		773-987-2644
Demarco Webster		312-618-8477

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4-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSINGS



For too long, CPS and the Board of Education have claimed they could improve our schools by **closing** them. School closings, "turnarounds," and privatizations have targeted African American and Latino neighborhoods for years. The voices of our communities have been ignored as we have demanded an end to school actions that destabilize our neighborhoods, take resources from our students and increase racial inequities in Chicago.

The Board of Education's plans will disrupt students' education in 133 schools, 23% of our public schools! These actions will take educational resources from communities that have already lost the most. For years, schools have been starved of the resources that our students deserve, with overcrowded classes, outdated text books, no air conditioning, inadequate heat, unsafe playgrounds and leaky roofs. **We need an immediate moratorium on all school closings, turnarounds and charter school expansions for one year. We need an Elected and Representative School Board.** We have been ignored for too long. As an advocate for my child and my community, I demand that no plan for school actions be made without **our communities** at the decision-making table.

Name	Email	Phone
1. Alberta Adams		773-378-6852
2. Jessica Smith		773 993-7256
3. Darcel Lundy	dlundy022@yahoo.com	773 641-2398
4. Darlene Lundy	lundy.darlene@gmail	773 639-6826
5. Andrea DeWalt		(708) 769-0505
6. Andrea Starks	5447 W. Westside	773-378-3919
7. Mary Sutton	5417 W. Adams	1-773-587-2141
8. India Brown	5501 W. Washington	1-773-397-7368
9. Fredric McPeak	5501 W. Washington	1-773-431-9164
10. SANDY JONES	5517 W. MONROE	17133785163
Diane Johnson	114 N. PARKSIDE AVE	1-773-893-3161

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Please fax completed petitions to the CTU Organizing Department. Fax: 312-329-2527. Or email: organizing@ctulocal1.com

Petition created in-house by union staff.



Grassroots
Education
Movement

4-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Carie Gaspie	Cgaspie@yahoo.com	773-641-3734
Keturah Robinson	K.Robinson@yahoo.com	312-523-6221
Latoya Robinson	Latoya12@gmail.com	312-731-4545
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Lakeisha Jones		312-520-9689
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Delicia Smith	DeliciaSmith@gmail.com	(773) 648-9282
Shameeka Gardner		312-846-0958
Kenyarda Chen		(773) 876-6729
Rose Ann Chen		(312) 772-8498
Tamara Brown		773-398-6544
Tiffany Conley	Butterconley@yahoo.com	773-441-3529
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Jennifer Booker	j.booker1980@yahoo.com	(773) 668-7363
Theresa Harris	T.HARRIS@yahoo.com	773-367-9874
Spell Davis	_____	773-255-1756

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H-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

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Miranda Hyles		773 999-5701
Onnie Brown	Connieabrams740@yahoo.com	773 396-0929
Jerome Walk	JeromeWalk@gmail.com	773-486-3869
Maurice Reynolds	N/A	
Tomika Johnson	tomikadotson94@yahoo.com	773-842-8787
Lin Hay	Hayeshisa55@yahoo.com	608-515-1930
James McNeal		773-317-7157
Potto Newell		773-865-8422
Lurita Beard	nita7881a@yahoo.com	773- ⁴¹³ 868 -7451
Michelle Ball		708-389-4397
Deanna Pley	Towsonrby@gmail.com	773-673-3844
John Hall	N/A	773/ 396-4606
Catherine Judd	F.catherine@gmail.com	773-565-4730
A. W. Wynn		773 534-6057
D. W. Wynn		312-415-2776
		773-977-3431

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WE DEMAND A MORATORIUM ON SCHOOL CLOSING

Name	Email	Phone
Mary Russell		773-797-8830
Christopher Thompson		(312) 523-1289
Keshia Smith		773 430-5710
Pauline Williams		(773) 473-4017
Hippolyte Jones		773-370-7020
Munira Harte		773-822-5079
Trenice Williams		773-630-7099
Lisa Carter		773-786-6661
VIRGIL TEAGUE		1-773-626-0185
Tracey Wright		312-375-2410
Quentasha Harris		(773) 209-5738
Zola Howard		872-800-9005
Chanteen Kier		1-630-439-4261
Shawna Williams		(773) 567-2199
Danella Chapel		(773) 653-0391
Tara Marshall		773-710-4307
Lisa Reeves		773-372-7797
Twana Taylor		(312) 513-3562

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4-17-13

WE DEMAND A MORATORIUM ON SCHOOL CLOSING

Name	Email	Phone
Kristine Henderson	-	(224) 531-8984
Régine Griffin		(773) 642-9084
Timothy Jones		779-348-3830
Kierue Thermen		872-237-6958
Gladys Robinson		(773) 310-3305
Vernice Brown		773-383-1403
Marcus Terry		773-960-3712
Evelyn Phillips		773-426-1737
Marvin Berry		773-949-9396
Charles Wilson		773-540-2323
Terry Glick		773-628-5343
Ursula Moore		773-440-9081
Lonnie Mae Brown		312-282-4857
Quinn Brown		773-980-4210
Lois M. M. M.		(312) 513-1093
Bernadette Grace		872 800 3942
Anthony Burke		773-998-9827
Kristal Reed		773-905-21 ³⁸ 00
Pamela Miller		773 287-5949

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4-17-13

Petition Save Our Schools

Samuel Kirk

7073 678 4021

Quinton Emary

Willie Anderson

630-618-8455

Matrinn Martin

773-413-7093

Elizabeth McHugh

773) 449-1165

Maria Anderson

312-576-9679

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4-17-13

Petition

Save Our School

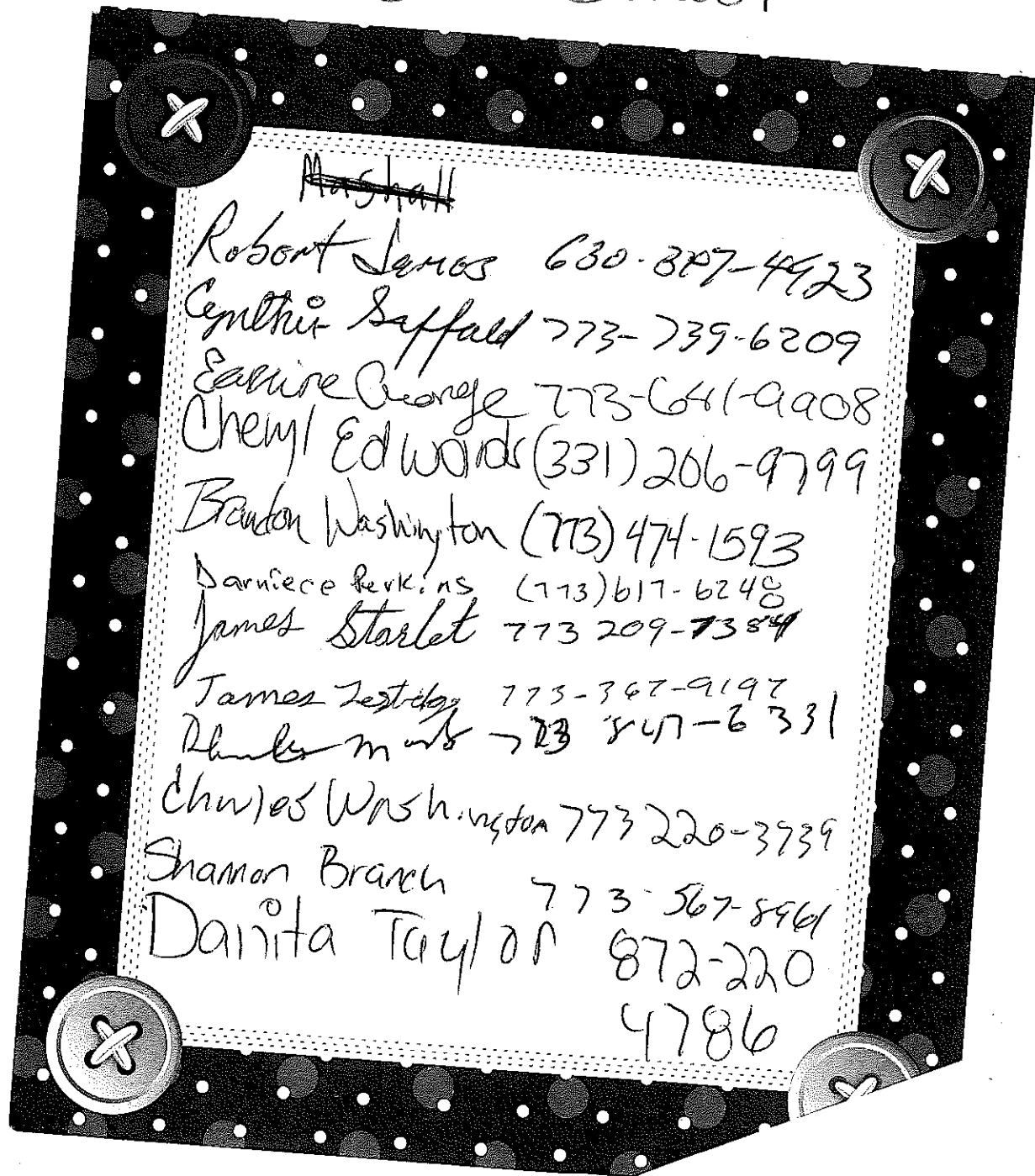


RENÉE BURNETT (773) 310-0401
Edward Ratcliff (773) 408-3311
DAMONTÉ BLAND (773) 828-6564
Shawndale Collins (773) 260-0458
Althea McCool (773) 626-5946
Althea.McCool@yahoo.com
Kenya Ballentine (708) 545-2084
Brandon Smith BSmith@yahoo.com
Priscilla Mack 773 252-2066
Darryl Riley 773 655-7438
Curtis Malone (773) 596-8834

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4-17-13

Petition
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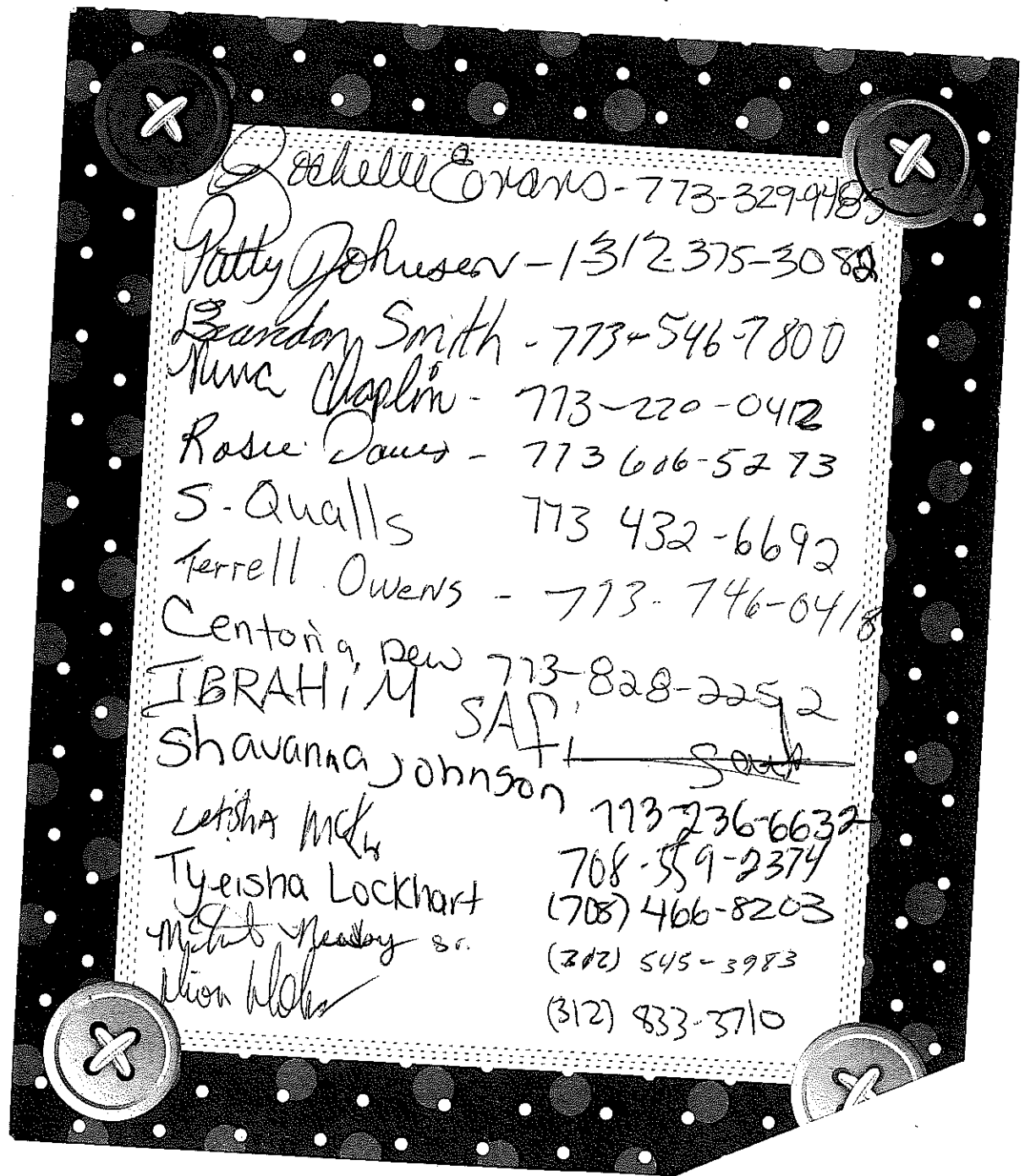


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2-17-13

Petition

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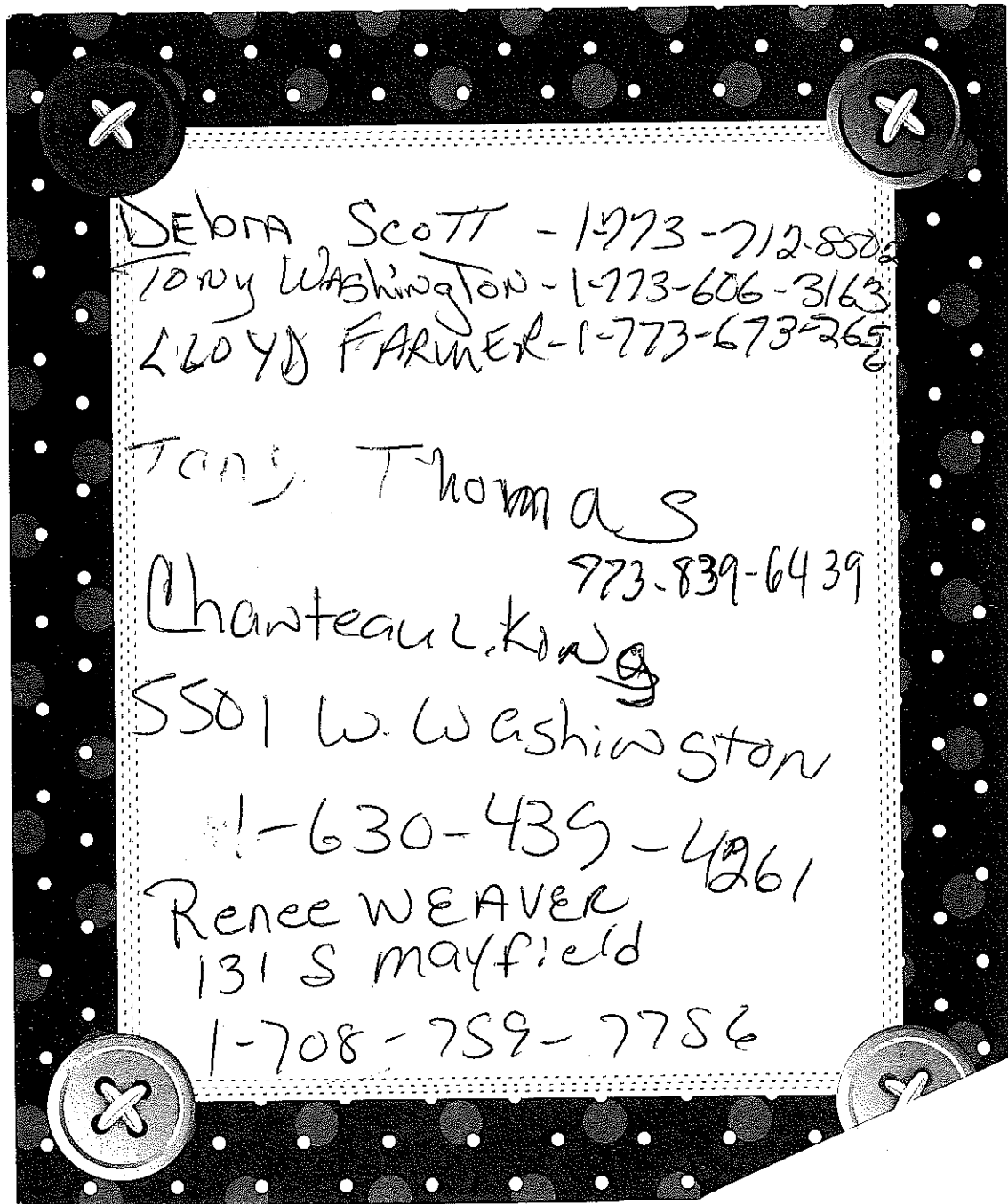


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Petitions

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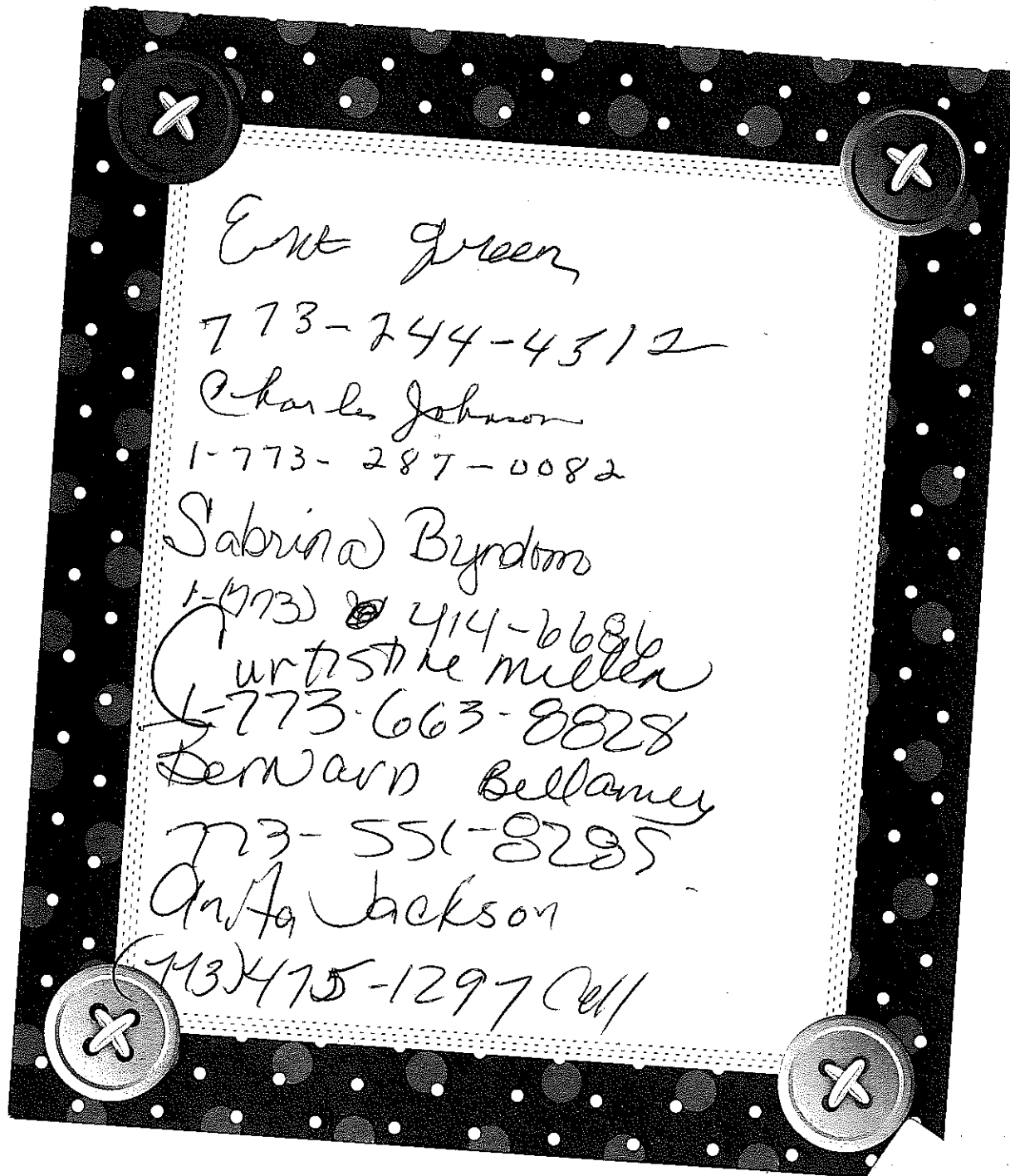


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2-17-13

Petition

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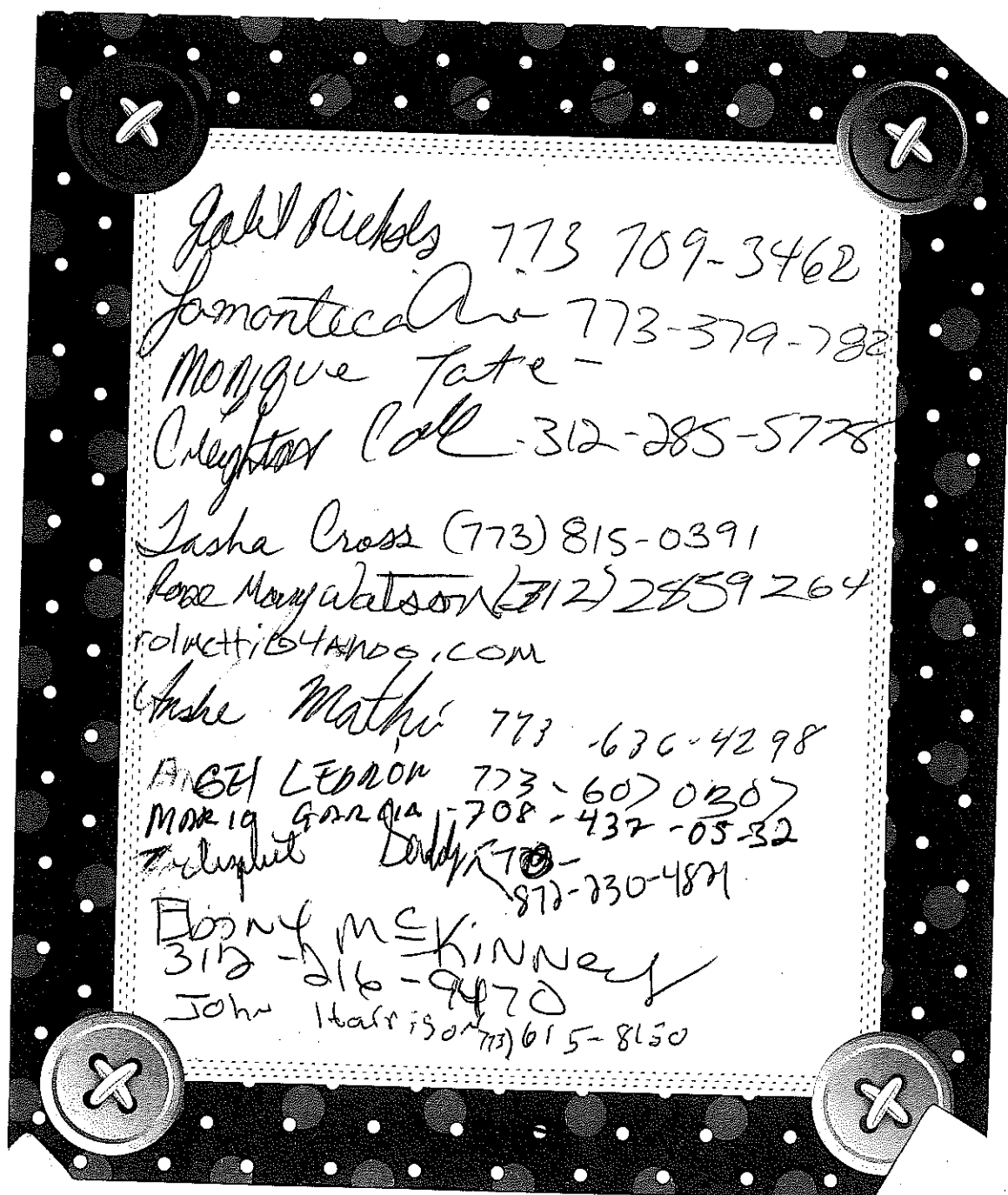


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4-17-13

Petition

Save Our Schools



Robert Emmet

4-17-13



Chicago Public Schools

Office of Access and Enrollment 125 South Clark Street, 10th floor Chicago, Illinois 60603
Telephone 773-553-2060 FAX 773-553-2061

Kathryn Ellis
Executive Director

April 12, 2013

Lettrice Jamison
Kenneth Sanders
5846 W Cortland Street
Chicago, IL 60639

Dear Parent/Guardian of Kenneth Sanders:

As you are aware, your child's current school has been identified as potentially being affected by a school action. The transition materials that you received indicated that your child would be assigned to one of 2 schools. This letter is to inform you that, if the proposed action is approved by the Chicago Board of Education at its May 22nd meeting, your child's welcoming school will be Ellington.

If you are interested in exploring other options, you will need to submit a Standard Elementary Application by April 19th to the Office of Access and Enrollment. The application and the list of schools to which you can apply were included in your transition materials. If you do not have the application and the school listing, please contact the Office of Access and Enrollment at (773) 553-2060 or oe@cps.edu, and we will be glad to send them to you.

Sincerely,

Kathryn Ellis
Executive Director

KE:kbh