

Transcript of the Testimony of

Date: January 14, 2020

Case: PROPOSED CLOSURE OF HOPE HIGH SCHOOL

TOOMEY REPORTING

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January 14, 2020

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COMMUNITY MEETING
PRESENTATION

PROPOSED CLOSURE OF HOPE HIGH SCHOOL

JANUARY 2020

TUESDAY, JANUARY 14, 2020
COMMENCING AT 5:30 P.M.
KERSHAW MAGNET ELEMENTARY SCHOOL
6450 SOUTH LOWE AVENUE, CHICAGO ILLINOIS

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The record of proceedings had in the meeting of the above-entitled cause, was taken before ROBBIN M. OCHENKOWSKI, a Certified Shorthand Reporter in and for the County of Cook and State of Illinois, at 6450 South Lowe Avenue, Chicago, Illinois, January 14, 2020, at approximately 5:30 p.m.

APPEARING ON BEHALF OF CPS:

MS. MEGAN HOUGARD, Chief of Schools,
Network 16

MR. HERALD "CHIP" JOHNSON, Chief of Family &
Community Engagement

MS. JUDITH CAMACHO-CAMPBELL, Director of Strategic
Initiatives

MS. LAUREN FELDMAN, Director of Strategy

MS. CHERYL NEVINS, Director of Demographic
Analysis & Planning/Timekeeper

MS. TOYLEE GREEN-HARRIS, Notetaker

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1 MR. JOHNSON: Hi, I'm Herald "Chip" Johnson.

2 Robbin is our notetaker. She will be taking
3 all of our comments so there will be an official record.

4 I'd also like to introduce our CPS Staff;
5 Megan Hougard, our Chief Portfolio Officer is here,
6 Lauren Feldman, who is our project manager,
7 Jamal Walker.

8 MR. WALKER: James.

9 MR. JOHNSON: James rather.

10 And then various other employees.

11 Judy Camacho will be calling names for the
12 public comment section, all right?

13 So we want to get started. This is a meeting
14 just for our community to understand what's going on
15 with the proposed closure of John Hope High School.

16 So you will see on the slide --

17 That's --

18 (Indicating.)

19 MS. HOUGARD: This is why I always like the old
20 overhead machines; because you could just keep on
21 writing.

22 MR. JOHNSON: Yeah. We're frozen over here.

23 MS. HOUGARD: While our compute is frozen, do you
24 want to plug into --

1 MR. JOHNSON: Do you need to plug in?

2 MS. HOUGARD: Yeah.

3 Or do you want to get someone from the school
4 or just plug into this?

5 MR. JOHNSON: Let's see if the network chiefs can do
6 the work.

7 MS. HOUGARD: Next up is you. You're the chief
8 officer.

9 MR. JOHNSON: Right.

10 MS. HOUGARD: Ta-da.

11 MR. JOHNSON: So this is the first community
12 meeting, agree?

13 MS. HOUGARD: Yes.

14 MR. JOHNSON: And you will see on the deck when the
15 next one is. It will be right here in this auditorium
16 at Kershaw, and then our final meeting will be on
17 January 29th at the headquarters, the Central Office at
18 42 West Madison.

19 So we -- I think I gave you introductions. We
20 have --

21 Go back, please.

22 We have the presentation on the school action,
23 and this is a proposed closure.

24 Please keep in mind that there are no students

1 at John Hope presently so it's an empty building except
2 with the principal and the clerk.

3 And then we will move into our public comment
4 at 5:45 to 7:00.

5 For those of you all who signed up to speak, we
6 will hear your comments, and then if there are no other
7 speakers, we will move to adjourn.

8 Okay?

9 The next line will be presented by
10 Chief Hougard.

11 MS. HOUGARD: Okay. Thank you.

12 So the format, as Chief Johnson was saying,
13 we'll have a short presentation, and then we'll have
14 public comment.

15 For the public comment, there is a sign-up. I
16 know we have some people signed up already. We will
17 have Ms. Nevins holding up the time sign and then when
18 there's 30 seconds remaining, and if there -- if you
19 didn't have a chance to comment, we'll also take written
20 comments as well.

21 So an overview of the process thus far:

22 So October 1st, we released the draft
23 guidelines for school actions.

24 December 1st is when CPS proposed -- according

1 to school code we proposed the school actions and then
2 sent out the notice and the draft transition plans.

3 January 2020, that's where we are right now,
4 CPS holds two community meetings and then a public
5 hearing, and that's where the recommendation is then
6 made to the Board for the official school action. So
7 the action is not final until the Board votes on it.

8 And, as Chief Johnson said, there are no
9 students at Hope currently. The proposed action is to
10 close Hope effective July 1st.

11 Hope is an open-enrollment high school. With
12 no further Board action, if nothing is done, the
13 proposed closure will happen the following school year,
14 which is July 2021.

15 The new Englewood High School that opened this
16 fall, which is a hundred million dollar investment in
17 the community, started with the freshmen class. That is
18 the new neighborhood high school that encompasses the
19 boundary, the enrollment boundary that Hope represented.

20 So at the end of the last school year, we had
21 20 students remaining at Hope. All of those 20 students
22 were supported through a transition process to their new
23 school and then are also receiving -- each school that
24 received the students received \$66,100 but also

1 transition support from the process.

2 So we are continuing to support the students
3 that are at their new schools as well as all of the
4 staff through the process.

5 The protocol for public participation, each
6 speaker will have two minutes. Ms. Nevins will do the
7 warning for one minute remaining and 30 seconds
8 remaining.

9 And, as you know, there's a court reporter,
10 also a notetaker and an interpreter available for sign
11 translation.

12 You can -- Also, if you want to e-mail
13 additional questions, the transactions@cps.edu is
14 available, and that's open all the time for any ongoing
15 questions.

16 I think that's it, right?

17 MR. JOHNSON: Yep.

18 MS. HOUGARD: Okay.

19 MS. CAMACHO-CAMPBELL: I do also want to share with
20 you that we have Ernest Ilarde from the Talent Office at
21 CPS for any questions or concerns that are
22 staff-related.

23 So the first speaker we're going to call is
24 Kurt Milgendorf followed by Shakita Thomas.

1 MR. MILGENDORF: Do I get a mic?

2 MS. HOUGARD: Yeah. Come on up.

3 MR. MILGENDORF: All right.

4 Good evening, Everyone. My name is
5 Kurt Milgendorf, currently the legislative policy
6 director of the Chicago Teachers Union.

7 From 2006 to 2011, I was a teacher of all of
8 the histories and economics at John Hope College Prep
9 High School.

10 And one of the statements that -- that we had
11 throughout the building at John Hope was that students
12 don't care what you know until they know that you care.

13 And one of the things that is very clear about
14 the process of the instruction of Hope High School is
15 that the city clearly didn't care about the students in
16 that building.

17 And then any school, what brings -- what
18 actually makes it a school isn't the building. What
19 makes it a community is the shared sense of history, the
20 shared sense of relationship that exists in that school.

21 And that school was named for the first black
22 president of Morehouse College, it was named for a
23 person who was an early civil rights champion, who
24 helped found the Niagra Movement and later then the

1 NAACP.

2 And the hope -- the history of Hope School has
3 several different kinds of history. There's the
4 unwritten history; that being the history of those
5 thousands alums who have families and jobs and lives
6 that happen right now who are now teachers, doctrines --
7 doctors, veterans, current Ph.D. students.

8 There's just somewhat written history that
9 includes the fact that John Hope High School won state
10 girls' basketball titles and multiple city debate titles
11 and was at a cameo in a common video and also had a song
12 that everybody sang called I believe in "A Place Called
13 Hope."

14 That history is going to be forgotten.

15 And then you have the intentionally obscured
16 history, which is how to destroy a school with no one
17 noticing.

18 And that history has to do with a series of
19 policy decisions that occurred over many years that
20 nobody at that building had any impact to change and who
21 had -- they all had to bear the consequences of those
22 decisions.

23 And that is -- that involves the students, that
24 involves the staff, that involves, you know, years of

1 lost capacity, years of missed opportunities.

2 And the final kind of history is the erased
3 history. When I looked and tried to find some info on
4 Hope this afternoon, the State Board of Election or the
5 State Board of Education, State Report Card, there was
6 no more Hope High School.

7 And that actually speaks to the dramatic loss
8 that people across this neighborhood feel the staff were
9 scattered about and the students were scattered about
10 and the fact that there's no more place to turn.

11 Thank you.

12 MS. CAMACHO-CAMPBELL: Thank you.

13 And now I'd like to call Shakita Thomas.

14 MS. THOMAS: Hello, Everyone. My name is
15 Shakita Thomas Pente, and I'm actually a former student
16 of John Hope.

17 I actually attended John Hope from sixth grade
18 up until I graduated in twelfth grade in 2007.

19 I just have a few questions I want us to think
20 about. We said that we're closing the school because of
21 the zero enrollment, there are no students, but I want
22 us to ask ourselves how did that happen and when did
23 that happen, when did that start happening.

24 Because of the phase-out that started. Now,

1 you can argue even before that.

2 But one thing that I do want to leave you all
3 with is a song. And that song will -- I would say,
4 represents the spirit that existed at Hope. So I want
5 to play this.

6 ("A Place Called Hope" song playing.)

7 And I can't -- I'm at time, but I do want to
8 say that, at the end of the day, like there is hope
9 still in the community, and I will say that, you know,
10 that's something that we want to take into consideration
11 as we are moving forward and taking steps toward
12 closing. I just want to say that.

13 Thank you.

14 MS. CAMACHO-CAMPBELL: Thank you.

15 If there are any other individuals that would
16 like to make public comment, we encourage you to
17 register in the back or share your name at the front.

18 Otherwise, I think that would be the conclusion
19 of this meeting.

20 MS. HOUGARD: Chip, do you have -- Mr. Johnson,
21 Chief Johnson, do you have anything else?

22 MR. JOHNSON: No.

23 MS. HOUGARD: Do you have anything else you'd like
24 to add?

1 MR. JOHNSON: No. I'm good.

2 MS. HOUGARD: Okay. That's the conclusion of this
3 first meeting.

4 And the sec -- the next one is --

5 MS. CAMACHO-CAMPBELL: The 23rd.

6 MS. HOUGARD: -- the 23rd here at Kershaw as well,
7 the same time, at 5:30.

8 MS. THOMAS: Since there's no more time, if people
9 who are asking to talk have questions, can we ask
10 questions still because I just want to know like, if the
11 school closed, what is going to happen to that building?

12 MS. HOUGARD: I mean, we can -- the building is
13 currently co-located with Kipp Bloom Charter School.

14 There is -- has not been a process yet to
15 determine the use overall of the building.

16 The building has not -- The building is not
17 slated for closure as a building.

18 Any other questions?

19 (No response.)

20 MS. HOUGARD: Okay. Thank you all for coming.

21 (Which were all of the proceedings had in the
22 above-entitled cause.)

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1 STATE OF ILLINOIS)
) SS:
 2 COUNTY OF C O O K)
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7 ROBBIN M. OCHENKOWSKI, being first duly sworn,
 8 deposes and says that she is a Certified Shorthand
 9 Reporter in Cook County, Illinois;

10 That she reported in shorthand and thereafter
 11 transcribed the foregoing;

12 That the within and foregoing transcript is
 13 true, accurate and complete and contains all the
 14 evidence which was received and the proceedings had upon
 15 the above-entitled cause.
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23 
 24 ROBBIN M. OCHENKOWSKI, C.S.R
 License No. 084-002522



<p>A</p> <p>above-entit... 2:2 13:22 14:15</p> <p>accurate 14:13</p> <p>action 5:22 7:6,7,9,12</p> <p>actions 6:23 7:1</p> <p>add 12:24</p> <p>additional 8:13</p> <p>adjourn 6:7</p> <p>afternoon 11:4</p> <p>agree 5:12</p> <p>alums 10:5</p> <p>Analysis 2:17</p> <p>APPEARI... 2:9</p> <p>approxima... 2:6</p> <p>argue 12:1</p> <p>asking 13:9</p> <p>attended 11:17</p> <p>auditorium 5:15</p> <p>available 8:10,14</p> <p>Avenue 1:13 2:5</p> <hr/> <p>B</p> <p>back 5:21 12:17</p> <p>basketball 10:10</p> <p>bear 10:21</p> <p>BEHALF 2:9</p> <p>believe 10:12</p> <p>black 9:21</p> <p>Bloom 13:13</p> <p>Board 7:6,7</p>	<p>7:12 11:4,5</p> <p>boundary 7:19,19</p> <p>brings 9:17</p> <p>building 6:1 9:11,16,18 10:20 13:11 13:12,15,16 13:16,17</p> <hr/> <p>C</p> <p>C 14:2</p> <p>C.S.R 14:23</p> <p>call 8:23 11:13</p> <p>called 10:12 10:12 12:6</p> <p>calling 4:11</p> <p>Camacho 4:11</p> <p>CAMACH... 2:14 3:8 8:19 11:12 12:14 13:5</p> <p>cameo 10:11</p> <p>capacity 11:1</p> <p>Card 11:5</p> <p>care 9:12,12 9:15</p> <p>cause 2:2 13:22 14:15</p> <p>Central 5:17</p> <p>Certified 2:3 14:8</p> <p>champion 9:23</p> <p>chance 6:19</p> <p>change 10:20</p> <p>Charter 13:13</p> <p>CHERYL 2:16</p> <p>Chicago 1:13 2:5 9:6</p> <p>chief 2:11,12</p>	<p>4:5 5:7 6:10 6:12 7:8 12:21</p> <p>chiefs 5:5</p> <p>Chip 2:12 3:4 4:1 12:20</p> <p>city 9:15 10:10</p> <p>civil 9:23</p> <p>class 7:17</p> <p>clear 9:13</p> <p>clearly 9:15</p> <p>clerk 6:2</p> <p>close 7:10</p> <p>closed 13:11</p> <p>closing 11:20 12:12</p> <p>closure 1:2 4:15 5:23 7:13 13:17</p> <p>co-located 13:13</p> <p>code 7:1</p> <p>College 9:8 9:22</p> <p>Come 9:2</p> <p>coming 13:20</p> <p>COMMEN... 1:12</p> <p>comment 4:12 6:3,14 6:15,19 12:16</p> <p>comments 3:18 4:3 6:6 6:20</p> <p>common 10:11</p> <p>community 1:1 2:13 4:14 5:11 7:4,17 9:19 12:9</p> <p>complete 14:13</p>	<p>compute 4:23</p> <p>concerns 8:21</p> <p>conclusion 12:18 13:2</p> <p>CONCLUS... 3:18</p> <p>consequenc... 10:21</p> <p>considerati... 12:10</p> <p>contains 14:13</p> <p>continuing 8:2</p> <p>Cook 2:4 14:9</p> <p>County 2:4 14:2,9</p> <p>court 8:9</p> <p>CPS 2:9 4:4 6:24 7:4 8:21</p> <p>current 10:7</p> <p>currently 7:9 9:5 13:13</p> <hr/> <p>D</p> <p>D 3:1</p> <p>day 12:8</p> <p>debate 10:10</p> <p>December 6:24</p> <p>decisions 10:19,22</p> <p>deck 5:14</p> <p>Demograp... 2:16</p> <p>deposes 14:8</p> <p>destroy 10:16</p> <p>determine 13:15</p> <p>different 10:3</p> <p>director 2:14 2:15,16 9:6</p>	<p>doctors 10:7</p> <p>doctrines 10:6</p> <p>dollar 7:16</p> <p>draft 6:22 7:2</p> <p>dramatic 11:7</p> <p>duly 14:7</p> <hr/> <p>E</p> <p>E 3:1</p> <p>e-mail 8:12</p> <p>early 9:23</p> <p>economics 9:8</p> <p>Education 11:5</p> <p>effective 7:10</p> <p>Election 11:4</p> <p>ELEMEN... 1:12</p> <p>employees 4:10</p> <p>empty 6:1</p> <p>encompasses 7:18</p> <p>encourage 12:16</p> <p>Engagement 2:13</p> <p>Englewood 7:15</p> <p>enrollment 7:19 11:21</p> <p>erased 11:2</p> <p>Ernest 8:20</p> <p>evening 9:4</p> <p>everybody 10:12</p> <p>evidence 14:14</p> <p>existed 12:4</p> <p>exists 9:20</p> <hr/> <p>F</p>	<p>fact 10:9 11:10</p> <p>fall 7:16</p> <p>families 10:5</p> <p>Family 2:12</p> <p>far 6:21</p> <p>feel 11:8</p> <p>Feldman 2:15 4:6</p> <p>final 5:16 7:7 11:2</p> <p>find 11:3</p> <p>first 5:11 8:23 9:21 13:3 14:7</p> <p>followed 8:24</p> <p>following 7:13</p> <p>foregoing 14:11,12</p> <p>forgotten 10:14</p> <p>format 6:12</p> <p>former 11:15</p> <p>forward 12:11</p> <p>found 9:24</p> <p>freshmen 7:17</p> <p>front 12:17</p> <p>frozen 4:22 4:23</p> <p>further 7:12</p> <hr/> <p>G</p> <p>girls' 10:10</p> <p>Go 5:21</p> <p>going 4:14 8:23 10:14 13:11</p> <p>good 9:4 13:1</p> <p>grade 11:17 11:18</p> <p>graduated 11:18</p>
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