PERSHING COMMUNITY MEETING No. 2

February 21, 2013

7:00 o'clock p.m.

Report of Proceedings had in the meeting of the above-entitled cause, taken before SHERLENE BRANSCOMB, a Certified Shorthand Reporter, in and for the County of Cook and State of Illinois at 331 West 45th Street, Chicago, Illinois, February 21, 2013 at the hour of approximately 7:00 o'clock p.m.

PRESENT:

MR. ARNIE RIVERA, Deputy Chief of Staff

MS. DALIA FLORES, Chief of Schools, Pershing Network
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Mr. Rivera: Good evening, everyone.

My name is Arnie Rivera. I'm the Deputy Chief of Staff for the CEO Barbara Byrd-Bennett. I just want to thank everyone for coming here tonight. I'm joined by Dalia Flores, Chief of Schools for Pershing Network. I assure you that the purpose of the format is to make sure that we give the each school ample time and provide your feedback back to (inaudible).

What's taking place in this room is also taking place in a similar format. There is no disrespect in breaking up the rooms. We just like to give each school equal time to and provide feedback. I'll give each school about 15 minutes to speak. And then we will open it up to other individuals who signed up to speak. If you have any questions afterwards, I will certainly make myself available for any questions.

We do have a court reporter here who will provide a transcript for myself, for Dalia, as well as a summary I will provide to CEO Byrd-Bennett. So without further ado I will just start with Libby. You have 15
minutes. Use it as you see fit.

ARTHUR A. LIBBY SCHOOL

SPEAKER 1: Good evening. Hi, Hendricks (Applause)! Let me just give you a little background. We are in Englewood New City Back of the Yards, depending on what map you're looking at. We are open for nearly 12 hours a day. We start at 6:30 a.m. with Open Initiatives and we end at 6:15 with YMCA. We are currently serving, when I typed with report, 553 students. Today we had six more enrolled. So we have 559 as of today. We had 97 students transfer out since the 10th day of school. The total number of students that we have served in the city of Chicago is 650. (Inaudible) students with disability/mobility over the last four years has averaged out to be 39.5 percent; and as high as 42 percent, meaning most of our classrooms see 50 percent different kids in June than they did in August when we started. That's pretty difficult. Only 5.7 percent of the students that graduated in 2012 and 14.9 percent in 2011 were placed in our Englewood high schools. So
in both years over 85 percent of our kids have
taken advantage of selective enrollment. I
simply went through and answered a few of the
questions that CPS put out for our next round
of meetings. Hopefully a select set of
questions to answer because ISAT is coming up.
Our truancy we do have an advocate that does
home visits and tracks children's attendance.
Our mobility to use our counselor and coach
to provide counseling and information to
families to try to keep children (inaudible)
and enrolled. We work in a close relationship
with STLS Department to provide services with
stability for all of our families that are
facing mobility hardship. The safety and
security concerns are real. Less than 25 days
ago we buried a child. He was a black child
on the south side of Chicago. He graduated
from us in June of 2012. After stepping less
than a block outside (inaudible) boundaries,
he was shot 17 times and lost his life at 3:30
in the afternoon on a Saturday. We would be
disrespecting his memory and his life if we
didn't carry a concern and a passion for
keeping our children safe. Something I'm
scared no one can do right now with Chicago
being the murder capital of the world for so
many children. We are also aware that
poverty, desperation, and a mere basic sense
of life, has (inaudible) our children and
families in communities like ours. We are
proud to say our community values safety and
education. We have over 30 activities and
programs (inaudible/applause). To our
children we have the academic school day. To
serve 30 programs and (inaudible). We have
received multiple local and national awards
such as Michelle Obama's Healthy School Award
and being designated as one of only three CPS
schools to watch (inaudible/applause). We
look forward to our congressional visit on
June 27, 2013 in D.C. in representing our
children and our community. We have over ten
partnerships that truly define a community
school such as PEPSICO, Urban Initiatives, and
YMCA. For all organizations that are
represented here tonight (inaudible). One of
the questions CPS asks is what specific
resources would I need. My is answer as an educational leader, a chance. I stand in our community, proud of our success despite the circumstances. Some people will never know outside a documentary that it's real sad in the movies, it's a reality for our children on the south side of Chicago. You asked what additional resources and support we need. I answer you, respect. Respect for what our children have accomplished despite barriers not built by themselves. Respect in the dedication of our staff that face our children with passion and commitment every day. And respect for the parents who want their children to get an education in a safe environment in their neighborhood. Coming to what additional resources I would need, that should be (inaudible) that everyone should have a right to be a child; not to be a number or a statistic, not a RIT Score to predict their life in six to eight years. Some may not live that long in Chicago with the murder rate. Their right to be a child that grows into something big, something special. A
child who will be the next leader. Maybe the
next president of the United States from Hyde
Park. Though many asked for his birth
certificate, sadly that educational leaders
would ask for his RIT scores from his sixth
grade class. But Libby is more concerned with
giving minority children the rights, the
chance, and the opportunity to be the next
Mr. Obama, sent to the White House from the
south side of Chicago (loud applause.)

SPEAKER 2: Good evening. My name is
Deborah Evans, and I'm the curriculum
coordinator. We have been asked to present an
academic plan for the 2013-2014 school year
tonight. However, before I would begin I
would like you to know that Arthur Libby has
always had an academic plan for success. If
we did not have a plan in place, we would not
have had 100 percent of our eighth grade
students last year graduate
(inaudible/applause) scores would reflect the
fact that our students are progressing
academically. Libby is an environment where
teachers want to teach and become experts at
their craft. If you think I’m speaking an untruth, please check the statistics and you will see that our teachers have staying power. They continue their commitment to our students as well as our community. I think the question that should be asked today is: Libby, how are you making such great leaps and bounds? I would reply that we have been a part of the several pilot programs to ensure that we are knowledgeable of the Common Core State Standards. We began to implement the Common Core State Standards even before we were required to do so. We are part of the early literacy program provided by our network. Our staff are constantly attending professional development credentials provided by our network as well as attending reading and writing workshops. We sometimes pay with our own finances. Do we want accolades for this? Absolutely not. We are doing what any teacher would do who wants to better their craft and give their children the very best. Notice I said children. Because at Libby our children are not must data or ID numbers, but
a child who we try to develop and personal and academic relationship with on a daily basis. Data is imperative to preparing a rigorous lesson plan and improving your schools. But building a rapport with our students is fundamental. Our children are not something that should be looked at as a final product. Our children are not robots, they're not clothes or merchandise that can be moved from warehouse to warehouse. Our children need the stability of what our neighborhood schools has to offer.

So you ask what are some of our academic plans for 2013-2014? I will tell you they are as follows: We will continue to purchase novels and read curriculum aligned with the Common Core Standards. We will continue to attend professional developments provided by the network. Continue to meet as grade level teams to weekly strategize and prepare data. Libby has been a part of the Englewood community for years. And we will continue raise the academic bar for our children each year with a new academic plan in
place. We will also continue to develop the whole child. Most importantly, in the elementary building we will continue to teach students that Libby is a place to dream big and achieve big dreams. And in our middle school building we will continue to stay (inaudible/applause).

SPEAKER 3: I'm currently the math and science coordinator at Arthur A. Libby. I'm going to speak briefly about our curricular direction for mathematics. Libby (inaudible) two days of professional development and voted to Common Core mathematics, what that transition will look like and how to incorporate standards and mathematical practice into our own structure. As a school we have adopted the focus the same as the district to push children to take ownership of their thinking, to make thought processes public through math talk and other (inaudible) tasks. Find patterns and relationships to (inaudible) numbers, develop ideas of equivalence all with the role of becoming algebra-ready. Additionally focusing on
teaching our students to be thoughtful about
calculating, questioning reasonableness of
their solutions, and questioning other
students' thinking. Thoughtful mathematics
through implementation of Common Core
Standards and mathematics practice is becoming
the norm. We are at the forefront of the
transition. We have created an infrastructure
for mathematical professional developments
that is noteworthy. I have participated in
the district mathematics contact facilitators
programs, Teacher (inaudible) Institutes, and
participate in a Common Core leadership team
involving CPS and DePaul University. From
this array of professional development
opportunities, i.e., school level professional
development, to help develop the content and
practice standards for our team. This format
varies from content to breakover meetings,
school implement days, after school PDs, peer
observation, and individual planning and
reflection time with (inaudible). Like all
schools, we are in this second year of
transition from the use of Illinois Assessment
frameworks to the Common Core. Per district guidance, we are using current instructional materials, highlighting Common Core mathematical practices for K through five, and following the district mathematics frameworks for grades six through eight. As with any other schools we will be examining Common Core line materials as it become available and wait for further curriculum recommendations from the district with a plan of purchasing for the school year 2013-2014.

The work that we have done to begin this transition is extensive. The time we spend evaluating the effectiveness of our instruction is extensive. And the time we spend planning music and learning from quality, informative assessments is extensive. I feel confident in my ability to lead this transition and the team's ability to continue to have student growth in mathematics. Even at time that requires teachers to be versed in two sets of standards and be assessed by varying metrics of a large number of very different assessments. We can do this at
Arthur A. Libby because we work hard, we know instruction and we know our students.

SPEAKER 4: When I (inaudible) ... I had to look at it through several lenses. First, as a CPS teacher, staff engagement means commitment. A commitment to working as a team. Of course we have grade level meetings in an ILT. But at Libby we have special ed meetings. Teachers stay after school to meet as a department (inaudible) and volunteer tutoring. We have the mentality that if my colleague fail, we all fail. We have a staff retreat before the beginning of the school year for professional development paid for out of our own pockets. Every staff at Libby School takes a vested interest in ensuring our students are met with quality and enriching experiences throughout the day. As a CPS parent I feel that my children's teachers work collaboratively. With the classes being departmental I see and feel that each teacher knows what is going on in the other's class and that planning and preparation is being done as a team. The elementary school that I
attended did not have nearly as many
opportunities outside the classroom as Libby
does. Yet as a CPS alumni I felt well
prepared when I entered college. I felt safe
at my CPS school and knew that it was a place
for me to excel. Imagine the preparedness our
students feel as they embark upon high school
and beyond with the diverse activities
presented at Libby. Libby is a dynamic place
to work. A place where kids are learning and
a place where former students always come
back. Libby is a lighthouse. It towers in
the community as a place that not only
educates children but offers continuous
support, guidance, and cultivating students in
preparing them for adulthood. We are the
lighthouse keepers and we are here to make
sure that our students can always find their
way home. Libby does not deserve to be
another abandoned building not being utilized
in Englewood.

MS. FLORES: Libby got to speak for 18
minutes. So we're going to make sure that
Hendricks gets (inaudible).
SPEAKER 1: Hello. My name is Dr. Aisha Wade-Bailey. I am a teacher at Thomas A. Hendricks Community Academy. The destabilizing of neighborhood schools segregated on the south and west side of Chicago needs to stop. We need a moratorium on school closures today. Destabilization of our communities has already been disrupted by housing, the employment crisis, poverty, and racial segregation. School closings in our neighborhood hurt our workforce. A neighborhood school addresses the essential, social, emotional and physical needs of students that cannot be measured by data. Recognizing parents, students, and community leadership is a key to sustainable student success. Mere words can never reflect the impact that neighborhood institutions have on their communities and the students that attend these schools. Thomas A. Hendricks Community Academy has been a beacon of light in the Fuller Park community for over 50 years. Come take a walk with me through Thomas A.
Hendricks Community Academy. At Hendricks student growth under NWEA ranks far above the national average. At Hendricks we go beyond the longer school day. Each day our doors open at 7:15 a.m. and closes at 6:00 p.m. Our students are receiving instruction before, during, and after school. Hendricks is a safe haven for these students. At Hendricks we have already been a receiving school for students who have impacted by school closures in this community. These actions should not be taken on the backs of our children over and over again. They should not endure this disappointment. At Thomas A. Hendricks our program includes but not limited to tutoring intervention, head start with family support and resources, readiness skills for young children, national geographic science. The science department was award a grant for the Conservation C3 Science Program. Rocket learning, Chess Club, Girls In A Gang Leadership Program. Making a difference every day is our main leadership program. Kids Power, tap classes, guitar lessons, band,
flag, drum, newspaper club. Relationship with the Symphony Orchestra, Striving Readers For The Middle Grade, Illinois Writing Project, Stephanie Harvey Comprehension Tool Kit, Everyday Math, Environmental Science. Hendricks Academy is a pillar in the Fuller Park community. Generations of families have walked the corridors of Thomas A. Hendricks community academy which some affectionately call their second home. The fight for public education has been fought by many of our ancestors. Do not close our school for the sake of our children.

MR. RIVERA: Coming right now we have Alderman Pat Dowell from the 3rd Ward. She's got to go somewhere else. She wants to make sure she has an opportunity to speak.

ALDERMAN DOWELL: I had to stop in here and speak on behalf of Hendricks School. Hendricks School is a school that should not be on the closing list. And I am demanding that you take them off your closing list. This is just not an empty demand. There are reasons for this. One, Parkman was the site
of a previous school action. And this school accepted dozens of kids from Abbott when it was difficult, with no support from CPS. They accepted dozens. I don't even know the number, but I'm sure it's way over 80 -- 90 students. They have a terrific principal. A principal that CPS recognize and uplifted. So now you're going to tear her down after she's done what was necessary by CPS. That's not fair. Thirdly, the school is improving. The scores are going up. The students are happier. And lastly, Hendricks is an oasis just like Edens Place. An oasis that protects our children. We're nestled between the Dan Ryan and the viaduct. Kids cannot go under the viaduct. So we need you to support Parkman, build up Parkman. Give them the resources that they need to make Parkman (inaudible).

SPEAKER 2: I want to say good evening to every one. I'm a parent volunteer at Hendricks. I want to say to everyone is that debating on whether our school should close is debating on which kid gets the last piece of
bread. I want everybody to get a slice not just one. Let's talk among each other as civilized. Let's talk with the City of Chicago to help our schools stay open. We and our children should feel a sense of belonging at their school. How can they complete the process of learning if they move so often? Our children at Hendricks and at Libby are educated. They are proud of where they're at. We don't want to treat them different. We want to treat them together. We hope that they would give them the top quality education that they need. We are getting that at Hendricks and at Libby. We have teachers who care for our children as well as help with the community. They have the extra programs they need as well as the volunteer time. Our children and staff are wonderful and they take care of our children. The decision you make about Hendricks and Libby is in your hands. The only thing we could ask is that you please, please, from the bottom of not only my heart but everybody's heart in here, keep our schools open.
SPEAKER 3: Good evening. I am a 2012 graduate of Hendricks Academy. I'm currently a straight A student at Kenwood. It hurt my heart when I was told that there was a possibility that the school that I love so dearly has been put on a list that -- that I love so dearly and has been with since the age of three was on the list of possible school closings. Hendricks Community was more than just a school to me. It was a place where I knew that the staff really cared about the students. A place where we could all feel safe. We were always taught to strive for greatness. It didn't matter what neighborhood or family situations we came from. I learned to believe that at Kenwood -- I attend school with students all across Chicago. I am competing with students from magnet and charter schools. My Hendricks education helped prepare me not only to compete against them but to soar above them. Last year my class scored 80 percent or more, meeting and exceeding in reading and math. Another classmate from Hendricks also attends Kenwood
and is a straight A student. Please don't
close the school down that means so much to my
friends and family. Keep the doors of doors
of Hendricks Academy open.

SPEAKER 4: Good evening. My name is
Kamella Rogers. I am a former Hendricks
student. Hendricks has history. My mother,
my sisters and my brothers went to Hendricks.
I have a pre-schooler, a second grader, and a
seventh grader in Hendricks, and you're
talking about closing some schools. I have a
pre-schooler that needs to go to pre-school,
head start, first grade to make it to eighth
grade to get out of grammar school to get to
high school. You're closing elementaries
they're not going to learn anything to get to
high school. Come on now. You're targeting
the ghetto because it doesn't fit your
criteria, it doesn't meet your standards. CPS
we have kids (inaudible). Now you're telling
them you're going to close their schools.
Where are you going to put them? Count how
many kids are in 200 school. How long is it
going to take you to place millions of kids?
Rahm Emanuel (inaudible) 50 million dollars for at-risk (inaudible). We need 50 million dollars on resources and programs to improve our schools. I'm upset because I have been working with this principal for almost (inaudible), backing up these teachers and my kids because I am a parent. I'm a volunteer at this school. It hurts my heart. You all have to get these gangs off the streets, get this gun law in order before you close schools. Go into those schools. Do you all have time to go into those schools? No, you don't because it ain't enough of you all. And we are not letting you all in. That's what I wanted to say. I'm very upset tonight. We need our schools open so our kids can have a future. Thank you.

SPEAKER 5: Hello. My name is Eric Erby. I'm a sixth grade student at Hendricks Career Academy. When I got the note that Hendricks was closing I got scared. This happened to me in third grade. When I was in the third grade they closed my school Abbott. When I first got to Hendricks it was hard for
me to get to know new students and teachers.

My grades were dropping. I didn't know half the stuff I was doing. Please, when you make a decision to close these schools please think of me, Eric Erby, when you make your decision. In my opinion why would you close 30 schools and where are you going to put almost 200 kids. Count how many kids are in this room right now. You are going to see almost probably 50. You need to make a hard decision and look at how many schools it is and don't close none. You just need to make a hard decision and make these schools better instead of making them worst. Thank you.

SPEAKER 6: Good evening. My name is Theo Hill. I'm the co-founder of the Made Organization. We provide leadership development through sports programs for inner city kids. I have been at Hendricks for three years now and I'm going to speak from the heart. I don't have a piece of paper with a long speech and I don't have all the statistics, but I do know what I see every day when I come to Hendricks. Uplifting these
kids and uprooting them like they're a piece
of property is not the way to go. In our
program we teach them how to be leaders and
not followers. We teach the importance of
education. If you uplift these kids and take
them away and move them on the other side of
the city a mile or two miles away where they
can't get to school, they got to cross the
street to get to another gang affiliated side,
what's going to happen then? All this gang
violence going on. They call Chicago "Chiraq"
now instead of "Chi-Town". Uplifting these
kids is not the answer. I see some of the
kids in our program now we get them from
fourth all the way up until eighth grade. If
you uplift them where are they going to go? A
lot of these kids don't have a lot of
structure in their life. We teach structure,
we teach leadership; how to be a leader and
not a follower. You take them out of the Made
Program what are going to do with the kids?
We can't follow them everywhere they go. We
may not know where they're going to go.
You're going to ship them to the suburbs?
Then they have to worry about being able to get into the city. We're talking about our city kids. We're not talking about a piece of property. We're not talking about a car. We're not talking about a piece of paper. We're talking about the importance of education and uprooting these kids. Excuse my language, but where in the hell are they going to go? What are they going to do? They need love. They need attention. They need guidance. They need leadership. That's one of the things our program does. We teach them that. I see how hard Ms. Perisin works every day; Mrs. McDonald. I see how the staff works and the teachers, I see them every time I come to Hendricks and they look so tired and worn out. I just want to give each one of them a hug every time I come into the school because I see the job that they're doing. Doing it collectively because they have the interest of the kids at heart, and that's what's about. It's about the kids. It's not about us. It's not about the politicians. It's not about the money. They are treating these kids like
they're just a number. Like they're a piece
of ink on a piece of paper. Treat them like
they should be treated. Like the lady that
was up here first said "It takes village to
raise our children," it takes three villages
now in this day and age. These kids got a lot
going on; a lot of gang stuff going on. A lot
of the gang violence that's going on. A lot
of stuff they see on TV. If you uproot them
and leave them to have to go on the other side
of town they are doomed for trouble. You
think it's gun violence now, you're talking
about Chi-Town being "Chiraq", it's going to
be ten times worse. They won't have anywhere
to go. Where in the hell are they going to
go? That's what I need to know. What are
they going to do? Statistics; how much it's
going to cost? You're going to put a price on
the kids' education? How can you put a price
on their head? How can you come with these
statistics and you don't give them a chance?
Okay. I can understand that you may have a
school that wasn't doing well; the numbers are
down and the scores are down after a year or
two years, but what I want to know and you all may not have the answer for it, how long do you give these schools to make an improvement? It's not going to happen over night. It's not going to happen in two years. It may not happen in three years. President Obama took a bad economy that took Bush eight years to put us in that hole. I wasn't going to take two years to get out of that damn hole. So if the kids' scores are low give the teachers a chance, give the principal a chance, give the community a chance to come together. Give us a damn chance. Don't give us no year. How about saying "In four years if your scores are not at this level then we will think about closing the school." But give us a chance. That's all we need. Give our children a chance to succeed and be successful.

SPEAKER 7: Good evening. My name is Brandon Haley (phonetic). I have attended Hendricks Academy for all of my life. I have four brothers and sisters who graduated from Hendricks Academy and two younger brothers who are currently attending Hendricks. I have
many reasons why Hendricks should remain open.
Let's start with our principal and assistant principal. Ms. Perisin has brought a lot of programs to our school. We have after school programs to help us become better students.

We have music, band, art and (inaudible) in our school. Our principal and assistant principal always make sure we are safe. At Hendricks we have a great science lab. Our teacher Ms. (inaudible) helped me with science. I will be representing (inaudible) next month at the City Science Fair.

The teachers at Hendricks go out of their way to help students at Hendricks. Some teachers tutor us before school, after school, and sometimes on Saturday just to tutor us. And I really appreciate that. We have great sports teams at Hendricks. We have basketball, football and even track. The school is open from 7:15 a.m. to 6:00 p.m. every night. Hendricks gives us activities for most of the day to help keep us off the streets. Hendricks is a great school and I want my future children to attend Hendricks.
It's not on my paper, but can I have Ms. Evans, Mr. Jenkins (phonetic) and (inaudible) to stand. These three teachers who just stood before you has pushed me to be the person I am now. If it wasn't for them I wouldn't be in front of you speaking because I wouldn't have had the courage. They push me every day daily to bring out my potential.

MR. RIVERA: We just want to make sure it's okay with Libby that we will give you more time after this. We want to be respectful of both the schools.

SPEAKER 8: Good evening everyone. I'm Mr. Muhammad. I have a child Quaran Muhammad (phonetic) at Hendricks. Here's the key: We have to balance everything. The price they are saying is it takes eleven million and some odd thousand dollars to bring it up to par. Now for those who understand business, that's the business. Then there is also the mothers and fathers who have their children enrolled in the schools. Now we know that the projects were torn down so the schools were left open. Now the the students
which are children need to graduate. I'm 51 years of age and I graduated from Fenger High School. Now check this out. My brother who is one year younger than me he ended up robbing banks. I grew up in Chicago on the West Side. So this is Englewood. You got the Crypts, the Bloods and whatever in California. You got the gangs in Atlanta. Now you got the GD's, the (inaudible). We can go on and on with that. But the problem is how many CPS employees ever done a walk-thru through Englewood? How many ever walked through Sherman Park; not drove your vehicle? Sherman Park is right across the street from Libby. I had a stepdaughter in Libby. It was some issues, but it's a very beautiful school. A hallmark school. The question I have to raise is Michelle Obama, First Lady, is coming next week. Are you aware I'm also connected with her? Now she's coming Thursday. And there is a program that you can embrace at your school that will bring in economics. The First Lady is coming to make sure she bless us. And Victor Simon III would like the program at
Hendricks. He told me himself. I won't be lengthy because we have more people who would like to speak. But check this out now. Power to the parents -- write this down students for your parents. POWER, People Organizing Working For Economic Rebirth. Now the power is in this room. You are the major shareholders. So I'm not going to try to remake the movie Wall Street. He said greed is good, learning is good. Think about it, family. There is no reason to close Hendricks. Not even Libby. So take us in your thoughts, add up the math and it should make sense. Thank you.

SPEAKER 9: How's everybody doing today? Before I start my speech I just want to do something. I want everybody to pay attention to me. It happens real quick. The streets didn't teach me this. I'm 18. I graduated in 2009. I just want to see how many people can recognize what I'm about to do (pulls up pants). I moved to Chicago after Hurricane Katrina in Mississippi. Without Hendricks a lot of us would not have made to
where we made it today. I graduated from Hendricks in 2009. I currently attend Bronzeville Institute inside of DuSable. Another rough school, but through God and through family, I received several letters from my academic record at Bronzeville. I mention this because academics plays the most important role ever in my whole life. Hendricks was more than just a school to me. It was a place where I knew I could find teachers and staff who cared about my future. What I truly learned about Hendricks was the spirit of competition that was instilled in all of our peers. During my eighth grade year at Hendricks, Hendricks slaughtered every other school in the speech and math competition. My teachers always told us to put our best foot forward. In 2009 we received acceptance letters from the best high schools in Chicago. And at that time even the top schools only accepted one student. And the majority of our class when to these top schools. Since graduating in 2009 we received several college acceptance letters. Hendricks
laid that foundation. Another fact that I recall about Hendricks was the large number of male-dominant teachers. This is something that is never mentioned. There are a lot of male father figures out there that is never mentioned. I came to school with that mentality that if no one is there, who will be there for me. But I was raised by every single staff and faculty member at this school. Other neighborhoods lack male role models, but we found it in Mr. Ward, Mr. (inaudible), Mr. Jenkins, and Mr. (inaudible). But in addition, what Hendricks offered me programs that helped shape the character of me and my peers. I cherish those memories. So many students who won't get the opportunity if you close one of the best schools on the south side of Chicago. Keep Hendricks alive. Lives are being changed in this small school on the South Side on Princeton Avenue. Thank you guys for listening.

SPEAKER 10: I come to you this evening with really a heavy heart because of
this moral degradation that's being
perpetrated against the children of Chicago.

It's been 18 years since the state of Illinois
relinquished its responsibility to the
children of Chicago. They relinquished that
responsibility to Chicago's Mayor Daley in a
move that was considered a last ditch effort
to make up for decades of mismanagement and
neglect of the education of black and brown
children of Chicago. Chicago schools was
considered virtually a lost cause when the
Illinois legislature shifted control to the
mayor in 1995. Robert Bennett was Secretary
of Education then during the Reagan
administration came to Chicago and labeled us
with the worst classrooms in the nation. So I
have a question tonight. If the schools were
so bad that the state couldn't do their job
that they were bound by the state's
constitution and when it gave the school
system to the mayor in the city of Chicago;
they had it for 18 years and they haven't done
a good job. The schools are still failing
according to CPS. Then why are the schools
being given the whole responsibility of such
failure? Why are the communities raped of
their vast treasures? A village education is
always essential; it's always the key. It's
the platform to wealth and success. And so
we're being raped of our community educational
(inaudible). And we're coming today begging
you please don't take our education from us.
You forget they work for you. You're paying
the taxes not only for the mayor but everybody
in the school board. You pay their salary.
They work for you. You should not have to be
begging them not to close your school.
Teachers are doing everything but educating.
They're trying to meet state standards,
they're trying to do this curriculum, that
curriculum. Every decade my children were in
the school system and almost every year, there
was a new curriculum, there was a different
book, there was a new method, there was a new
way to do education. How can anybody learn
without any stability in their life? You have
two schools that have history in their
neighborhood. They have a culture of
education. They have a culture of learning. They have a culture of producing success. And you dare stand here and say "You guys are on the list to be closed because of this statistic and that statistic and this test score." Education cannot be measured on a piece of paper. I want to say to the parents, the teachers have enough load on them. You need to send your kids ready to learn. And I'm going to say to the parents also if you don't get up and make some noise and demand your school stay open it's your fault when they close it.

SPEAKER 11: Good evening. I was a part of Hendricks Class of 2012. I graduated in a class that graduated a hundred percent. In the school they had many programs to keep us off the streets. And why I'm saying this is because recently a person from our class was just murdered. Now if you close the schools more of that is going to be happening. I'm tired of seeing on the news people getting murdered. If you close the schools that's going to keep happening. So why don't you
just keep them open. You had a chance to go
to school. You had a chance to go to college.
We have many programs. We have community
service. We have many service hours, sports,
and all of that to keep us occupied so we
won't have to go in the streets and do stuff
that's illegal or anything like that. Well,
by closing the schools you're making us more
vulnerable. Where are we going to go if you
close the schools? We have nowhere to go. We
live right smack in the middle of a whole
bunch of gang territory. So if you close the
school more of us will be killed. Now I'm not
going to beg and plead, but I'm asking please
keep the schools open. Please.

ARTHUR A. LIBBY SCHOOL

SPEAKER 5: Good evening. I'm a
seventh grader and I'm getting ready to go to
eighth. I'm here tonight because I'm sad that
Libby is closing down. I here to tell you a
story. I went to a school called Guggenheim.
I didn't want to learn. I didn't want to be
somebody in life. But I went to Libby and
they opened me up to new challenges and taught
me to be powerful and brave about myself and
that you can't give up. Because without
school you wouldn't be anybody, right? I face
new challenges and new heights at Libby. My
three teachers Ms. Holloway, Ms. --
(inaudible/applause). We're all one unit.
Like my former partner in Lion King said, I
don't know what I would do if I see another
kid on the news about a murder. It's just
frustrating to see how my other former partner
in the Lion King died. A great friend who was
brave and smart and talented. Libby is just
my heart and soul. I can't wait to be king.
Libby is every a kid wants in a school.
Teachers never give up on you. And the kids
shouldn't either. Thank you.

SPEAKER 6: Good evening. My name is
Ms. Kane. I have grandchildren at Libby.
They have been moved from school to school.
They have went to charter schools. They have
went to suburban schools and they have come
back to Chicago to be at Libby. Libby is a
home. The teachers there are like family.
They dedicate their life to educate these
children. It's a hard thing when you cut the
budgets. Then you want them to spend out of
their paychecks to make sure that the children
have what they need. And you're going to send
these kids into communities where you're going
to bus them bus them. Who's going to pay for
the busing service? If the Board of Education
says they don't have the money where are they
going to dig and get the money? The community
that Libby is in is due for re-gentrification
so that means that the families that don't
have the money to pay for the busing service
will be relocated into an area where the kids
will not receive a quality education. This is
not fair to our children. You're taking them
out of the educational institution and putting
them into the penal institution. So that
means that now you're putting them where
they're going to be criminals instead of being
what I hope for my future as a senior is to
have a child that is well educated, able to
lift our community and make something positive
come out of what we have put into them. It's
not fair that you sit on your high-paying jobs
and think that our children is disposable
garbage. Our children are human beings that
are concerned about what their community will
become. Libby is their beacon and their ray
of hope because they know that the teachers
will go as far as coming to their house to
make sure that they get what they need. If a
child needs a uniform it's no problem for one
of these teachers to dig in their pocket and
make sure that it happens. There are children
that have not left the Englewood area because
they are afraid. And the Libby teachers have
nurtured them, put them on a bus and took them
and exposed them to parts of the world that
they would have never got a chance to see
because they feel afraid. They're doing
everything that I say is senseless. They're
talking about gun violence. But we as adults
need to responsible for what become. And this
is why the parents are out tonight, the
teachers are out, the principals are out
because they are fighting for these kids to
get a well-educated foundation. Without that
foundation they are set up for failure. And
this is why it upsets me that you're closing
the majority of the schools in a community
where they really need to be educated. Do not
close they schools because the system is full
of criminals already. The violence is going
to only grow because they don't have anything
to hold on to. Children need to have a ray of
of hope that they have something that's going
to be positive for tomorrow. Give it them.

Give them the education that they deserve for
being born in America.

SPEAKER 7: My name is (inaudible)
Miller. I'm a proud third grade teacher at
Libby Elementary. I must say that was a very
hard speech to follow. That was very well
put. I want to being by saying I'm sorry but
I am so confused. I began my teaching career
on the North Side. I started teaching in a
kindergarten class in Lincoln Park. Our class
size capped out at 24. If we got a 25th
student, the principal would come in and
apologize to us for overloading us with that
25th student. So now when I come to Libby and
I have a kindergarten class of 36 students and
you're telling me that the school is
underutilized I'm just totally confused. I
have to say in moving forward I think we need
to look at those inequalities and we need to
get with the North Side and see how they keep
their class sizes well under 30 when we're
expected to have 36 in every room including
the janitorial closets in the basement. None
of these schools should be closed. Not Libby,
not Hendricks. We are teaching these kids
that if they are born in poverty or they are
born without, they will have without for the
rest of their lives. We teach our kids at
Libby that they can be anything that they want
to be. They just have to dream big and
achieve big dreams. But CPS tells them that
they were born in the wrong neighborhood.
Sorry. Next year CPS says that they're
declaring a moratorium on closing schools.
Well what about the kids this year? We need
to take a look at what's going on because this
is just ridiculous.

SPEAKER 8: Good evening, everyone. I
am a proud parent of Libby School. My name is
Phylicia Riggins. I have two children that attend Libby School; one in third grade and one in seventh grade. Since my children have arrived at Libby years ago; I know you've heard my son a second ago saying how he had the worst attitude towards school, the worst attitude towards learning. Somehow the staff at Libby were able to help him. They were able to change his mind, change his heart and make him believe in himself. When he came to Libby I didn't even know my son could run as fast as he could being on the track team, playing soccer. I didn't know he could sing. He's done a number of plays with the Libby production. He has done very well doing that.

In closing Libby -- the possibility of closing Libby how many children will fail to see their potential and have their potential brought out by the people of the Englewood community? How many kids will miss out on that opportunity being relocated, sent all over the city to go to places with people that don't know them personally, don't know their personality, don't know how to deal with certain children
from our neighborhoods. How many of us in
this room had to start over? Raise your
hands. It's not easy. Starting over is not
easy. And that is what you all are asking our
kids to do when closing these schools. They
have to go to different neighborhoods. They
have to go to different schools. They have to
meet with different children from different
backgrounds, from different whatever. And
they have to deal with this. What are we
supposed to do as parents, as staff. These
people are not going to leave Libby or leave
Hendricks or any of the other schools and not
worry about the children that they've seen
their whole lives. If it's about saving our
kids, closing our schools is not the answer.
It's not going to save our kids. It's going
to cause more problems, more psychological
issues with these kids that they already have
a lot to deal with at home already. When they
come to Libby they don't have to worry about
certain things. They don't have to worry
about anything other than learning and
developing and becoming better people. And
that's what this school is all about. That's what Libby represents; raising these kids to be better people. And if you close our schools what will become of our kids?

SPEAKER 9: My name is Stephanie (inaudible), and I'm a teacher of students with Low Incidence Disabilities at Libby Middle School. I would just like to say that I came to Libby six years ago. It was my very first job straight out of college. I have been with Mr. Jones for the entire six years. Our program has grown into two classes. The number brings people out every year to see our program and to see great things happening at Libby in the Autism Department and the Low Incidence Department. We have had students perform in the Lion King. I had students in Drumline. Every one of these teachers has seen every one of my children at some point in their career. Back when students with autism was supposed to stay self-contained, I looked at Mr. Jones and said, "There is no way. They're to every class." When I started the kids went to a separate lunch, a separate gym.
What kind of life is that? Who lives in a cocoon? No one. We need to teach all of our students, especially our our kids with autism, that there is more out there. We need to teach our kids to be leaders. We need to teach them to get out. We need to teach them to grow and to love their community. We can't do that if we rip communities apart. My students have grown and blossomed with the people that you see before you. My kids are not ostracized, my kids are not bullied. These teachers stand before you and say, "We're going to embrace every child that comes along, especially kids with autism." And I'm very proud. So I want to say thank you to my Libby family. You have embraced me and my children for the past six years and I love you all.

THOMAS A. HENDRICKS SCHOOL

SPEAKER 12: Hi. My name is Angel McCoy (phonetic). I am a third grade student at Thomas A. Hendricks Community Academy. Hendricks knows me personally and academically. My teachers have many different
teacher strategies to ensure my success.

Hendricks has implemented many programs this year such as art, gym, Girls In A Gang, computer, Kids College, National Geographic, and a program called (inaudible) Foundation for after school. I have a generation of family members such as my grandma, my mom and three aunts, my two cousins, my brother and my sister have graduated from Hendricks. More importantly, I will be heartbroken if you close down my school. I know that there are many other children across the city that feels the same way. If you close the door to Hendricks, you close the door to my past, my present and my future.

ARTHUR A. LIBBY SCHOOL

SPEAKER 10: Good evening, everybody.

My name is Mr. Gardener. I'm a paraprofessional at Arthur A. Libby Elementary School. I actually started working at Libby in 2005 as a YMCA staff. Occasionally my students see me with my YMCA shirt on. In 2008 I started working for the Board of Education as a paraprofessional. I believe
last year we started departmentalizing the
Special Ed department. I worked with
Ms. McGlowan (phonetic) as her aide in the
classroom with students with autism.
Ms. Booker I have been working with her since
2005. When I was just doing the after school
program I had kids who were struggling with
math and science. So I would come in early
without getting paid to sit in the classroom
and help in the math and science part of the
classroom. Have two students that are eighth
graders and the most important thing they do
when they come in after breakfast is go to
Ms. Booker's science class. When Ms. Booker
when gets up here she might talk about it a
little bit. But they actually participate
fully in her class. They are able to follow
instructions in the books, perform the
experiments. Also, I want to talk about the
many hats that the staff at Libby wear. And
the reason why we wear these hats is because
the Board says they don't have the money to
bring people from the outside and to come and
do these things. But personally no one knows
our kids like us, like our community, like the teachers at Hendricks and at Libby, they come every day. I'm a paraprofessional. I coach three sports for boys; basketball, football, and softball. I am an advisory teacher. We spend about 15 or 20 minutes on Tuesday and Thursday where we break the kids up. Each staff has a group of kids and we go over different things; bullying, self-esteem issues. Sometimes we have to stop and talk about different things that just occurred in our community. Because the kids, whether you all or the Board understand, they take in and they see everything. I cannot imagine when I was 11 and 9, 10 and 12 and see the things that they saw. When I was going to grammar school the only worry about was having my hind part in before the streetlights came on. I didn't have to worry about my parents not being there. I didn't have to worry about not getting help with homework. And in the community that we live in the staff at both of these schools go above and beyond. Last year Ms. Booker and Ms. Campbell who knew very
little about basketball stepped up and coached the girls' basketball team. They got books and they practiced. And we went all the way to the regional championship. We could talk about statistics, but I will leave that up to my great principal. It takes one bad year to get you on probation and it takes three to get off? And then when we meet what you ask us to meet then you change it the next year.

I was a very good student; A and B student. Went to a good high school, good college. If I had to do the different things that you all are asking these students to do from year to year, I wouldn't survive. But they do it every day. You all make us out to be liars. You tell these kids, "Do this and they're good." And when they do it you tell them the same thing, "We're on probation. They are trying to close us." Every year the kids at both of these schools listen, listen and really take in what the educators and the staff tell them. "Pull up your pants." "Say 'yes, sir and no, sir'" "Do your homework." "Don't hang out in the street. It's nothing
out there." "Sign up for a program." "Come
to practice." And they do it every day for
one-hundred and eight-something days. And
then we have to look at each child in the face
and say, "Somehow it wasn't good enough."
Last year we graduated the class at a hundred
percent. I was very proud as a basketball
coach. I had eleven eighth grade basketball
players. We pushed them and pushed them and
the whole class graduated on time. Now
they're in high school and they are doing all
kind of things. They are scattered out across
the city of Chicago. And I refuse to look at
another kid in the face after asking them to
do everything that we asked them to do and
tell the the Board said it's not good enough.
That is not good enough.

SPEAKER 11: Hi. My name is Luthia
Hardy, and I'm the dance teacher in our Fine
Arts Department. At Libby Elementary School
we have a Fine Arts department that the kids
go to during the school day. So this is not
an after school program. During the school
day the children are able to go from music,
dance, drama, computer and visual arts, and they get grade on their report card from each one of those teachers. Every year the students look forward and the staff to our musical that we put on at the end of the school year from the Fine Arts department. Last year we did the Lion King and it was amazing. This year we're doing Fame, and we're going to be amazing again. I just want to share with you one of my experiences as a dance teacher at Libby Elementary School. We were working on the Lion King and all the students at the school gets served. So even the students with autism they come and they take dance class. So they were in the classroom and at first they were kind of sitting back. I was teaching the third grade class and one day I turned that music on and those students got up and they did the whole routine. It was amazing. In closing, I want to say once again, Libby Elementary School is the school to watch, not a school to watch get closed.

SPEAKER 12: Hello. My name is
Reverend Andrew T. Holloway. I have so many generations that have come out of Libby, and it's more coming. All of my kids have graduated. My daughter is trying to be valedictorian this year at Libby. She's really working hard. I cannot see a school that has done so much for so many people close down. When I was going to school everybody told me I do nothing. I graduated from high school with an A average. I graduated from college valedictorian of my college. I know there is no such thing as a person that comes from the ghetto cannot achieve if they have the right people to take them there. Libby I know have the right people to take the students there. I love Libby's staff. I love the principal because he makes sure my daughter stays straight. And this is the principal that makes sure my daughter stays straight. Not only the teachers but the principal himself. What kind of school has that kind of love? Libby has the love that can spread throughout the whole nation. I love Libby School. Please, please remember
that Libby stands for excellence. That's one of the things they expect always, excellence. And they have achieved just that. My daughter goes to Bronzeville as a straight A student. And she came out of Libby. It's so many good students that come out of Libby that you would not believe. I could see one of them being the president of the United States.

SPEAKER 13: Good evening. Last time I was here I only had a few minutes to say what I wanted to say. But now I have little more time time to get all this off my heart. This is really emotional. The first is I want to applaud every single student sitting in this room. And the reason why I want to applaud them is because I'm sure some of their counterparts in parts of the city where their schools are not being closed are probably sitting at home watching Nickelodeon, just finishing up dinner. Not having a fear in the world about their school closing. So on top of having to worry about gang violence, whatever issues are at home, ISAT is coming in two or three weeks, now they have to worry
about whether their school is still going to be open after testing. That's outrageous. I think everybody just needs to back up, wait, and take a breath and think about what's really going on here. Think about the impact that you're having on these children. The fact that this very thing is going to be a part of their history is absolutely ridiculous. I remember being in grammar school. And never once did I have to sit in a gym reminiscing for on something that went down during the Civil Rights era. All I see is white faces, I see brown faces, I see black faces. This is the Civil Rights era all over again. All of us sitting in a room begging and pleading for rights. All we're asking for is a chance. We need you guys to use your power. We need you guys to speak up as our network administrative leaders and say, hey, there are really great things going on at these schools. Let's just pause and pump the brakes so that we can really assess what's going on. It's not fair to them that they have to think back to their childhood and say,
"Man, I went to three different schools and they were all closed. And I was bused over here and there." How can you expect them succeed at anything? The young man that said he was at Abbott and it closed and he had to go to another school and he had to start all over. If you're constantly staring over when do you finish? We have to think about what we're doing. When I decided to be an educator; and this really emotional for me, not one class taught me that I would be sitting and fighting for my students. They told me that I would teach and educate my students and give them a chance at life. I think it's unfair that teachers that are sitting in this room choose to teach in areas where some teacher won't even set foot. Every day I have these conversations with my colleagues. Even though we made it to safe harbor. Here we are back again. But this time it's underutilization. This is outrageous. All I'm saying is before you make any decision to close any school, you need to walk through every school that you're talking
about closing. You need to experience what these children are experiencing. You need to experience the culture, you need to experience teachers, the administration, because I guarantee you -- I've never been to Hendricks, but I'm sure if I walked in your school I would feel the love. I belong to Libby and I know that if I cannot wake up and go to Libby every day I would be distraught. I feel the love. I know what it is. I love our children. Our children feel it every day.

We have children that when they first came to us from other schools they didn't want to have anything to do with education or school. But because they came to trust us and believe in what we were selling which was a future, I thought, they opened up and they bought into everything that we were offering and everything that we were saying to them. So all we're asking you guys to do is come on, stop dealing with the marching orders from Downtown because we all know what this is. This is political. This is about real estate. But the moment you guys started talking about
education and running education like a business you messed up. Our kids are not dollar signs, they are not merchandise. They are people. This is not human trafficking up in here. These are children that deserve to have a future. If you are a parent think about if your kids had to sit through this tonight. This young man right here his teacher had to take him out because he was crying. Are you kidding? I would be distraught if my son was up in here listening to this. This is what you're doing to children. These people that are at the top are getting on television and saying "I'm a grandmother, I'm a mother, and I would not do this." But if you are then you would not do this to somebody else's grandson, son, daughter or anyone else. You need to think about what you're really doing. We're able to do the things that we're doing because you kept saying do more with less. We said okay. Now you're saying hold your foot and your hand tied behind your back and now do it. And we're still trying to do that. Irregardless
of what obstacles you guys throw at us we're still doing. This is why were being designated as an Illinois school to watch because those people actually came to our school. They spent time with our children. They talked to our children without us. We were not in the room when they talked to our children. They talked to our children, they sat in our classrooms, they watched our teaching, they talked to our administration, they talked to our parents. There was no script. That came from right here. And that's what we're asking you guys to pump the brakes, take a minute, slow down and think about what you're doing. That's all we're asking. We know that you have a budget crisis, but our kids are not a crisis. Closing schools would create more of a crisis. I don't believe McCarthy when he said that he's going to ensure the safety of our children. He can't assure the safety now. I'm aware of some teachers that don't want to speak because they're afraid that there's going to be repercussions, but I will tell you
like this, I'm going to keep on speaking. I'm going to say what I have to say. And if after this I'm blackballed and can't get a job, oh well. Because I know there are hundreds of kids in this world that I've made a difference in their life as well as my colleagues. To stand up here and not speak would be an absolute disgrace. So, no, this is not begging, this is not pleading, this is asking please stop and consider what you're doing and not close these schools. Stop tying our hands. Let us educate children. That's what we went and got all these degrees for. I'm $90,000 in debt because I'm constantly trying to perfect my craft. I'm not doing it because I'm trying to make a better life -- this isn't about money for me. This is about my dash. My grandmother always said when you live and die, they do not talk about when you were born, they do not talk about when you die, they talk about your dash. And I want my dash to mean something. And I think everybody else want their dash to mean something that chooses to go into the field of education. So I know
you want your dash to mean something and you
make a difference in these kids' life and not
be a part of the problem but the solution.
Thank you.

THOMAS A. HENDRICKS SCHOOL

SPEAKER 13: There's really nothing I
can say that Hendricks and Libby hasn't said
already. I want everyone here to know that we
appreciate all the comments that's been said
on behalf of the children of Chicago. If we
don't educate the children what will happen to
them? I'm just going to read some of my
script and then I'll be off the stage.

Hendricks Community Academy should not be on
the list of schools that will close based on
the criteria that Chicago Public Schools made
for themselves. We should not close.

Hendricks Community Academy meetings the sixth
criteria listed. Our students from
(inaudible) Garden underwent a significant
school action for the 2009-2010 school year.
Over 90 students had to leave Abbott and were
forced to transfer to Hendricks. Along with
Abbott School closing McCorkle School closed
the following year and approximately 28
students came to Hendricks from McCorkle. In
2010-2011 year there were many adjustments
that had to be made getting three different
schools to acclimate with one another. The
suspension rate was outstanding. Sixty
percent that year. It was not easy for the
children to learn under a new environment with
three different schools coming together. The
following year after we tried to calm
everything down the suspension rate dropped 18
percent and the academic growth was on the
rise. This is for all of our children. But
just think of the trauma of the children who
have been through school action already. Why
would they have to endure yet another move
within their short elementary career. The
school action feels very recent to them. It's
only three years ago. The adjustment period
would probably take over a year in a new
school. Our children do not have the luxury
to lose that year. We have also met three of
the four criteria. We have over 300 students
in our school. We have the same or higher
performance for those years. And students are performing at or above peers in reading and math in each of the last three years. This is measured by a school having a positive math and reading score. We far surpassed the national average of 50 percent growth in reading and math. We surpassed to 72 percent.

I would say that that's sustainable in improved performance. We need to be respected. And Hendricks and Libby need to stay open.

SPEAKER 14: Hi. My name is Sue Keller. I'm not a parent. I'm not a teacher. I'm not a staff member. I'm a volunteer for Hendricks. The other day I walked down 33rd Street from Halsted, and it was about 9:00 and a little boy from Hendricks was walking his twin siblings who were kindergarten kids into school. Now you can say he shouldn't have been doing that. His mom should have been doing that. But he was. Kids do that. I grew up with five brothers and they walked me to school. And I'm thinking next year how far will he have to walk. I'm a retired police
officer. I was a police lieutenant. And I
stick up for my brothers in blue. But
McCarthy, as much as he promises and I know he
hopes that the kids have to go to school, the
less programs they have the more they're going
to be vulnerable to violence. No matter what
you read in the newspapers we have less police
on the street. And that is going to be so
hard for the kids especially when they stay
for programs and have to walk home from
school. Volunteers and coaches from Hendricks
and the games don't get over until 6:00. And
sometimes those big kids have to walk those
little kids home. So if they don't live close
to the school then they may not participate in
programs. You can't put a fourth grader on
the school bus at 5:00 or 5:30. It's not
safe. And the one last think want to say is
two years ago my friend Juliana Perisin -- I
had never heard of Hendricks, and she calls me
and she says, "I'm a principal at the school
and we don't have an after school program." I
said, "What?" I know this neighborhood needs
after school programs. I used to work in the
9th District. So I know Englewood and I know Bridgeport. And she said, "We're going to raise the money." And I said, "We are?" So the staff, the community, the parents, they raised $16,000. I ask how come she can't get money from Downtown. She said, "We can't qualify for it." But we got out and we called Connie's Pizza, we hit every restaurant in the neighborhood. We went up and down Taylor Street. We went up and down 43rd Street, 35th Street. We had bakers donate. We had teachers donate, raffle tickets. That's how much it meant for this community to have an after school program. I am so impressed and I continue to be impressed every single day and that's why I'm there volunteering. Please, I'm telling you this school has so much spirit and means so much to this neighborhood, to keep it alive.

SPEAKER 15: Hello. I first started at Hendricks when I was in fifth grade. Ms. Anderson was my teacher. I didn't know nobody at Hendricks. Now I have my teacher (inaudible). If it wasn't for them I would
not be the person I am today. Hendricks is a family to me. It doesn't matter if I wake up made or anything. When I see Ms. Aver's face in the morning she change my whole (inaudible). I just want to graduate. And seeing my school get shut down it ain't going to make sense to me. It's going to hurt me because I'm not going to see Ms. Avers no more. I'm not going to see none of my friends or my family. So please do not close my school.

SPEAKER 16: My name is Allen Kelly. I'm 13 years old and I'm in seventh grade.

SPEAKER 17: My name is (inaudible).

I'm in seventh grade. I came to Hendricks when I was in sixth grade and since I have been here I feel in live with Hendricks School. And it makes me cry to hear that you guys are going to close our school down. I love the teachers at Hendericks. They are like parents to me. The help me and persuade me to do my work. I didn't think I was going to make the basketball team this year, but my coach said he needed me on defense and now I'm
on the team. He told me that he wishes that
there were like eight more like me.
(Inaudible).

SPEAKER 18: I came to Hendricks in
pre-school, kindergarten and first grade, left
and came back in the fifth grade. I don't want
to see my school close because when I came
back I wasn't really good in math. And now my
teacher Mr. Grant he helped me get a C in math
instead of a D or F. And my teacher Ms. Evers
she helps me with my Social Studies and
reading. And I got a B in Social Studies and
and B in reading. I went back down to a C
because I talk too much. I just wish you
wouldn't close our schools so we will be able
to graduate.

SPEAKER 19: Hendricks is like my
family. This is like my whole house right
here. Hendricks taught me how to be strong
and take care of myself. Please don't close
our school because the kids need their
education.

SPEAKER 20: My name is (inaudible).
I'm a teacher. I'm an organizer of the
Chicago Teacher's Union. I want to thank everyone for coming out here today. I just want to say that Chicago Teacher's Union we're going to fight to keep Libby School open and to keep all of the schools open. At some point the truth will come out. The Board says that there is no money, but they have money that they can put charter schools in the neighborhood. So when the list comes down we need to stand up and fight for (inaudible). And we will be here too.

MR. RIVERA: Thank you everyone for coming out tonight.

(Whereupon this concludes the proceedings in the above-entitled cause.)
STATE OF ILLINOIS    )  )  SS.
COUNTY OF COOK     )

I, SHERLENE BRANSCOMB, a Certified Shorthand Reporter doing business in the County of Cook and State of Illinois, do hereby certify that I reported in shorthand the proceedings in the above-entitled cause.

I further certify that the foregoing is a true and correct transcript of said proceedings as appears from the stenographic notes so taken and transcribed by me.

SHERLENE BRANSCOMB, C.S.R
CSR 084-00390