

1 PUBLIC HEARING TO CONSIDER THE PROPOSED
2 PHASE-OUT AND CLOSURE OF CRISPUS ATTUCKS
3 ELEMENTARY SCHOOL
4
5

6 April 18, 2013

7 5:30 P.M.

8 125 South Clark Street, Suite 1500

9 Chicago, Illinois
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12

13 HON. DONALD DEVLIN

14 HEARING OFFICER
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1 HEARING OFFICER DEVLIN: Good
2 afternoon, ladies and gentlemen. My name is
3 Donald Devlin. I am the independent Hearing
4 Officer for a public hearing to consider a
5 proposed phase-out and closure of Crispus
6 Attucks Elementary School.

7 The procedure here this evening is
8 going to go basically in two phases. First,
9 there will be presentation by the School System
10 concerning this proposal. After that, we'll
11 have public comment. Anyone who wishes to make
12 a comment should have signed in downstairs.
13 They're going to be bringing a sign-up sheet up
14 to us. There will be a time limit of
15 two minutes per person. And who is going to be
16 keeping the time? This gentleman right here.

17 TIME KEEPER: I'll come right over
18 there.

19 HEARING OFFICER DEVLIN: Okay. If
20 there are any students who wish to make a
21 comment, they don't have to give their full
22 name. They would simply say my name is S.
23 Smith or Sam Doe or whatever. They don't have
24 to give their full name. Any adult wishing to

1 make a comment will be asked to identify
2 themselves for the record.

3 We have a court stenographer here
4 taking down the comments. And you'll be asked
5 what's you're affiliation. Are you a teacher
6 or parent or whatever. So we will proceed with
7 the testimony. Could you please raise your
8 right hands.

9 (The witnesses were duly
10 sworn.)

11 HEARING OFFICER DEVLIN: Okay. Thank
12 you. By the way, we do have a Spanish language
13 interpreter here and obviously a
14 hearing-impaired interpreter as well. So let's
15 proceed with the testimony, please.

16 MS. MASSEY: Good evening, your Honor.

17 HEARING OFFICER DEVLIN: Good evening.

18 MS. MASSEY: My name is Libby Massey,
19 L-I-B-B-Y, M-A-S-S-E-Y. I'm an attorney in the
20 Board of Education of the City of Chicago's Law
21 Department. I'm appearing before you today in
22 connection with a proposal of the Chief
23 Executive Officer or CEO of the Chicago Public
24 Schools to phase out Crispus Attucks Elementary

1 School or "Attucks" by ceasing to enroll one
2 primary grade level for both of the next two
3 years, close Attucks at the end of the
4 2014/2015 school year, and welcome returning
5 students at Ludwig Van Beethoven Elementary
6 School, or "Beethoven".

7 At this time I would like to
8 tender to you and ask that you admit into the
9 record the CEO's compiled Exhibit 1, a binder
10 of documents being considered for your
11 consideration in support of the proposal. A
12 copy of this binder is also available here in
13 Room 1500 on the podium next to me for public
14 viewing. The binder consists of documentary
15 evidence and written statements demonstrating
16 that the CEO's proposal complies with the
17 requirements of the Illinois School Code and
18 the CEO's Guidelines for School Actions.
19 Specifically, the written statements and
20 documents demonstrate the following:

21 At Tab A, the binder includes
22 notice letters to the parents and guardians of
23 students, school staff members, and local
24 school council members at Attucks and

1 Beethoven, accompanied by draft transition
2 plans. The notice letters and draft transition
3 plan (1), describe the basis of the proposal
4 (2), explain how the proposal meets the
5 criteria of the guidelines, (3), identify
6 supports for student safety and security,
7 academics, social, and emotional needs, and
8 specific supports for students with
9 disabilities, students in temporary living
10 situations, and English language learners, and
11 (4), identify the students' option to enroll in
12 a higher-performing school, provide information
13 on choice of schools, and identify
14 transportation where practicable.

15 Tab A also includes the notice of
16 the scheduled community meetings and hearings
17 published in the newspaper and affidavits
18 attesting to the delivery of notice to the
19 Attucks and Beethoven parents or guardians,
20 school staff, local school council members, and
21 elected officials. Finally, Tab A includes an
22 affidavit attesting to proper publication of
23 (1), the list of qualified independent hearing
24 officers and Draft Guidelines for School

1 Actions before November 1st, (2), the finalized
2 Guidelines for School Actions following a
3 21-day public comment period, (3), the
4 proposals before March 31st and at least 15
5 calendar days before the first community
6 meeting, and (4), summaries from community
7 meetings within five days after the meeting.

8 At Tab B, the binder includes the
9 Illinois School Code provisions designating the
10 powers of the Board and outlining the process
11 for school actions. This tab also includes the
12 Board's policy on school performance,
13 remediation, and probation for the 2011-2012,
14 school year, and the policy on the review and
15 establishment of school attendance boundaries.
16 Also at Tab B are the Chicago Public Schools'
17 space utilization standards and the CEO's
18 Guidelines for School Actions for the 2012-2013
19 school year. Finally, Tab B includes the CEO's
20 procedures for public hearings on proposed
21 school closings.

22 At Tab C, the binder includes
23 written evidence in support of the CEO's
24 proposal. Tab C contains the transcript and

1 summaries from the two community meetings to
2 elicit public comment, held at a location
3 convenient to the Attucks and Beethoven school
4 communities. Tab C also includes the written
5 statement of Ashley Richardson demonstrating
6 Attucks' underutilization and the space
7 available at the Beethoven facility to welcome
8 students without exceeding its enrollment
9 efficiency range, and a map of the proposed
10 attendance area boundary change. Finally, Tab
11 C includes the written statement of John Price
12 and accompanying documents demonstrating
13 Beethoven's status as a higher performing
14 school and outlining the supports that will be
15 offered to students as they transition.

16 At this time, I request that the
17 CEO's compiled Exhibit 1 be admitted into the
18 record.

19 HEARING OFFICER DEVLIN: Very well.
20 The CEO's compiled Exhibit Number 1 will be
21 admitted into the record, and in fact is
22 admitted.

23 (CEO's Compiled Exhibit No. 1
24 received.)

1 MS. MASSEY: Thank you. Your Honor, I
2 would now like to introduce the CEO's
3 representative, Ashley Richardson, who will
4 make a statement in support of the proposal.
5 This statement is located in the binder at Tab
6 21.

7 (WHEREUPON, Ms. Richardson
8 recited her statement in
9 support of the proposal,
10 which is found at Tab 21 in
11 the CEO's Compiled Exhibit
12 1.)

13 HEARING OFFICER DEVLIN: Very well.
14 Thank you very much. Mr. Price?

15 MS. MASSEY: The CEO's next
16 representative, John Price, will now make a
17 statement in support of her proposal, and his
18 statement is located in the binder at Tab 23.

19 (WHEREUPON, Mr. Price made a
20 statement in support of the
21 proposal, which is found at
22 Tab 23 in the CEO's Compiled
23 Exhibit 1.)

24 HEARING OFFICER DEVLIN: Thank you

1 very much, Mr. Price.

2 MS. MASSEY: Your Honor, this
3 concludes the presentation in support of the
4 CEO's proposal. If you have any additional
5 questions, we will be available to answer them.
6 Thank you for your time and attention.

7 HEARING OFFICER DEVLIN: Thank you.
8 We're going to proceed to the second phase of
9 the hearing at this point. I have been
10 provided with a list of people who wish to make
11 a statement. This gentleman right over here is
12 our timekeeper, a two-minute limitation.

13 I note on the sign-in sheet here
14 that there are two students -- actually, three
15 students here. They're designated as Student
16 A, Student B, and I think they should have been
17 designated Student C right here.

18 The first person who is listed is
19 Mr. Robert Elchert, who is representing the
20 Alderman. Mr. Elchert.

21 MR. ELCHERT: Good evening, everybody.
22 My name is Robert Elchert. That's
23 E-L-C-H-E-R-T. I am the education liaison,
24 social service coordinator for 3rd Ward

1 Alderman Pat Dowell, in which Attucks
2 Elementary School is located. She apologizes
3 for not being here. She was actually on her
4 way down here and got called away at the last
5 minute. So I'm here to simply state that she
6 has shared her concerns with the folks at CPS,
7 including Mr. Price and others at the central
8 office about the closing of the school,
9 particularly as it pertains to the homeless --
10 high homeless student population at the school
11 and encouraging stability in those children's
12 lives because children from those types of
13 environments really need the maximum amount of
14 stability.

15 Clearly, the best way to do that
16 would be to keep the school open. If the Board
17 does decide otherwise, we are prepared -- she
18 is prepared to continue advocating on behalf of
19 those students and making sure that CPS is held
20 to their promises in regards to providing the
21 resources that those students need to succeed.

22 I will be here the rest of the
23 hearing, if the parents or anybody else have
24 any concerns or questions that they want to

1 relay back to the Alderman. Thank you.

2 HEARING OFFICER DEVLIN: Thank you,
3 sir. Thank you very much.

4 Okay. Is Mr. William Scott.
5 Mr. Scott?

6 MR. SCOTT: Yes.

7 HEARING OFFICER DEVLIN: Could you
8 state your name and your organization or
9 affiliation?

10 MR. SCOTT: William, W-I-L-L-I-A-M,
11 Lawrence, L-A-W-R-E-N-C-E, Scott, S-C-O-T-T,
12 the third, a retired educator, Chicago Public
13 Schools, and a senior citizen, 72.8. And I'm
14 here on behalf of some community liaisons.
15 Mrs. Giles and I have worked together in the
16 Phillips community since 1966. And as a
17 teacher at Phillips High School, I was part of
18 the District Education Council which received
19 students from Attucks over the 15-year period
20 that I was there. That's parenthetical prior
21 to the remarks.

22 But what I wanted to find out, is
23 there any reason the students, administrators,
24 and parents couldn't be heard ahead of

1 community people, or is it just who signed up
2 downstairs first?

3 HEARING OFFICER DEVLIN: Well,
4 generally the proponent on something gets to
5 speak first. And then if anybody is either
6 supporting that or against it, then they speak.
7 So we took the proponents of the proposal here,
8 and now we're taking other testimony related to
9 that.

10 MR. SCOTT: Well, in relationship to
11 the comments made by the Law Division of the
12 Chicago Public School, and I think they refer
13 to this binder, I could say as a literate
14 community resident, I would have loved to have
15 access to this prior to tonight to go into tabs
16 A, B, C, D and the compilation of the Board's
17 data, especially those points that Mr. Price
18 mentioned, the comparison of Beethoven and
19 Attucks. I know how to read those and
20 interpret them, and I believe they would have
21 been quite relevant for community discussions.

22 And I did attend the Dunbar
23 meeting last Saturday, and I did attend the
24 meeting historically where the Attucks

1 community was told in the middle of the summer
2 that because of some boiler issues that they
3 would be relocated and would not be going to
4 that school in September. I found that
5 astonishing in the middle of that hot summer in
6 that community meeting where they were
7 physically exiled.

8 HEARING OFFICER DEVLIN: I'll tell you
9 what --

10 MR. SCOTT: As I said, I wanted to
11 yield to the students and the parents anyway.
12 As of the Alderman's office, I'll be here for
13 the duration. But I did want, for the record,
14 to state exception to when you said it is
15 accepted and it is part of the record to not
16 have access to this prior to this evening for
17 perusal and therefore mounting a much more
18 learned debate and discussion regarding their
19 rationale.

20 HEARING OFFICER DEVLIN: For future
21 reference, sir, Mr. Scott, I accessed this
22 material last week to review it on the
23 Internet. It was made available to other
24 people, you know, by virtue of the Chicago

1 Public Schools' website.

2 MR. SCOTT: Oh, okay. Well, of course
3 I yield to the website then, as everything in
4 the world is these days.

5 HEARING OFFICER DEVLIN: I'm just
6 telling you, I got a whole bunch of stuff here
7 that I printed off when I went there.

8 MR. SCOTT: I said, I'll yield to the
9 use of that.

10 HEARING OFFICER DEVLIN: Yes, sir.
11 Thank you very much for your comments,
12 Mr. Scott. Good to see another senior citizen
13 here besides myself.

14 Okay. There is a Loretta Clark.
15 Loretta Clark signed in as a teacher. We'll
16 pass on Loretta Clark. Maybe she had to step
17 out for a second or she's still downstairs or
18 what.

19 Let me see. Latanya Berry, she's
20 also listed as a teacher. Latanya Berry,
21 B-E-R-R-Y. We'll pass on them too. Jenna
22 Clare Koretz.

23 MS. KORETZ: I don't need to make a
24 comment.

1 HEARING OFFICER DEVLIN: Okay.

2 MS. KORETZ: I am just here to
3 observe, but I signed in.

4 MS. MASSEY: Excuse me. Just let me
5 point out, I think some of them signed up to --

6 HEARING OFFICER DEVLIN: Oh, no. I'm
7 sorry. I'm sorry. I didn't look all the way
8 over to the right where it says no. My
9 apologies. All right. Let's go to next person
10 who has said yes. That's Nona Burney. And I
11 apologize for the delay, ma'am.

12 MS. BURNEY: Good evening, Mr. Devlin.
13 My name is Nona Burney, N-O-N-A, B as in
14 Barbara, U-R-N-E-Y. I am the Chair of the
15 Bronzeville Community Action Council, and
16 representing the counsel I am going to share
17 the statements that I have today.

18 First of all, the Bronzeville
19 Community Action Council has publicly announced
20 and assimilated that it is opposed to any
21 actions that result in our students being left
22 further behind. That is because the
23 Bronzeville community has been impacted
24 disproportionately to the closings that have

1 occurred in CPS over the last several years,
2 all way back to around 2010.

3 Crispus Attucks is a primary
4 example that, having had actions in 2004 as a
5 receiving school for Raymond. In 2008 it was
6 moved from its building allegedly because of a
7 boiler problem, although the examination by
8 others said that there were two boilers, and
9 one of them was still functioning.

10 And then they were moved to a
11 building, Fahrenheit Elementary School, which
12 had been warehouse closed, and then reopened to
13 house the new Attucks. So here is an example
14 of a school that has been moved three times,
15 literally, and a fourth one is proposed already
16 for that school.

17 This in fact is challenging and
18 disturbing because of the fact Attucks has had
19 a high percentage of students who are living in
20 temporary situations all this time.

21 When I became involved in Attucks
22 in probably about 2008, the percent was
23 62 percent. The concern that was not mentioned
24 in this was the fact that some of the children

1 who still currently attend Attucks were
2 involved in the other moves as well. So there
3 are probably sixth, seventh, and eighth graders
4 who were moved at that time that should not be
5 dislocated again is really the biggest issue
6 for us.

7 The other thing is is that even
8 though Attucks had a high percent of students
9 living in temporary situations, they did not
10 receive the support that they needed on a
11 regular basis. In other words, the social
12 workers were only coming maybe three times a
13 week, rather than fully there every day for
14 those children.

15 So I wanted to emphasize that the
16 thing that I did not hear was how a staff will
17 be kept stable for the children who need it the
18 most, given that it's a two-year phase-out of
19 that school. Thank you.

20 HEARING OFFICER DEVLIN: Thank you
21 very much for your comments, ma'am.

22 Student A, is somebody here
23 designated Student A? Just give your first
24 name. That's all.

1 TOMMY S: My name is Tommy, and I'm a
2 six grader at Attucks Academy. I'm here to
3 tell you why my school should stay open. 2014
4 is the year tht I will be graduating from
5 Attucks in your phase-out plan. I will be
6 happy on that but think about our preschool,
7 kindergarten, first, and second, they need us
8 for role models, and they won't be graduating
9 from Attucks like we did.

10 HEARING OFFICER DEVLIN: Thank you
11 very much, Tommy.

12 The next person is Student B. If
13 you could just give your first name, please.
14 Just your first name.

15 QUASHAWN S: Hello. My name is
16 Quashawn, and I'm a sixth grader at Crispus
17 Attucks. Why would you close our school? We
18 want to learn too. We want to get our
19 education just like you.

20 HEARING OFFICER DEVLIN: Okay. Thank
21 you very much.

22 And Student C. No. He is a no.
23 I'm sorry.

24 Okay. Next one is Rebecca

1 Martinez. Ms. Martinez, could you please state
2 your affiliation. And first state and spell
3 your first and last name.

4 MS. MARTINEZ: Sure. Rebecca
5 Martinez, R-E-B-E-C-C-A, last name,
6 M-A-R-T-I-N-E-Z, and I am with the Chicago
7 Teacher's Union.

8 I want to speak in opposition to
9 the school, to Attucks being a phase-out school
10 and all schools that are being slated for
11 closing, that none of these schools should be
12 closed.

13 I think it's interesting that CPS
14 has been using this idea that there's a billion
15 dollar budget deficit when historically,
16 they've done that every year for the last eight
17 to ten years and yet have ended most of those
18 years with a surplus. It's unrealistic to
19 believe that.

20 And unlike the School Board and --
21 the appointed School Board and appointed CEO
22 that's appointed by the Mayor who just started
23 not too long ago, is deciding the fate of
24 thousands, of tens of thousands of students and

1 families in the City of Chicago, and that
2 there's no real plan for how these students
3 will get educated in the City of Chicago.

4 It's interesting that we use this
5 utilization formula that has 30 students as the
6 base for a classroom; yet anybody who pays top
7 dollar for education here in the city of
8 Chicago doesn't have more than 20 to 21, 22,
9 maybe 23 students in a class.

10 So if we use the charts, if we use
11 23 as a max, but more about 20 students per
12 classroom, that would create a real good
13 learning environment for students, that doesn't
14 have -- it leave Attucks as being adequate with
15 enough students in their school, and therefore
16 no need to close the school; but yet, support
17 the school by giving the resources that it
18 needs to have and give their students the
19 quality education.

20 Students -- the CPS is spending
21 hundreds of millions of dollars more on closing
22 schools than it would cost to keep the schools
23 open and give these schools the resources that
24 they need. So this is irresponsible for CPS to

1 do this, to close 54 schools, 53 schools in the
2 city of Chicago when there are very good --
3 other good ways to raise money, through
4 renegotiating interest rate swaps with the big
5 bankers of the city of Chicago and asking them
6 to make difficult decisions and difficult
7 changes like renegotiating these interest rate
8 swaps rather than asking the children to give
9 up their schools to be shuttled around the city
10 of Chicago. Thank you.

11 HEARING OFFICER DEVLIN: Okay. Thank
12 you very much for your comments, Ms. Martinez.

13 Now, the sheet that I was provided
14 contains no more -- no other people who wish to
15 speak. If there's someone in the room who
16 signed in downstairs to speak but didn't get on
17 this list? Yes, ma'am. Did you sign in
18 downstairs?

19 MS. GRADMAN: I meant to, but I was
20 unclear the process of it.

21 HEARING OFFICER DEVLIN: Okay. Come
22 on up. Would you please state your name and
23 spell your first and last names and state what
24 your affiliation is.

1 MS. GRADMAN: My name is Ellen
2 Gradman. E-L-L-E-N, G-R-A-D-M-A-N. My
3 affiliation is that I have been an educator for
4 30 years. I am not part of the Chicago
5 Teacher's Union. I do not teach in Chicago.
6 However, my parents met teaching at Schurz High
7 School, and my father taught at Lane Tech for
8 35 years and the Chicago system is in my blood.

9 I just think it's a crime that
10 these children who need resources and need help
11 in their learning, and you look at these scores
12 and you're arguing by negative one and negative
13 two. All these resources that you're talking
14 about you're going to give them, they should be
15 already getting, and they should be given to
16 the schools now.

17 I mean, this is a crime. 30 kids
18 in a classroom is, to me, as an educator,
19 unthinkable how to even manage teaching kids
20 anything, let alone any individual attention
21 that kids might need or kids with IEP's.

22 And the fact that the head of the
23 network says that there are other choices that
24 parents can come and talk to me about is a

1 clear indication of charter schools taking over
2 and the privatization of our public schools,
3 which is absolutely wrong.

4 And the jewel of our country is
5 free public education for everyone. And the
6 fact that Attucks is named for the man who was
7 the first person killed in our country's
8 revolution is being wiped off the map is a
9 shame. Thank you.

10 HEARING OFFICER DEVLIN: Thank you
11 very much for your comments. This hearing was
12 scheduled to begin at 5:30, which it did, and
13 is scheduled to end at 7:30. We have some
14 people here who have spoken.

15 At this point, rather than just
16 terminate it, what I'd like to do is just to
17 recess it for -- I was going to say maybe a
18 half an hour to give -- if there's somebody
19 else coming up that hasn't made it up here
20 because they saw that they still have time,
21 they're thinking, you know, 7:30, I still have
22 time, I don't want those people just shut off.
23 I want them to have an opportunity to speak.
24 Yes, ma'am?

1 MS. BURNEY: Is there an opportunity
2 to say more since we passed our two minutes?

3 HEARING OFFICER DEVLIN: Well, I'd
4 like -- first of all, how many people want to
5 speak more? Okay. Did you speak at all, sir?

6 MR. SORRELL: No.

7 HEARING OFFICER DEVLIN: All right.
8 What I will do -- there are three people who
9 raised their hand. I'm going to give each one
10 of you an additional minute to say what you
11 want to. And this gentleman back here, I'll
12 give you two minutes because he hasn't talked
13 before. So Mr. Scott, you've got an additional
14 minute if you want to get up and take it.

15 MR. SCOTT: What has intrigued me
16 about this issue is the fact of Attucks's
17 relocation and survival with the school spirit,
18 which I saw at Dunbar with the cheerleaders and
19 students A, B, C, and more so in the parents.

20 What I would really like to see,
21 for the record, is for Beethoven to become
22 Attucks and keep the Attucks spirit -- as the
23 lady there just mentioned -- the Crispus
24 Attucks spirit has great relevancy to the

1 African-American community. I would like to
2 see Attucks reborn in Beethoven and possibly,
3 as they say, take that name in the new school
4 and continue with the Attucks mission and
5 agenda. Thank you.

6 HEARING OFFICER DEVLIN: Thank you,
7 Mr. Scott. Ms. Burney, you have an additional
8 minute.

9 MS. BURNEY: One of the things I
10 wanted to add to our discussion has to do with
11 the performance -- excuse me -- the utilization
12 formula. Even the utilization commission,
13 which the CEO has established, said that the
14 30-to-1 homeroom ratio was not appropriate for
15 making decisions about closing schools. What
16 it did say is it was a place to start a
17 discussion, and yet it has been consistently
18 used as the way to determine whether or not a
19 school will close.

20 The other part of that issue is
21 this. What we did in the Bronzeville Community
22 Action Council, we had each principal give us a
23 room-by-room utilization, and Attucks, based on
24 their looking by room by room of what they do

1 with each classroom is really a 70 percent
2 utilization from their calculations because of
3 the room that they use for libraries, for labs,
4 and other things. And that 70 percent was used
5 as a cutoff added to the 30 -- the original
6 formula that the District used.

7 So I think that that alone is a
8 reason for the consideration of Attucks
9 closing, being phased out, whatever they plan
10 to do, that it would be retrieved. Thank you.

11 HEARING OFFICER DEVLIN: Thank you
12 very much, Ms. Burney.

13 Sir, back there, you have two
14 minutes. Please spell your name and what your
15 affiliation is.

16 MR. SORRELL: Sure. Good evening. My
17 name is Jourdan Sorrell. That is
18 J-O-U-R-D-A-N, S as in Sam, O-R-R-E-L-L. I
19 currently serve as the president and CEO of the
20 Hundred Black Men of Chicago, coming more today
21 to kind of observe and listen to see what's
22 going on in the school closings.

23 One of the comments I would like
24 to make is -- to propose is around wraparound

1 services. Understanding that there are going
2 to be closures and phrase-outs across the city,
3 an organization such as ours that have been
4 primarily around mentoring for 20 years given
5 an opportunity to help in this transition
6 process, which they're trying to wrap around
7 and understanding the full scope and the nature
8 of it.

9 So I do definitely understand some
10 of the comments that have been shared tonight,
11 especially around from the students in the
12 community. However though, what's in our
13 importance is just to make sure that as they're
14 transitioning into another school year, that
15 they have the proper services.

16 And an organization like ours that
17 provides auxiliary services and also things
18 that can help the teachers and the community
19 out are being considered as well. So we'd be
20 very interested in learning more about that and
21 then also as well if there's anything that we
22 can do to help assist in the process. Thank
23 you.

24 HEARING OFFICER DEVLIN: Thank you,

1 sir. All right. I saw the number of people
2 downstairs when I came in, and I want to make
3 sure that people who wanted to make a comment
4 about this particular matter were able to --
5 technically, the sign-in downstairs was closed
6 at 6:30, which it is now 6:30. So if there's
7 anybody coming up, they should be coming up
8 shortly.

9 So I'm going to recess the hearing
10 for about 15 minutes, let these people get
11 here, if they're coming at all. And then if
12 they come in, we'll give them an opportunity to
13 say what they want to say.

14 I should also inform you that the
15 record in this is not closed until 5:00 o'clock
16 tomorrow afternoon. So if you wish to submit
17 additional comments in writing, you could do
18 so.

19 MS. MASSEY: You can do so by bringing
20 it to the 7th floor or via e-mail at
21 qualityschools@cps.edu, that's
22 Q-U-A-L-I-T-Y-S-C-H-O-O-L-S-@-C-P-S dot E-D-U.

23 HEARING OFFICER DEVLIN: All right.
24 So we're going to just recess for about

1 15 minutes, just to see if anybody who's signed
2 in downstairs hasn't made it up here yet, and
3 then we'll proceed at that point. All right.

4 (Recess Taken)

5 HEARING OFFICER DEVLIN: Ladies and
6 gentlemen, we've had no one else come up from
7 downstairs in terms of the sign-in, as far as I
8 can see. Therefore, I am going back into
9 session. I'm going to at this point officially
10 adjourn this hearing. A copy of this hearing,
11 the testimony, I am told, will be on the
12 Internet at some point; is that correct?

13 MS. MASSEY: It will be public.

14 HEARING OFFICER DEVLIN: My order will
15 be -- will be on the Internet, I guess. I
16 don't know. I think it will be.

17 At any rate, thank you very much
18 for coming this evening and thank you for your
19 comments. They were very educational, very
20 helpful.

21 Thank you very much. And this
22 concludes the hearing at this point. Thank you
23 very much.

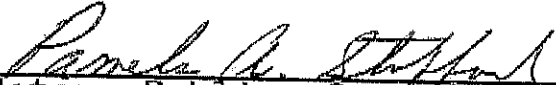
24 (Which were all the

proceedings had in the
above-entitled cause this
date and time.)

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1 STATE OF ILLINOIS)
2) SS.
3 COUNTY OF COOK)

4 PAMELA A. STAFFORD, being first
5 duly sworn on oath says that she is a court
6 reporter doing business in the City of Chicago
7 and that she reported in shorthand the
8 proceedings of said hearing and that the
9 foregoing is a true and correct transcript of
10 her shorthand notes so taken as aforesaid and
11 contains the proceedings given at said hearing.
12
13
14

15 
16 Notary Public, Cook County
17 Illinois,
18 My Commission expires 5/31/2014

