

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
JOHN CALHOUN ELEMENTARY SCHOOL**

APRIL 16, 2013

COMMENCING AT 5:30 P.M.

HON. CHERYL A. STARKS

HEARING OFFICER

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A. NOTICES OF HEARING

1. Notice Letter to Parents or Guardians of Students at John Calhoun Elementary School (hereinafter "Calhoun Elementary School") and Willa Cather Elementary School (hereinafter "Cather Elementary School") dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Calhoun Elementary School
2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Calhoun Elementary School and Cather Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Calhoun Elementary School
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Calhoun Elementary School and Cather Elementary School on or about March 22, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) Draft Guidelines for School Actions on or before October 31, 2012, (b) Guidelines for School Actions on or before November 30, 2012, (c) List of Independent Hearing Officers on or before November 1, 2012, (d) Proposals on or about March 21, 2013, and (e) Summary from the Community Meeting on or before April 14, 2013.
6. Public Notice of Hearing and Community Meeting by Newspaper Publication in the Chicago Sun-Times beginning April 3, 2013

B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS

7. 105 ILCS 5/34-18 ("Powers of the Board"), effective July 13, 2012
8. 105 ILCS 5/34-200 ("Definitions"), effective July 13, 2012

9. 105 ILCS 5/34-225 ("School Transition Plans"), effective November 30, 2012
10. 105 ILCS 5/34-230 ("School Action Public Meetings and Hearings"), effective August 22, 2011
11. 105 ILCS 5/34-232 ("Proposed School Action Announcement and Notice; 2012-2013 School Year"), effective November 30, 2012
12. Chicago Board of Education School Performance, Remediation, and Probation Policy for the 2011-2012 School Year (policy Manual Section 302.6A, Board Report 10-0728-PO4)
13. Chicago Board of Education Policy on Review and Establishment of School Attendance Boundaries (policy Manual Section 703.2, Board Report 05-0622-POD)
14. Chicago Public Schools Space Utilization Standards (Issued December 28, 2011)
15. Guidelines for School Actions, 2012-2013 School Year (Issued November 30, 2012)
16. Chief Executive Officer's Procedures for Public Hearings on Proposed School Closure, Consolidation, Co-Location, Phase-Out, or Reassignment Boundary Change

C. DOCUMENTS AND WRITTEN EVIDENCE IN SUPPORT OF THE PROPOSAL

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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
John Calhoun North Elementary School
2833 W. Adams St.

Parent or Guardian of a Student at
Willa Cather Elementary School
2908 W. Washington Blvd.

Re: Proposed Closure of John Calhoun North Elementary School

Dear Parent or Guardian:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

Right now, the reality is that too many of our children are not receiving the education they deserve. We have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. This crisis did not happen overnight, and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

We must make certain that every child can attend a school that has the supports and resources needed to help every student flourish. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have an option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

Make no mistake, this will be hard. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, our children and their futures will pay the price for our delay.

I want to assure you that I have heard your concerns and I have taken them to head and heart: I will never seek to improve education at the expense of our students' safety. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close John Calhoun North Elementary School (Calhoun). I am also recommending that Willa Cather Elementary School (Cather) serve as the dedicated welcoming school for students at Calhoun in the fall.

There are a series of supports that we will provide in order for your child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a dedicated, higher performing welcoming school with additional capital investments and further supported by new resources to safely and seamlessly transition students in fall 2013;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school. Improvements may include items such as upgrades to playgrounds, science and computer labs, air conditioning, and others.

Lastly, principals at all welcoming schools will also receive additional discretionary funding that they can use to support the unique needs of all students at those schools.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help your child receive a higher quality education at their dedicated welcoming school. And please know that our work is still not complete and your continued input will be critical in the weeks ahead. I encourage you to participate in the two community meetings and one public hearing for your school noted in the proposal below. I thank you for your continued feedback as we work to provide your child and all CPS students with the high-quality education they deserve.

Our Proposal and Investments

Our proposal is to close Calhoun, located at 2833 W. Adams St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Calhoun had 314 students enrolled on the 20th day of attendance, but has the capacity to serve 690 students. Calhoun students will be welcomed by Cather, located at 2908 W. Washington Blvd. While the closure of Calhoun is not related to performance, it is important to note that Cather is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

A draft transition plan has been sent home from school with students, which outlines investments that will support a smooth and safe transition for all students.

Furthermore, CPS is committed to providing educational opportunities that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their child. To support families in this decision, information from the Office of Access & Enrollment is available in the draft transition plan.

Attendance Area Boundary of Calhoun

I am also proposing that the geographic boundary currently associated with Calhoun will be reassigned to Cather. This means that Cather will be the new neighborhood school for students living in the Calhoun boundary.

Public Comment on this Proposal

Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1

Tuesday, April 09, 2013

5:00pm-7:00pm

Raby High School

3545 West Fulton Boulevard

Community Meeting 2

Saturday, April 13, 2013

10:00am-12:00pm

Raby High School

3545 West Fulton Boulevard

Public Hearing

Tuesday, April 16, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or

hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the closure of Calhoun.

Further Questions and Concerns:

If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Thank you for your consideration and patience during this time as we work to provide your children with all the resources and supports they deserve.

Sincerely,

A handwritten signature in black ink, reading "Barbara Byrd-Bennett". The signature is fluid and cursive, with a large initial 'B' and a stylized 'H' at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN

For the Proposed Closure of John Calhoun North Elementary School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a \$1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close John Calhoun North Elementary School (Calhoun). This decision is based on the underutilization of Calhoun, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Willa Cather Elementary School (Cather), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Calhoun is a neighborhood elementary school located at 2833 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Calhoun currently serves 314 students in PE, PK & K-8th grades. CPS is proposing to close Calhoun based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Calhoun students will be welcomed at Cather, located at 2908 W. Washington Blvd. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Calhoun and Cather, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary currently associated with Calhoun will be reassigned to Cather. This means that Cather will be the new neighborhood school for students living in the Calhoun boundary.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Calhoun. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Cather administration and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Calhoun, and ensuring a successful transition to Cather for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Calhoun students will be welcomed at Cather, which is a higher performing school. To ensure Calhoun students receive high-quality academic instruction throughout the transition, Calhoun and Cather will receive:

- **Principal Transition Coordinator (PTC):** PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Calhoun maintain academic rigor in the classroom and ensure a smooth transition to Cather. The PTC will follow students to Cather to ensure continuity of support for faculty and students.
- **Data Support:** Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Cather with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.
- **Network Chief Office Hours:** Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Calhoun and Cather will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Cather will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Calhoun who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Calhoun will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Cather, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Cather to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Cather, provide observations of classrooms when school has resumed, and train Cather staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Cather, targeting training based on the unique population of the students in the school.
- Cather is "minimally" accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- Under this action, returning Calhoun STLS students may choose to attend Cather or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Calhoun STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Cather staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Cather will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Cather in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through “Chicago: Ready to Learn” community based organization programs or schools in the District that have space available.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.
- Students who will turn 5 years old by September 1st and will be attending Kindergarten next year should anticipate attending their neighborhood school. If the student was attending an early childhood cluster program, the Office of Special Education and Supports will be working with families to identify the location of the student’s school and the family should expect a placement letter.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

CPS is committed to providing educational options that fit each student’s unique learning needs and each family’s priorities, and encourages families to decide if this welcoming school is the best fit for their individual student. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsdae.edu),
- By email (dae@cps.edu),
- By phone (773-553-2060), and

- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for families affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child and is also available at www.cpsdae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VI. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-7:00pm
Raby High School
3545 West Fulton Boulevard

Community Meeting 2

Saturday, April 13, 2013
10:00am-12:00pm
Raby High School
3545 West Fulton Boulevard

Public Hearing

Tuesday, April 16, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Definitions

“Closing” or “closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

“Higher performing school” means:

- (1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
- (2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:
 - for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
 - for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or
- (3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
- (4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

“ISAT composite” means the score of the combined ISAT reading, math and science tests.

“Performance Policy” means the Board of Education of the City of Chicago’s School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years. The score and status are determined by evaluating key indicators that assess a school’s current performance, trend over time and student growth.

“School action” means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

“Value Added” means the metric that assesses school effects on students’ academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, special education status and bilingual education status), grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.



125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
John Calhoun North Elementary School
2833 W. Adams St.

Administrators, Faculty, Staff, and LSC Members
Willa Cather Elementary School
2908 W. Washington Blvd.

Re: Board of Education Proposed Closure of John Calhoun North Elementary School

Dear Administrators, Faculty, Staff, and Local School Council Members:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life. To do so, we must make certain that every child can attend a school that has the supports and resources needed to help every student flourish.

But right now, we have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have the clear option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

Make no mistake, this crisis did not happen overnight and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, it is our children and their future that will pay the price for our delay.

I want to assure you that I have heard the concerns of parents, teachers, and school leaders and I have taken them to heart: I will never put our students' safety in jeopardy in our efforts to improve their education. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close John Calhoun North Elementary School (Calhoun). This proposal helps address CPS' current underutilization challenge, enables us to move forward in

a more sound and sustainable financial state, and allows us to better serve all of our students, both current and future.

And please know that our work is still not complete. Your continued input will be critical in the weeks ahead. There will be two community meetings and one public hearing for your school noted below. I thank you for your continued feedback as we work to provide all CPS students with the high-quality education they deserve.

There are a series of supports that we will provide in order for every child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a higher performing welcoming school equipped with new resources;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at each welcoming school;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school.

Several supports for teacher and PSRP members of the Chicago Teachers' Union (CTU) are also available through our negotiated collective bargaining agreement. These include:

- **Tenured Teacher Assignment** – If vacancies are created in the welcoming school(s) due to the enrollment of students from your current school, tenured teachers rated in the top two performance rating categories may be assigned to those vacant positions, based upon seniority and certifications.
- **Reassigned Teacher Pool** – Tenured teachers who are ineligible or unable to be assigned to the welcoming school(s) will be placed in the reassigned teacher pool—with full salary and benefits for up to 5 months—while they seek new job opportunities.
- **PSRP Severance** – PSRPs at closing schools who are unable to find new employment by the start of next school year will be paid a \$1,000 severance and are eligible for up to 9 months of paid COBRA benefits.

CPS has also implemented an Employee Assistance Program (EAP) that provides a safe, confidential environment to access grief counseling with a trained professional. This service is completely free, absolutely confidential, and available to all employees and members of their households, 24 hours per day and 7 days per week. EAP specialists have masters-level training and a minimum of 3 years of counseling experience.

To access EAP services, which also include mediation, and financial services support, please:

- **Call 1-800-711-6087.** When prompted, press '2' for members. You will be asked for your Member ID and you can say "I don't know it" to proceed. Lastly, please press '1' for EAP [(TDD) Dial 711 and enter number above]; or
- **Visit <http://liveandworkwell.com> online.** Web Access Code: 'CPS'.

Lastly, additional transition supports such as dedicated Career Events for teachers impacted by school actions and transition coaching sessions will be available and communicated to you in more detail through the coming weeks and months.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help students receive a higher performing education in their dedicated welcoming school.

Our Proposal and Investments

Our proposal is to close Calhoun, located at 2833 W. Adams St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Calhoun had 314 students enrolled on the 20th day of attendance, but has the capacity to serve 690 students. Calhoun students will be welcomed by Willa Cather Elementary School (Cather), located at 2908 W. Washington Blvd. While the closure of Calhoun is not related to performance, it is important to note that Cather is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Please take a few moments to carefully review the draft transition plan on this proposed closing that you received at your school. In this draft transition plan you can learn more about why this school has been chosen to be closed and how we intend to make significant investments to help ensure our students' academic success in the transition.

Attendance Area Boundary of Calhoun

I am also proposing that the geographic boundary currently associated with Calhoun will be reassigned to Cather. This means that Cather will be the new neighborhood school for students living in the Calhoun boundary.

Details for the Administrators, Faculty, Staff, and Local School Council Members

If this proposal is approved by the Board of Education of the City of Chicago ("Board"), the employment status of all administrators, faculty, and staff will be determined pursuant to Board policies, practices, and any applicable contracts and collective bargaining agreements. If you have human resources questions or concerns, please contact us at (773)553-4748 (HR4U).

If the Board approves this proposal, the Local School Council (LSC) of Calhoun will be dissolved at the end of the current school year. If you have any questions about how this proposal affects the LSC, please contact the Office of Local School Council Relations at 773-553-1400.

Public Comment on this Proposal

Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1

Tuesday, April 09, 2013

5:00pm-7:00pm

Raby High School

3545 West Fulton Boulevard

Community Meeting 2

Saturday, April 13, 2013

10:00am-12:00pm

Raby High School

3545 West Fulton Boulevard

Public Hearing

Tuesday, April 16, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

I invite you to share your feedback on this proposal at the community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the closure of Calhoun.

Further Questions and Concerns:

If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

A handwritten signature in black ink, reading "Barbara Byrd-Bennett". The signature is fluid and cursive, with a large initial 'B' and a stylized 'H' at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN

For the Proposed Closure of John Calhoun North Elementary School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a \$1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close John Calhoun North Elementary School (Calhoun). This decision is based on the underutilization of Calhoun, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Willa Cather Elementary School (Cather), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Calhoun is a neighborhood elementary school located at 2833 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Calhoun currently serves 314 students in PE, PK & K-8th grades. CPS is proposing to close Calhoun based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Calhoun students will be welcomed at Cather, located at 2908 W. Washington Blvd. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Calhoun and Cather, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary currently associated with Calhoun will be reassigned to Cather. This means that Cather will be the new neighborhood school for students living in the Calhoun boundary.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Calhoun. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Cather administration and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Calhoun, and ensuring a successful transition to Cather for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Calhoun students will be welcomed at Cather, which is a higher performing school. To ensure Calhoun students receive high-quality academic instruction throughout the transition, Calhoun and Cather will receive:

- **Principal Transition Coordinator (PTC):** PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Calhoun maintain academic rigor in the classroom and ensure a smooth transition to Cather. The PTC will follow students to Cather to ensure continuity of support for faculty and students.
- **Data Support:** Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Cather with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.
- **Network Chief Office Hours:** Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Calhoun and Cather will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Cather will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Calhoun who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Calhoun will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Cather, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Cather to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Cather, provide observations of classrooms when school has resumed, and train Cather staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Cather, targeting training based on the unique population of the students in the school.
- Cather is "minimally" accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- Under this action, returning Calhoun STLS students may choose to attend Cather or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Calhoun STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Cather staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Cather will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Cather in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through “Chicago: Ready to Learn” community based organization programs or schools in the District that have space available.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.
- Students who will turn 5 years old by September 1st and will be attending Kindergarten next year should anticipate attending their neighborhood school. If the student was attending an early childhood cluster program, the Office of Special Education and Supports will be working with families to identify the location of the student’s school and the family should expect a placement letter.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

CPS is committed to providing educational options that fit each student’s unique learning needs and each family’s priorities, and encourages families to decide if this welcoming school is the best fit for their individual student. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oea@cps.edu),
- By phone (773-553-2060), and

- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for families affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child and is also available at www.cpsdae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VI. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-7:00pm
Raby High School
3545 West Fulton Boulevard

Community Meeting 2

Saturday, April 13, 2013
10:00am-12:00pm
Raby High School
3545 West Fulton Boulevard

Public Hearing

Tuesday, April 16, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Definitions

“Closing” or “closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

“Higher performing school” means:

(1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or

(2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:

- for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
- for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAT composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or

(3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or

(4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAT composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

“ISAT composite” means the score of the combined ISAT reading, math and science tests.

“Performance Policy” means the Board of Education of the City of Chicago’s School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years. The score and status are determined by evaluating key indicators that assess a school’s current performance, trend over time and student growth.

“School action” means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

“Value Added” means the metric that assesses school effects on students’ academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, special education status and bilingual education status), grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.
2. I am currently employed as a Performance Data Analyst at the Chicago Board of Education.
3. In connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, letters signed by the Chief Executive Officer were addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of all proposed closing, welcoming, and co-locating schools. The purpose of the letters was to advise all recipients of the Chief Executive Officer's proposals, provide an explanation of the basis for the proposed actions, identify how the proposed actions meet the criteria set forth in the Guidelines for School Actions, and inform recipients of the date, time, and place of the hearings and meetings to be held for public comment on the proposals. Also included with the letters were draft transition plans outlining the specific supports that the Chicago Board of Education plans to implement at the affected schools if the proposals are approved.
4. On or about March 16, 2013, I caused copies of letters addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans for the schools listed below ("affected schools") to be delivered to Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for printing and packaging for delivery.
5. On or about March 16, 2013, I caused home addresses of record for students enrolled in affected schools, copies of the letters addressed to the parents or guardians, and draft transition plans for all affected schools to be delivered to K&M Printing for mailing.
6. On information and belief, the letters addressed to parents or guardians and draft transition plans were mailed by K&M Printing to the home addresses of the parents or guardians of students enrolled at the affected schools on or about March 21, 2013, or March 22, 2013 as detailed in paragraph 9.
7. On information and belief, letters and draft transition plans were delivered to affected schools by Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for personal delivery to administrators, faculty, staff, students, and Local School Council members on March 21, 2013, or March 22, 2013 as detailed in paragraph 9.
8. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:
 - a. George Leland Elementary School regarding Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School and the Proposed Closure

- of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
- b. Benjamin Banneker Elementary School and Benjamin E. Mays Elementary Academy regarding the Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
 - c. Mary McLeod Bethune Elementary School and John Milton Gregory Elementary School regarding the Proposed Closure of Mary McLeod Bethune Elementary School
 - d. Arna Wendell Bontemps Elementary School and Nicholson Technology Academy regarding the Proposed Closure of Arna Wendell Bontemps Elementary School
 - e. Bowen High school regarding the Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
 - f. John Calhoun North Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
 - g. Miriam G. Canter Middle School, Williams H. Ray Elementary School, and Bret Harte Elementary School regarding the Proposed Closure of Miriam G. Canter Middle School
 - h. George H. Corliss High School regarding the Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
 - i. Richard T. Crane Technical Preparatory High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
 - j. Genevieve Melody Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
 - k. Oscar DePriest Elementary School regarding the Proposed Closure of Robert Emmet Elementary School
 - l. James Wadsworth Elementary School and Dumas Technology Academy regarding the Proposed Closure of James Wadsworth Elementary School and Relocation of Dumas Technology Academy
 - m. Charles Sumner Math & Science Community Academy Elementary School regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
 - n. Enrico Fermi Elementary School and South Shore Fine Arts Academy regarding the Proposed Closure of Enrico Fermi Elementary School
 - o. Garfield Park Preparatory Academy Elementary School and Michael Faraday Elementary School regarding the Proposed Closure of Garfield Park Preparatory Academy Elementary School
 - p. Marcus Moziah Garvey Elementary School and Mount Vernon Elementary School regarding the Proposed Closure of Marcus Moziah Garvey Elementary School
 - q. Nathan R. Goldblatt Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
 - r. Walter Q. Gresham Elementary School and Kwame Nkrumah Academy Elementary School regarding the Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
 - s. Hope College Preparatory High School regarding the Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School
 - t. Matthew A. Henson Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School
 - u. Victor Herbert Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
 - v. Mahalia Jackson Elementary School and Fort Dearborn Elementary school regarding the Proposed Closure of Mahalia Jackson Elementary School
 - w. William H. King Elementary School and Jensen Elementary Scholastic Academy regarding the Proposed Closure of William H. King Elementary School
 - x. Alfred David Kohn Elementary School, Countee Cullen Elementary School, Langston Hughes Elementary School, and Mildred I. Lavizzo Elementary School regarding the Proposed Closure of Alfred David Kohn Elementary School

- y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
 - z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy
 - aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School
 - bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center
 - cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School
 - dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
 - ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy
 - ff. Ignance Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignance Paderewski Elementary Learning Academy
 - gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School
 - hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
 - ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute
 - jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School
 - kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School
 - mm. Mary Mapes Dodge Elementary Renaissance Academy and Morton School of Excellence regarding the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence
9. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified on March 22, 2013:
- a. John P. Altgeld Elementary School and Daniel S. Wentworth Elementary School regarding Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Elaine O. Goodlow Elementary Magnet School and Charles W. Earle Elementary School regarding the Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School
10. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, the following schools for the proposals specified:

- a. Crispus Attucks Elementary School and Ludwig Van Beethoven Elementary School regarding the Proposed Phase-Out of Crispus Attucks Elementary School
 - b. John B. Drake Elementary School and Urban Prep Academy for Young Men – Bronzeville regarding Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
 - c. William J. & Charles H. Mayo Elementary School and Ida B. Wells Preparatory Elementary Academy regarding the Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
 - d. Anthony Overton Elementary School and Irvin C. Mollison Elementary School regarding the Proposed Closure of Anthony Overton Elementary School
 - e. Francis Parkman Elementary School and Jesse Sherwood Elementary School regarding the Proposed Closure of Francis Parkman Elementary School
 - f. Pershing West Middle School and John J. Pershing Elementary Humanities Magnet regarding the Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
 - g. Betsey Ross Elementary School and John Foster Dulles Elementary School regarding the Proposed Closure of Betsey Ross Elementary School
 - h. Austin O. Sexton Elementary School and John Fiske Elementary School regarding the Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
 - i. Williams Multiplex Elementary School and John B. Drake Elementary School regarding the Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
 - j. Williams Preparatory Academy Middle School and John B. Drake Elementary School regarding the Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
11. On information and belief, K&M Printing printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:
- a. Louis Armstrong Math & Science Elementary School regarding the Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School
 - b. Horatio May Elementary Community Academy regarding the Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
 - c. Willa Cather Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
 - d. Chicago Talent Development High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
 - e. Edward C. Delano Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
 - f. Ana Roque de Duprey Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Ana Roque de Duprey Elementary School
 - g. Alexander von Humboldt Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Alexander von Humboldt Elementary School
 - h. Robert Emmet Elementary School and Edward K. Ellington Elementary regarding the Proposed closure of Robert Emmet Elementary School
 - i. Leif Ericson Elementary Scholastic Academy regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
 - j. Helen M. Hefferan Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
 - k. Charles Evans Hughes Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School

- l. Robert Nathaniel Dett Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
 - m. Francis Scott Key Elementary School and Edward K. Ellington Elementary School regarding the Proposed Closure of Francis Scott Key Elementary School
 - n. Jean D. Lafayette Elementary School and Frederic Chopin Elementary School regarding the Proposed Closure of Jean D. Lafayette Elementary School
 - o. George Manierre Elementary School and Edward Jenner Elementary Academy of the Arts regarding the Proposed Closure of George Manierre Elementary School
 - p. Disney II Magnet School and Thurgood Marshall Middle School regarding the Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
 - q. Near North Elementary School regarding the Proposed Closure of Near North Elementary School
 - r. Belmont-Cragin Elementary School and Northwest Middle School regarding the Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
 - s. Elizabeth Peabody Elementary School and James Otis Elementary School regarding the Proposed Closure of Elizabeth Peabody Elementary School
 - t. Martin A. Ryerson Elementary School and Laura S. Ward Elementary School regarding the Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
 - u. Graeme Stewart Elementary School and Joseph Brennemann Elementary School regarding the Proposed Closure of Graeme Stewart Elementary School
 - v. Joseph Stockton Elementary School and Mary E. Courtenay Elementary Language Arts Center regarding the Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
 - w. Lyman Trumbull Elementary School, John T. McCutcheon Elementary School, James B. McPherson Elementary School, and Eliza Chappell Elementary School regarding the Proposed Closure of Lyman Trumbull Elementary School
12. On information and belief, letters addressed to the board members for Noble Street Charter Schools, Urban Prep Academies, Kwame Nkrumah Charter Academy, The Montessori School of Englewood, and Chicago Talent Development Charter High School were mailed to the charter school address on or about March 21, 2013 in connection with the following proposals:
- a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
 - b. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
 - c. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
 - d. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
 - e. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
13. On information and belief, letters addressed to the board members for Noble Street Charter Schools and KIPP Chicago College Prep Public Schools were sent via electronic mail to the Noble Street Charter School board president and KIPP Chicago College Prep Public Schools board president on or about March 21, 2013 in connection with the following proposals:
- a. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
 - b. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
 - c. Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School

VERIFICATION BY CERTIFICATION

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


JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

- A. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.
- B. I am currently employed as the Chief of Staff for Public and Community Affairs at the Chicago Board of Education.
- C. In connection with the proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, I sent notices to each school's State Senator, State Representative, and Chicago City Council Alderman. The notices were sent via electronic mail and included attached Notice Letters, dated March 21, 2013, and Draft Transition Plan.
- D. The following electronic mail messages were sent on March 21, 2013:
 - 1. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
 - 2. In connection with the proposal to phase-out and close Crispus Attucks Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
 - 3. In connection with the proposal to close Benjamin Banneker Elementary School and relocate Benjamin E. Mays Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6th Ward of the Chicago City Council, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.
 - 4. In connection with the proposal to co-locate Belmont-Cragin Elementary School with Northwest Middle School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Luis Arroyo of the 3rd District of the Illinois Legislature, Alderman Ariel Reboyras of the 30th Ward of the Chicago City Council, and Alderman Emma Mitts of the 37th Ward of the Chicago City Council.
 - 5. In connection with the proposal to close Mary McLeod Bethune Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

6. In connection with the proposal to close Arna Wendell Bontemps Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.
7. In connection with the proposal to co-locate a new Noble Street Charter School campus with Bowen High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Marcus C. Evans, Jr. of the 33rd District of the Illinois Legislature, and Alderman Natasha L. Holmes of the 7th Ward of the Chicago City Council.
8. In connection with the proposal to close Kate S. Buckingham Special Education Center, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Natasha L. Holmes of the 7th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
9. In connection with the proposal to close John Calhoun North Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
10. In connection with the proposal to close Miriam G. Canter Middle School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25th District of the Illinois Legislature, Alderman William D. Burns of the 4th Ward of the Chicago City Council, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.
11. In connection with the proposal to co-locate Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
12. In connection with the proposal to co-locate a new Noble Street Charter School campus with George H. Corliss High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
13. In connection with the proposal to close Edward C. Delano Elementary School and relocate Genevieve Melody Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
14. In connection with the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School, I sent notice to the following elected officials: Senator Iris Y. Martinez of the 20th District of the Illinois Legislature, Representative Deborah Mell of the 40th District of the Illinois Legislature, Alderman Timothy M. Cullerton of the 38th Ward of the Chicago City Council, and Alderman Margaret Laurino of the 39th Ward of the Chicago City Council.
15. In connection with the proposal to co-locate Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, I sent notice to the following elected officials: Senator Patricia Van Pelt of

the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

16. In connection with the proposal to close Dumas Technology Academy and relocate James Wadsworth Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
17. In connection with the proposal to close Ana Roque de Duprey Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
18. In connection with the proposal to close Robert Emmet Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
19. In connection with the proposal to close Leif Ericson Elementary Scholastic Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
20. In connection with the proposal to close Enrico Fermi Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.
21. In connection with the proposal to close Garfield Park Preparatory Academy Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
22. In connection with the proposal to close Marcus Mozhiah Garvey Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council.
23. In connection with the proposal to close Nathan R. Goldblatt Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
24. In connection with the proposal to close Elaine O. Goodlow Elementary Magnet School and relocate Charles W. Earle Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.
25. In connection with the proposal to co-locate Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of

the 14th District of the Illinois Legislature, Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council, and Alderman Michelle Harris of the 8th Ward of the Chicago City Council.

26. In connection with the proposal to close Matthew A. Henson Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
27. In connection with the proposal to close Victor Herbert Elementary School and relocate Robert Nathaniel Dett Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
28. In connection with the proposal to co-locate a new KIPP Middle School campus with Hope College Preparatory High School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
29. In connection with the proposal to close William J. & Charles H. Mayo Elementary School and relocate Ida B. Wells Preparatory Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
30. In connection with the proposal to close Francis Scott Key Elementary School, I sent notice to the following elected officials: Senator Don Harmon of the 39th District of the Illinois Legislature, Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative Camille Y. Lilly of the 78th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
31. In connection with the proposal to close William H. King Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
32. In connection with the proposal to close Alfred David Kohn Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
33. In connection with the proposal to close Jean D. Lafayette Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
34. In connection with the proposal to close Martin A. Ryerson Elementary School and relocate Laura S. Ward Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

35. In connection with the proposal to close Robert H. Lawrence Elementary School and relocate Burnham Elementary Inclusive Academy, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Marcus C. Evans of the 33rd District of the Illinois Legislature, and Alderman Natasha L. Holmes of the 7th Ward of the Chicago City Council.
36. In connection with the proposal to close Louis Armstrong Math & Science Elementary School and the relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
37. In connection with the proposal to close Mahalia Jackson Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.
38. In connection with the proposal to close George Manierre Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.
39. In connection with the proposal to close Guglielmo Marconi Elementary Community Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
40. In connection with the proposal to close Horatio May Elementary Community Academy and relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
41. In connection with the proposal to co-locate The Montessori School of Englewood Charter with Luke O'Toole Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.
42. In connection with the proposal to close Garrett A. Morgan Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.
43. In connection with the proposal to close Near North Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Walter Burnett of the 27th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
44. In connection with the proposal to co-locate Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.

45. In connection with the proposal to close Anthony Overton Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
46. In connection with the proposal to close Jesse Owens Elementary Community Academy, I sent notice to the following elected officials: Senator Napoleon Harris, III of the 15th District of the Illinois Legislature, Representative Thaddeus Jones of the 29th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
47. In connection with the proposal to close Ignace Paderewski Elementary Learning Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Senator Martin A. Sandoval of the 11th District of the Illinois Legislature, Senator Steven M. Landek of the 12th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Representative Silvana Tabares of the 21st District of the Illinois Legislature, Representative Elizabeth Hernandez of the 24th District of the Illinois Legislature, and Alderman Ricardo Munoz of the 22nd Ward of the Chicago City Council.
48. In connection with the proposal to close Francis Parkman Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
49. In connection with the proposal to close Elizabeth Peabody Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.
50. In connection with the proposal to close Pershing West Middle School and Relocate John J. Pershing Elementary Humanities Magnet, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
51. In connection with the proposal to close Nathaniel Pope Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
52. In connection with the proposal to close Betsy Ross Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
53. In connection with the proposal to close Austin O. Sexton Elementary School and Relocate John Fiske Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

54. In connection with the proposal to close Songhai Elementary Learning Institute, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
55. In connection with the proposal to close Graeme Stewart Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Representative Sara Feigenholtz of the 12th District of the Illinois Legislature and Alderman James Cappleman of the 46th Ward of the Chicago City Council.
56. In connection with the proposal to close Joseph Stockton Elementary School and relocate Mary E. Courtenay Elementary Language Arts Center, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman James Cappleman of the 46th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.
57. In connection with the proposal to close Lyman Trumbull Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman Patrick O'Connor of the 40th Ward of the Chicago City Council, Alderman Harry Osterman of the 48th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.
58. In connection with the proposal to close Alexander von Humboldt Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
59. In connection with the proposal to close West Pullman Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council.
60. In connection with the proposals to close Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and relocate John B. Drake Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
61. In connection with the proposal to close Granville T. Woods Math & Science Academy Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Andre M. Thapedi of the 32nd District of the Illinois Legislature, Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
62. In connection with the proposal to close Elihu Yale Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, Representative Mary E.

Flowers of the 31st District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6th Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

E. The following electronic mail messages were sent on March 22, 2013:

1. In connection with the proposal to co-locate John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
2. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent revised notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
3. In connection with the proposal to close Elaine O. Goodlow Elementary Magnet School and relocate Charles W. Earle Elementary School, I sent revised notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.
4. In connection with the proposal to close Jesse Owens Elementary Community Academy, I resent notice to Senator Napoleon Harris, III of the 15th District of the Illinois Legislature.

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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


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

- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Ignance Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - i. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
 - j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 5:00pm-8:00pm
 - k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - l. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - m. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - o. Proposed Closure of Marcus Mozhiah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
 - p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm
10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
 - b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
 - f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
 - g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
 - h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
 - i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
 - j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

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

VERIFICATION BY CERTIFICATION

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


JASON VAN PATTEN

Publication Date: 04/03/2013

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time and ending one hour after the start of the meeting or hearing at the designated location.

LA:

[illegible]

Formerly cited as IL ST CH 122 ¶ 34-18

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Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

▣ Act 5. School Code (Refs & Annos)

▣ Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)

→→ 5/34-18. Powers of the board

§ 34-18. Powers of the board. The board shall exercise general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

1. To make suitable provision for the establishment and maintenance throughout the year or for such portion thereof as it may direct, not less than 9 months, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and the physically disabled, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vocation and extension schools and lecture courses, and all other educational courses and facilities, including establishing, equipping, maintaining and operating playgrounds and recreational programs, when such programs are conducted in, adjacent to, or connected with any public school under the general supervision and jurisdiction of the board; provided that the calendar for the school term and any changes must be submitted to and approved by the State Board of Education before the calendar or changes may take effect, and provided that in allocating funds from year to year for the operation of all attendance centers within the district, the board shall ensure that supplemental general State aid funds are allocated and applied in accordance with Section 18-8 or 18-8.05. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;
2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;
3. To co-operate with the circuit court;
4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by

Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

5. To employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardians;
6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;
7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of the Consent Decree and Desegregation Plan cited in Section 34-1.01;
8. To approve programs and policies for providing transportation services to students. Nothing herein shall be construed to permit or empower the State Board of Education to order, mandate, or require busing or other transportation of pupils for the purpose of achieving racial balance in any school;
9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;
10. To employ non-teaching personnel or utilize volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be as-

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signed to such personnel;

10.5. To utilize volunteer personnel from a regional School Crisis Assistance Team (S.C.A.T.), created as part of the Safe to Learn Program established pursuant to Section 25 of the Illinois Violence Prevention Act of 1995, [FN1] to provide assistance to schools in times of violence or other traumatic incidents within a school community by providing crisis intervention services to lessen the effects of emotional trauma on individuals and the community; the School Crisis Assistance Team Steering Committee shall determine the qualifications for volunteers;

11. To provide television studio facilities in not to exceed one school building and to provide programs for educational purposes, provided, however, that the board shall not construct, acquire, operate, or maintain a television transmitter; to grant the use of its studio facilities to a licensed television station located in the school district; and to maintain and operate not to exceed one school radio transmitting station and provide programs for educational purposes;

12. To offer, if deemed appropriate, outdoor education courses, including field trips within the State of Illinois, or adjacent states, and to use school educational funds for the expense of the said outdoor educational programs, whether within the school district or not;

13. During that period of the calendar year not embraced within the regular school term, to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education;

14. To insure against any loss or liability of the board, the former School Board Nominating Commission, Local School Councils, the Chicago Schools Academic Accountability Council, or the former Subdistrict Councils or of any member, officer, agent or employee thereof, resulting from alleged violations of civil rights arising from incidents occurring on or after September 5, 1967 or from the wrongful or negligent act or omission of any such person whether occurring within or without the school premises, provided the officer, agent or employee was, at the time of the alleged violation of civil rights or wrongful act or omission, acting within the scope of his employment or under direction of the board, the former School Board Nominating Commission, the Chicago Schools Academic Accountability Council, Local School Councils, or the former Subdistrict Councils; and to provide for or participate in insurance plans for its officers and employees, including but not limited to retirement annuities, medical, surgical and hospitalization benefits in such types and amounts as may be determined by the board; provided, however, that the board shall contract for such insurance only with an insurance company authorized to do business in this State. Such insurance may include provision for employees who rely on treatment by prayer or spiritual means alone for healing, in accordance with the tenets and practice of a recognized religious denomination;

15. To contract with the corporate authorities of any municipality or the county board of any county, as the case may be, to provide for the regulation of traffic in parking areas of property used for school purposes, in such manner as is provided by Section 11-209 of The Illinois Vehicle Code, approved September 29, 1969, [FN2] as amended;

16. (a) To provide, on an equal basis, access to a high school campus and student directory information to the official recruiting representatives of the armed forces of Illinois and the United States for the purposes of informing students of the educational and career opportunities available in the military if the board has provided such access to persons or groups whose purpose is to acquaint students with educational or occupational opportunities available to them. The board is not required to give greater notice regarding the right of access to recruiting representatives than is given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

Formerly cited as IL ST CH 122 ¶ 34-18

(b) If a student or his or her parent or guardian submits a signed, written request to the high school before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the high school) that indicates that the student or his or her parent or guardian does not want the student's directory information to be provided to official recruiting representatives under subsection (a) of this Section, the high school may not provide access to the student's directory information to these recruiting representatives. The high school shall notify its students and their parents or guardians of the provisions of this subsection (b).

(c) A high school may require official recruiting representatives of the armed forces of Illinois and the United States to pay a fee for copying and mailing a student's directory information in an amount that is not more than the actual costs incurred by the high school.

(d) Information received by an official recruiting representative under this Section may be used only to provide information to students concerning educational and career opportunities available in the military and may not be released to a person who is not involved in recruiting students for the armed forces of Illinois or the United States;

17. (a) To sell or market any computer program developed by an employee of the school district, provided that such employee developed the computer program as a direct result of his or her duties with the school district or through the utilization of the school district resources or facilities. The employee who developed the computer program shall be entitled to share in the proceeds of such sale or marketing of the computer program. The distribution of such proceeds between the employee and the school district shall be as agreed upon by the employee and the school district, except that neither the employee nor the school district may receive more than 90% of such proceeds. The negotiation for an employee who is represented by an exclusive bargaining representative may be conducted by such bargaining representative at the employee's request.

(b) For the purpose of this paragraph 17:

(1) "Computer" means an internally programmed, general purpose digital device capable of automatically accepting data, processing data and supplying the results of the operation.

(2) "Computer program" means a series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

(3) "Proceeds" means profits derived from marketing or sale of a product after deducting the expenses of developing and marketing such product;

18. To delegate to the general superintendent of schools, by resolution, the authority to approve contracts and expenditures in amounts of \$10,000 or less;

19. Upon the written request of an employee, to withhold from the compensation of that employee any dues, payments or contributions payable by such employee to any labor organization as defined in the Illinois Educational Labor Relations Act. [FN3] Under such arrangement, an amount shall be withheld from each regular payroll period which is equal to the pro rata share of the annual dues plus any payments or contributions, and the board shall transmit such withholdings to the specified labor organization within 10 working days from the time of the withholding;

19a. Upon receipt of notice from the comptroller of a municipality with a population of 500,000 or more, a county with a population of 3,000,000 or more, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or a housing authority of a municipality with a population of 500,000 or more that a debt is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago

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Transit Authority, or the housing authority by an employee of the Chicago Board of Education, to withhold, from the compensation of that employee, the amount of the debt that is due and owing and pay the amount withheld to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority; provided, however, that the amount deducted from any one salary or wage payment shall not exceed 25% of the net amount of the payment. Before the Board deducts any amount from any salary or wage of an employee under this paragraph, the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority shall certify that (i) the employee has been afforded an opportunity for a hearing to dispute the debt that is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority and (ii) the employee has received notice of a wage deduction order and has been afforded an opportunity for a hearing to object to the order. For purposes of this paragraph, "net amount" means that part of the salary or wage payment remaining after the deduction of any amounts required by law to be deducted and "debt due and owing" means (i) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority for services, work, or goods, after the period granted for payment has expired, or (ii) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority pursuant to a court order or order of an administrative hearing officer after the exhaustion of, or the failure to exhaust, judicial review;

20. The board is encouraged to employ a sufficient number of certified school counselors to maintain a student/counselor ratio of 250 to 1 by July 1, 1990. Each counselor shall spend at least 75% of his work time in direct contact with students and shall maintain a record of such time;

21. To make available to students vocational and career counseling and to establish 5 special career counseling days for students and parents. On these days representatives of local businesses and industries shall be invited to the school campus and shall inform students of career opportunities available to them in the various businesses and industries. Special consideration shall be given to counseling minority students as to career opportunities available to them in various fields. For the purposes of this paragraph, minority student means a person who is any of the following:

(a) American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment).

(b) Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

(c) Black or African American (a person having origins in any of the black racial groups of Africa). Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American".

(d) Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

(e) Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).

Counseling days shall not be in lieu of regular school days;

Formerly cited as IL ST CH 122 ¶ 34-18

22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;

32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;

33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

Formerly cited as IL ST CH 122 ¶ 34-18

34. To establish a Labor Management Council to the board comprised of representatives of the board, the chief executive officer, and those labor organizations that are the exclusive representatives of employees of the board and to promulgate policies and procedures for the operation of the Council.

The specifications of the powers herein granted are not to be construed as exclusive but the board shall also exercise all other powers that they may be requisite or proper for the maintenance and the development of a public school system, not inconsistent with the other provisions of this Article or provisions of this Code which apply to all school districts.

In addition to the powers herein granted and authorized to be exercised by the board, it shall be the duty of the board to review or to direct independent reviews of special education expenditures and services. The board shall file a report of such review with the General Assembly on or before May 1, 1990.

CREDIT(S)

Laws 1961, p. 31, § 34-18, eff. July 1, 1961. Amended by Laws 1961, p. 500, § 1, eff. July 1, 1961; Laws 1963, p. 1107, § 1, eff. July 1, 1963; Laws 1963, p. 3264, § 1, eff. Aug. 21, 1963; Laws 1965, p. 1604, § 1, eff. July 15, 1965; Laws 1967, p. 395, § 1, eff. July 1, 1967; Laws 1967, p. 3304, § 1, eff. Aug. 21, 1967; Laws 1968, p. 430, § 1, eff. July 1, 1969; P.A. 76-1481, § 1, eff. Sept. 22, 1969; P.A. 77-717, § 1, eff. Aug. 12, 1971; P.A. 77-1187, § 1, eff. Aug. 19, 1971; P.A. 77-2829, § 60, eff. Dec. 22, 1972; P.A. 78-255, § 61, eff. Oct. 1, 1973; P.A. 78-881, § 1, eff. Oct. 1, 1973; P.A. 78-1297, § 58, eff. March 4, 1975; P.A. 79-597, § 1, eff. Oct. 1, 1975; P.A. 79-693, § 1, eff. Oct. 1, 1975; P.A. 79-791, § 1, eff. Sept. 5, 1975; P.A. 79-1366, § 49, eff. Oct. 1, 1976; P.A. 79-1454, § 60, eff. Aug. 31, 1976; P.A. 80-1412, § 1, eff. Aug. 31, 1978; P.A. 80-1495, § 53, eff. Jan. 8, 1979; P.A. 81-1508, § 13, eff. Sept. 25, 1980; P.A. 82-161, § 1, eff. Jan. 1, 1982; P.A. 82-543, § 1, eff. Sept. 16, 1981; P.A. 82-783, Art. III, § 64, eff. July 13, 1982; P.A. 83-797, § 1, eff. Sept. 24, 1983; P.A. 83-1014, § 22, eff. Jan. 1, 1984; P.A. 83-1362, Art. II, § 153, eff. Sept. 11, 1984; P.A. 84-662, § 1, eff. Sept. 20, 1985; P.A. 84-663, § 1, eff. Sept. 20, 1985; P.A. 84-1308, Art. II, § 172, eff. Aug. 25, 1986; P.A. 85-238, § 1, eff. Jan. 1, 1988; P.A. 85-410, § 1, eff. Jan. 1, 1988; P.A. 85-1209, Art. II, § 2-96, eff. Aug. 30, 1988; P.A. 85-1418, § 1, eff. May 1, 1989; P.A. 85-1440, Art. II, § 2-54, eff. Feb. 1, 1989; P.A. 86-124, § 1, eff. July 28, 1989; P.A. 86-623, § 1, eff. Jan. 1, 1990; P.A. 86-1002, § 2, eff. July 1, 1990; P.A. 86-1028, Art. II, § 2-83, eff. Feb. 5, 1990. Reenacted by P.A. 86-1477, § 2, eff. Jan. 11, 1991. Amended by P.A. 87-455, § 1, eff. Sept. 11, 1991; P.A. 88-89, Art. 2, § 2-5, eff. July 14, 1994; P.A. 88-511, § 45, eff. Nov. 14, 1993; P.A. 88-686, § 5, eff. Jan. 24, 1995; P.A. 89-15, § 5, eff. May 30, 1995; P.A. 89-397, § 5, eff. Aug. 20, 1995; P.A. 89-626, Art. 2, § 2-36, eff. Aug. 9, 1996; P.A. 90-22, § 15, eff. June 20, 1997; P.A. 90-548, 1st Sp.Sess., Art. 5, § 5-915, eff. Jan. 1, 1998; P.A. 92-109, § 23, eff. July 20, 2001; P.A. 92-527, § 5, eff. June 1, 2002; P.A. 92-724, § 5, eff. July 25, 2002; P.A. 93-3, § 5, eff. April 16, 2003; P.A. 93-1036, § 90, eff. Sept. 14, 2004; P.A. 96-105, § 5, eff. July 30, 2009; P.A. 97-227, § 60, eff. Jan. 1, 2012; P.A. 97-396, § 40, eff. Jan. 1, 2012; P.A. 97-813, § 230, eff. July 13, 2012.

Formerly Ill.Rev.Stat.1991, ch. 122, ¶ 34-18.

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

[FN3] 115 ILCS 5/1 et. seq.

[FN4] 325 ILCS 5/1 et. seq.

HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

Section 2 of P.A. 77-717, provided:

"If any provision of this amendatory Act or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this amendatory Act which can be given effect without the invalid provision or application, and to this end the provisions of this amendatory Act are severable."

Section 90 of P.A. 96-105, provided:

"Section 90. The non-State agency parties that engaged in the negotiation of this Act shall, within 30 days after the effective date of this Act, enter into a memorandum of understanding, which shall include without limitation language whereby, through June 30, 2013, and subject to any legislative changes required by federal law, such parties shall not propose any changes to Article 27A of the School Code other than legislation to establish an independent, State-level, charter school authorizing entity".

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

Source. Laws 1909, p. 342, §§ 136, 137, 139; Laws 1917, p. 723, § 1; Laws 1929, p. 704, § 1; Laws 1931-32, 1st Sp.Sess., p. 128, § 1; Laws 1935, p. 1331, § 1; S.H.A., ch. 122, ¶¶ 159, 160, 162.

Laws 1945, p. 1331, § 34-17; Laws 1951, p. 501, § 1; Laws 1953, p. 1033, § 1; Laws 1955, p. 1186, § 1; Laws 1955, p. 2055, § 1; Laws 1957, p. 2863, § 1; Laws 1961, p. 1947, § 1; S.H.A. ch. 122, ¶ 34-17.

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

CROSS REFERENCES

Alternative schools, Chicago public schools, contracts for services, see 105 ILCS 5/13A-11.

Areas of education, see 105 ILCS 5/27-1.

Certification of teachers, see 105 ILCS 5/21-1b et seq.

Courses of study, control by superintendent, see 105 ILCS 5/34-8.

Lunch programs, equipment, see 105 ILCS 5/10-22.26.

Power of school board to contract for educational television, see 105 ILCS 5/10-22.30.

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Formerly cited as IL ST CH 122 ¶ 34-18

All wired up: An analysis of the FCC's order to internally connect schools. 50 Fed.Comm.L.J. 215. (1997).

Collective bargaining power of school board employees. 33 U.Chi.L.Rev. 852 (1966).

Current issues in Illinois school law: The consumer's perspective. Patrick A. Keenan, 23 DePaul L.Rev. 402 (1973).

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Integrity, accountability, and efficiency: Using disclosure to fight the appearance of nepotism in school board contracting. 94 Nw.U.L.Rev. 657 (2000).

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Responding to students' pleas for relief: The need for a consistent approach to peer sexual harassment claims. 17 N.Ill.U.L.Rev. 479 (1997).

School desegregation: De facto and de jure segregation. 18 DePaul L.Rev. 305 (1968).

Teacher negotiations. 1973 U.Ill.L.F. 307.

Universal service in the schools: One step too far? 50 Fed.Comm.L.J. 237 (1997).

When the free-market visits public schools: Answering the roll call for disadvantaged students. 15 Nat'l Black L.J. 26 (1997-1998).

With all deliberate speed. 1968 U.Ill.L.F. 105.

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Encyclopedias

Am. Jur. 2d Schools § 82, Other Court Remedies.

Illinois Law and Practice Schools § 194, Dismissal or Other Adverse Action.

Formerly cited as IL ST CH 122 ¶ 34-18

Illinois Law and Practice Schools § 218, Curriculum, Grades, and Textbooks.





UNITED STATES SUPREME COURT



Establishment clause, federally funded materials and equipment loaned to the public and private schools, direct aid to parochial schools, neutral availability, see People v. Brewer, 2000, 711 N.Y.S.2d 161, 95 N.Y.2d 793, 733 N.E.2d 233, 2000 WL 826371, Unreported.

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1. Constitutional issues

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law  2664; Constitutional Law  2671; Constitutional Law  2751; Labor And Employment  1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law  3599; Labor And Employment  1154

Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to

Formerly cited as IL ST CH 122 ¶ 34-18

avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Although nonteacher school employees had property interest in continued employment absent cause based on state law that conferred civil service status on union employees, they were not deprived of such interest without due process by act that removed unions' exclusive bargaining power with school district; legislative process created all procedural safeguards necessary to provide employees with due process. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Constitutional Law 4185

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with any procedural rights during rehiring process following economic layoff; section merely provided board with authority to promulgate such procedures as it saw fit, but section contained no mandatory language. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147,48

2. Legislative intent

Specific powers granted by legislature to board of education are not intended to exclude others requisite and proper to the development of a public school system, so long as exercise of assertedly requisite and proper power is not inconsistent with the code that governs school administration. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, Am. Federation of Teachers, App. 1 Dist.1975, 26 Ill.App.3d 806, 326 N.E.2d 158. Schools 55

3. Nature and scope of powers

Under Illinois law, school board has final policymaking authority regarding decisions to hire and fire teachers, for purposes of determining whether there was action by persons with that authority, for purposes of finding entity liable for civil rights violations under §§ 1983. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Civil Rights 1351(5)

Power vested in a school board and its superintendent by the school code is not absolute. Stasica v. Hannon, App. 1 Dist.1979, 27 Ill.Dec. 147, 70 Ill.App.3d 785, 388 N.E.2d 1110. Schools 55

The Board of Education of the City of Chicago is a body politic and corporate, created to carry out certain governmental functions in connection with the education of children of the School District of Chicago, and has only such powers as are expressly conferred upon it by the Legislature or such as may be necessary to carry into effect granted powers. Rosenheim, First Securities Co. of Chicago, Intervener v. City of Chicago, App.1956, 12 Ill.App.2d 382, 139 N.E.2d 856. Schools 55

A board of education can exercise no greater power than the legislature can confer upon it. Adams v. Brennan, 1898, 52 N.E. 314, 177 Ill. 194, 69 Am.St.Rep. 222. Schools 55

Formerly cited as IL ST CH 122 ¶ 34-18

Chicago Board of Education, like all municipal bodies has only such powers as are expressly given to it, or as result by fair implication from powers granted by statute giving board power to furnish schools with necessary fixtures, furniture and apparatus to maintain schools, and supply funds for salaries from school taxes, etc. Harris v. Kill, 1903, 108 Ill.App. 305.

4. Delegation of powers

Powers of a school board to control budgetary considerations and to set earlier closing dates are discretionary unto itself and may not be delegated. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Board of Education of City of Chicago did not improperly delegate its discretionary power to fix salaries of teachers when it entered into collective bargaining agreement and adopted specific annual salaries set forth therein and also adopted a budget. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local No. 1, 1981, 56 Ill.Dec. 653, 86 Ill.2d 469, 427 N.E.2d 1199.

Authority of board of education to contract for teachers' services is a discretionary power that cannot be delegated, through collective bargaining agreement or otherwise, to third party such as an arbitrator. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1542; Schools 55

5. Maintenance and development of schools

Power of board of education of city of Chicago to control and manage schools and to adopt rules and regulations necessary for that purpose as authorized by Const. 1870, Art. 8, § 1, and legislation adopted pursuant thereto, is ample and full, and exercise of discretion by board in determining what rules and by-laws are necessary to proper conduct and management of schools will not be interfered with or set aside by courts, in absence of clear abuse of power and discretion conferred. Favorite v. Board of Education of Chicago, 1908, 235 Ill. 314, 85 N.E. 402; Wilson v. Board of Education of Chicago, 1908, 233 Ill. 464, 84 N.E. 697, 13 Ann.Cas. 330.

Acquisition of funds for operation of school system is proper for maintenance and fullest development of an efficient school system. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 17

Under ¶ 162 of former chapter 122, incorporated in § 34-17, School Code of 1945, providing that a board of education shall exercise all powers that may be requisite or proper for maintenance and fullest development of an efficient public school system, Board of Education of Chicago was empowered to issue tax anticipation warrants. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 95(1)

This paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system, authorized board to make whatever provisions were necessary for appointment of district supervising engineer in compliance with civil service law, and, thus, inapplicability of city personnel code to school board and abolition of civil service commission did not make it legally impossible to make appointments in compliance with civil service law. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Officers And Public Employees 11.1

Formerly cited as IL ST CH 122 ¶ 34-18

Employment of personnel to operate and maintain physical plants of school buildings is necessary for proper maintenance and development of school system within meaning of this paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Schools 63(1)

6. Budget

School board had discretionary power under the School Code to control budgetary considerations and to set a closing date earlier than that set on the annual calendar so long as the minimum number of days had been met. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Not only is Board of Education of City of Chicago obligated by law to honor its contracts as would an individual, but it must practice sound management in planning its budget and in entering into contract and that duty necessitates setting duration of school year within financial limitations of the Board, entailing financial predictions by Board in setting of its school calendar and in contract drafting. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 80(1)

In light of a huge accumulated deficit and a reduction in anticipated revenue from both state aid and local property taxes, action of school board in closing schools one day early pursuant to its statutory authority, on a day when students were scheduled for only two hours, was neither arbitrary, discriminatory, nor unreasonable. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111.

Collective bargaining agreement requirement that salary schedules for teachers be subject to terms of appropriations contained in school budgets did not subject agreement to budget provision that no employee had right to continuous employment if it became necessary to lay him off for lack of funds and, once board made appropriation in budget, thereby implementing salary provisions of the agreement, board's contractual obligation to provide annual salaries was fixed. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1279

7. Employment contracts

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 2664; Constitutional Law 2671; Constitutional Law 2751; Labor And Employment 1154

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

Formerly cited as IL ST CH 122 ¶ 34-18

Although nonteacher school employees had property interest in continued employment absent cause based on state law that conferred civil service status on union employees, they were not deprived of such interest without due process by act that removed unions' exclusive bargaining power with school district; legislative process created all procedural safeguards necessary to provide employees with due process. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Constitutional Law 4185

Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 3599; Labor And Employment 1154

8. Bus contracts

School board's two percent local business preference for bus contracts had no proper legislative authority and was unconstitutionally arbitrary and capricious delegation of power to municipal unit. Best Bus Joint Venture v. Board of Educ. of City of Chicago, App. 1 Dist.1997, 224 Ill.Dec. 255, 288 Ill.App.3d 770, 681 N.E.2d 570. Constitutional Law 2437; Public Contracts 129

9. Subdistricts

A suit in mandamus to compel admission of colored children to certain school on ground that subdistricts established by board of education had been gerrymandered for racial reasons, was properly dismissed, where evidence showed no gerrymandering or racial discrimination. People ex rel. Warfield v. Board of Education of City of Chicago, App.1944, 55 N.E.2d 297, 323 Ill.App. 294. Mandamus 168(4)

10. Curriculum

Under this paragraph, Chicago School Board has power to create and maintain experimental education programs for Chicago public school children so long as methods so adopted are otherwise consistent with provisions of school code. Morton v. Board of Ed. of City of Chicago, App.1966, 69 Ill.App.2d 38, 216 N.E.2d 305. Schools 55

11. Textbooks

A resolution of the board of education of the city of Chicago, providing for free text-books for children of the first four grades of the elementary schools, was illegal and unauthorized, and enjoined at the petition of a taxpayer. Harris v. Kill, 1903, 108 Ill.App. 305.

12. Discipline of students

Even though student was not regularly employed, this paragraph and other paragraphs of School Code were not

Formerly cited as IL ST CH 122 ¶ 34-18

shown to prevent school board from transferring her to continuation school as disciplinary measure in case where her conduct could have been visited with suspension or expulsion. Betts v. Board of Ed. of City of Chicago, C.A.7 (Ill.)1972, 466 F.2d 629. Schools 169.

13. School property, use of

Contracts involving the rental of school lands vitally affect the public interest and are to be construed liberally in favor of the public. Board of Ed. of City of Chicago v. Crilly, App.1941, 37 N.E.2d 873, 312 Ill.App. 16. Schools 65.

14. Racial discrimination

Allegation, in complaint by school board and superintendent, that effect of statutory reduction in state aid was to discriminate against relatively poorer school districts such as Chicago merited consideration, but board did not have standing to protest alleged racial discrimination inasmuch as board was not member of the protected class of pupils, nor was superintendent of the board in any better position. Cronin v. Lindberg, 1976, 4 Ill.Dec. 424, 66 Ill.2d 47, 360 N.E.2d 360. Schools 114.

Discrimination on account of color by establishing separate schools not allowed. People ex rel. Bibb v. Mayor of City of Alton, 1901, 61 N.E. 1077, 193 Ill. 309.

The free schools in the state are public institutions, and in their management and control the law contemplates that they should be so managed that all the children within the district, regardless of race or color, shall have equal and the same rights to participate in the benefits to be derived therefrom. Chase v. Stephenson, 1874, 71 Ill. 383. Schools 151.

15. Desegregation plans

School desegregation decree would be terminated since consequences of segregation had been eliminated; there was no showing that unequal educational attainment was due to school board's past illegalities rather than other factors such as poverty, parents' education and employment, family size, parental attitudes and behavior, prenatal, neonatal, and child health care, peer-group pressures, and ethnic culture, and no showing that minority students were enrolling in advanced classes at a lower rate than white students because of school segregation. People Who Care v. Rockford Bd. of Educ., School Dist. 205, C.A.7 (Ill.)2001, 246 F.3d 1073, rehearing and rehearing en banc denied, on remand 2001 WL 755306. Schools 13(20).

Article 10, § 2 of the 1970 Constitution which grants Board of Education authority to establish goals, determine policies, and provide for planning and evaluating education programs did not authorize Board to enact rules relating to desegregation where legislature placed duty to prevent segregation in hands of local school boards. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511. Schools 13(8).

Though prospect of white flight and consequent resegregation could not justify failure to comply with a court decree ordering integration, where it was evident that voluntary action of school board was motivated by a good-faith effort to stabilize enrollments at high schools and to promote integration not only at those schools but also at alternative high schools designated under the segregation plans, racial quotas imposed were not intended to retard integration and to create racial imbalance at subject high schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Provision of the Illinois School Code investing the board of education with sufficient discretionary authority to

Formerly cited as IL ST CH 122 ¶ 34-18

achieve the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex or nationality must not be read as foreclosing the board from restricting the racial composition of the enrollment at a school within a particular attendance area where such a remedial measure achieves the prevention of de facto segregation in the public schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Student racial stabilization code instituted by board of education at high schools in district to prevent de facto racial segregation were statutorily and constitutionally permissible where, prior to implementation of plans, attendance areas for schools were rapidly changing in residential occupancy from white to black and trend in enrollments was toward segregated student bodies, whereas plans successfully arrested trend so that all high school students living in those attendance areas were provided with a meaningful and viable opportunity to attend an integrated high school. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

16. Religious instruction

Pupils cannot be compelled to join in religious worship. Reading Bible barred. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am. Ann. Cas. 220.

The reading of the Bible, singing of hymns, and repeating of the Lord's Prayer in a public school constitutes the giving of sectarian instruction and was forbidden by the Constitution of the State. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am. Ann. Cas. 220.

Mandamus against the board of directors of a school district is a proper method to compel the board to refrain from conducting religious exercises in the public schools. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am. Ann. Cas. 220.

17. Fraternities or sororities


"Anti fraternity rule" of Board of Education of city of Chicago was valid exercise of board's power. Favorite v. Board of Education of Chicago, 1908, 85 N.E. 402, 235 Ill. 314.


Rule adopted by board of education of city of Chicago on recommendation of superintendent of schools after thorough investigation, requiring teachers to refuse public recognition to secret fraternities and sororities, to refuse to permit their meetings in school buildings, to allow name of school to be used by such organizations, and to refuse to allow any member of such societies to represent schools in any literary or athletic contest, or in any public capacity, and to inform parents of pupils that such societies were condemned, but not withdrawing from pupils who were members thereof any public school privileges, was neither unlawful nor unreasonable. Wilson v. Board of Education of Chicago, 1908, 84 N.E. 697, 233 Ill. 464, 13 Am. Ann. Cas. 330. Schools 172


18. Lay-offs


Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with a substantive right to be rehired after an economic layoff; section was plainly an authorizing or enabling provision and did not contain any mandatory terms, and the legislature intended merely to confer a power which the board could exercise or not, as it saw fit, accordingly, section could not be the basis of a substantive right to be rehired after an economic layoff. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147.48


Formerly cited as IL ST CH 122 ¶ 34-18


Genuine issue of material fact as to whether school board properly delegated responsibility for making any or all of the determinations required by its policy in laying off tenured public school teachers and, if so, whether the party to whom authority was delegated acted in accordance with the policy, precluded summary judgment in favor of board in action brought by teachers challenging their terminations. Land v. Board of Educ. of City of Chicago, 2002, 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment  181(27)



Legislature clearly empowered the school board to lay off "employees." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools  63(1)


"Employees," as used in statute empowering school board to lay off employees, embodies all persons who work for and are compensated by public schools, including tenured teachers. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools  147.10

Five "honorably terminated" tenured public school teachers waived appellate review of claim that school board violated tenure laws by failing to first lay off temporary teachers, probationary teachers, or newly hired teachers, due to their failing to present any competent evidentiary matter to support assertion that they were laid off while temporary teachers, probationary teachers, or newly hired teachers were retained. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Appeal And Error  179(2)

Although school board could establish a layoff policy, as authorized by section of School Code, it could not through that policy delegate its absolute layoff power to school administrators. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools  63(1)

Genuine issue of material fact as to whether school board or some other entity or person determined that tenured teachers should have been laid off precluded summary judgment in favor of board in action brought by teachers challenging their "honorable terminations." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment  181(27)

Tenured teachers were properly notified of their termination, as was required under due process clause and school board's layoff policy; terminations were not "for cause," so as to trigger hearing procedures contained in tenure statutes, and teachers conceded that they received written notice of termination from board within the prescribed 14-day period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Constitutional Law  4202; Schools  147.34(1)

Included in powers of school board is authority to lay off employees in good faith for lack of work or purposes of economy, but board's actions may not be arbitrary, discriminatory or unreasonable, and board must act in good faith in ordering layoff of employees. Perlin v. Board of Ed. of City of Chicago, App. 1 Dist.1980, 41 Ill.Dec. 294, 86 Ill.App.3d 108, 407 N.E.2d 792. Schools  63(1)

Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

Male elementary school teacher could claim that school district wrongfully terminated him, under Illinois law, based on false charges that he improperly touched female first grade students, even though he sent letter of resignation, when letter came after district told him not to report for fall term and stopped paying him. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Schools ↪ 139

Failure of school board to explain why tenured physical education teacher was terminated precluded claim that he was validly dismissed for one of the reasons set forth in school termination policy. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools ↪ 147.9

Failure of terminated physical education instructor to allege that school officers terminated him in deliberate or reckless disregard of his constitutional rights, or that conduct causing deprivation took place at their direction or with their knowledge and consent, precluded wrongful termination suit against officers in their individual capacities. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools ↪ 63(3)

Public school district complied with procedures for "honorably terminating" tenured public school teachers; teachers were laid off because their teaching positions were closed and they received notification of the closings within the prescribed period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools ↪ 147.34(1)

105 I.L.C.S. 5/34-18, IL ST CH 105 § 5/34-18

Current through P.A. 97-1170 of the 2012 Reg. Sess., and through P.A. 98-4 of the 2013 Reg. Sess.

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Effective: July 13, 2012West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)School Action and Facility Master Planning**→ → 5/34-200. Definitions**

§ 34-200. Definitions. For the purposes of Sections 34-200 through 34-235 of this Article:

“Capital improvement plan” means a plan that identifies capital projects to be started or finished within the designated period, excluding projects funded by locally raised capital not exceeding \$10,000.

“Community area” means a geographic area of the City of Chicago defined by the chief executive officer as part of the development of the educational facilities master plan.

“Space utilization” means the percentage achieved by dividing the school's actual enrollment by its design capacity.

“School closing” or “school closure” means the closing of a school, the effect of which is the assignment and transfer of all students enrolled at that school to one or more designated receiving schools.

“School consolidation” means the consolidation of 2 or more schools by closing one or more schools and reassigning the students to another school.

“Phase-out” means the gradual cessation of enrollment in certain grades each school year until a school closes or is consolidated with another school.

“School action” means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

CREDIT(S)

Laws 1961, p. 31, § 34-200, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011.
Amended by P.A. 97-813, § 230, eff. July 13, 2012.

HISTORICAL AND STATUTORY NOTES

Sections 97 of P.A. 97-474, approved and effective Aug. 22, 2011, provided:

"Section 97. Control over other Act. Senate Bill 620 of the 97th General Assembly passed both houses on May 31, 2011. Thus, this amendatory Act of the 97th General Assembly (Senate Bill 630) is the one last acted upon by the General Assembly. If Senate Bill 620 becomes law and this amendatory Act (Senate Bill 630) becomes law, then this amendatory Act (Senate Bill 630) controls as provided in Section 6 of the Statute on Statutes (5 ILCS 70/6).

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

105 I.L.C.S. 5/34-200, IL ST CH 105 § 5/34-200

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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Effective: November 30, 2012

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Common Schools

Act 5. School Code (Refs & Annos)■ Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)■ School Action and Facility Master Planning

→→ 5/34-225. School transition plans

§ 34-225. School transition plans.

(a) If the Board approves a school action, the chief executive officer or his or her designee shall work collaboratively with local school educators and families of students attending a school that is the subject of a school action to ensure successful integration of affected students into new learning environments.

(b) The chief executive officer or his or her designee shall prepare and implement a school transition plan to support students attending a school that is the subject of a school action that accomplishes the goals of this Section. The chief executive must identify and commit specific resources for implementation of the school transition plan for a minimum of the full first academic year after the board approves a school action.

(c) The school transition plan shall include the following:

(1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety issues;

(2) options to enroll in higher performing schools;

(3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and

(4) the provision of appropriate transportation where practicable.

(d) When implementing a school action, the Board must make reasonable and demonstrated efforts to ensure that:

(1) Affected students receive a comparable level of social support services provided by Chicago Public Schools that were available at the previous school, provided that the need for such social support services continue to exist; and

(2) Class sizes of any receiving school do not exceed those established under the Chicago Public Schools policy regarding class size, subject to principal discretion.

CREDIT(S)

Laws 1961, p. 31, § 34-225, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011.
Amended by P.A. 97-813, § 230, eff. July 13, 2012; P.A. 97-1133, § 5, eff. Nov. 30, 2012.

HISTORICAL AND STATUTORY NOTES

Sections 97 of P.A. 97-474, approved and effective Aug. 22, 2011, provided:

"Section 97. Control over other Act. Senate Bill 620 of the 97th General Assembly passed both houses on May 31, 2011. Thus, this amendatory Act of the 97th General Assembly (Senate Bill 630) is the one last acted upon by the General Assembly. If Senate Bill 620 becomes law and this amendatory Act (Senate Bill 630) becomes law, then this amendatory Act (Senate Bill 630) controls as provided in Section 6 of the Statute on Statutes (5 ILCS 70/6).

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

P.A. 97-1133 incorporated the amendments by P.A. 97-473, P.A. 97-474, and P.A. 97-813.

105 I.L.C.S. 5/34-225, IL ST CH 105 § 5/34-225

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

Article 34. Cities of Over 500,000 Inhabitants—Board of Education (Refs & Annos)

School Action and Facility Master Planning

→→ 5/34-230. School action public meetings and hearings

§ 34-230. School action public meetings and hearings.

- (a) By November 1 of each year, the chief executive officer shall prepare and publish guidelines for school actions. The guidelines shall outline the academic and non-academic criteria for a school action. These guidelines, and each subsequent revision, shall be subject to a public comment period of at least 21 days before their approval.
- (b) The chief executive officer shall announce all proposed school actions to be taken at the close of the current academic year consistent with the guidelines by December 1 of each year.
- (c) On or before December 1 of each year, the chief executive officer shall publish notice of the proposed school actions.
- (1) Notice of the proposal for a school action shall include a written statement of the basis for the school action, an explanation of how the school action meets the criteria set forth in the guidelines, and a draft School Transition Plan identifying the items required in Section 34-225 of this Code for all schools affected by the school action. The notice shall state the date, time, and place of the hearing or meeting.
- (2) The chief executive officer or his or her designee shall provide notice to the principal, staff, local school council, and parents or guardians of any school that is subject to the proposed school action.
- (3) The chief executive officer shall provide written notice of any proposed school action to the State Senator, State Representative, and alderman for the school or schools that are subject to the proposed school action.
- (4) The chief executive officer shall publish notice of proposed school actions on the district's Internet website.
- (5) The chief executive officer shall provide notice of proposed school actions at least 30 calendar days in advance of a public hearing or meeting. No Board decision regarding a proposed school action may take place less than 60 days after the announcement of the proposed school action.
- (d) The chief executive officer shall publish a brief summary of the proposed school actions and the date, time, and place of the hearings or meetings in a newspaper of general circulation.
- (e) The chief executive officer shall designate at least 3 opportunities to elicit public comment at a hearing or meeting on a proposed school action and shall do the following:

- (1) Convene at least one public hearing at the centrally located office of the Board.
- (2) Convene at least 2 additional public hearings or meetings at a location convenient to the school community subject to the proposed school action.
- (f) Public hearings shall be conducted by a qualified independent hearing officer chosen from a list of independent hearing officers. The general counsel shall compile and publish a list of independent hearing officers by November 1 of each school year. The independent hearing officer shall have the following qualifications:
 - (1) he or she must be a licensed attorney eligible to practice law in Illinois;
 - (2) he or she must not be an employee of the Board; and
 - (3) he or she must not have represented the Board, its employees or any labor organization representing its employees, any local school council, or any charter or contract school in any capacity within the last year.
 - (4) The independent hearing officer shall issue a written report that summarizes the hearing and determines whether the chief executive officer complied with the requirements of this Section and the guidelines.
 - (5) The chief executive officer shall publish the report on the district's Internet website within 5 calendar days after receiving the report and at least 15 days prior to any Board action being taken.
- (g) Public meetings shall be conducted by a representative of the chief executive officer. A summary of the public meeting shall be published on the district's Internet website within 5 calendar days after the meeting.
- (h) If the chief executive officer proposes a school action without following the mandates set forth in this Section, the proposed school action shall not be approved by the Board during the school year in which the school action was proposed.

CREDIT(S)

Laws 1961, p. 31, § 34-230, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011.

HISTORICAL AND STATUTORY NOTES

Sections 97 of P.A. 97-474, approved and effective Aug. 22, 2011, provided:

"Section 97. Control over other Act. Senate Bill 620 of the 97th General Assembly passed both houses on May 31, 2011. Thus, this amendatory Act of the 97th General Assembly (Senate Bill 630) is the one last acted upon by the General Assembly. If Senate Bill 620 becomes law and this amendatory Act (Senate Bill 630) becomes law, then this amendatory Act (Senate Bill 630) controls as provided in Section 6 of the Statute on Statutes (5 ILCS 70/6).

P.A. 97-473 and P.A. 97-474 added identical versions of this section.

105 I.L.C.S. 5/34-230, IL ST CH 105 § 5/34-230

Current through P.A. 97-615 of the 2011 Reg. Sess.

Effective: November 30, 2012

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)

School Action and Facility Master Planning

→→ 5/34-232. Proposed school action announcement and notice; 2012-2013 school year

§ 34-232. Proposed school action announcement and notice; 2012-2013 school year. The following apply for school actions proposed during the 2012-2013 school year:

- (1) On or before March 31, 2013, the chief executive officer shall announce all proposed school actions to be taken at the close of the current academic year consistent with the guidelines published under Section 34-230 of this Code.
- (2) On or before March 31, 2013, the chief executive officer shall publish notice of the proposed school actions.
- (3) The chief executive officer shall provide notice of proposed school actions at least 15 calendar days in advance of a public hearing or meeting.

All other provisions of Section 34-230 of this Code that do not conflict with this Section must be followed when proposing school actions.

CREDIT(S)

Laws 1961, p. 31, § 34-232, added by P.A. 97-1133, § 5, eff. Nov. 30, 2012.

105 I.L.C.S. 5/34-232, IL ST CH 105 § 5/34-232

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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Chicago Public Schools Policy Manual

Title: SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE
2011-2012 SCHOOL YEAR

Section: 302.6A

Board Report: 10-0728-PO4 **Date Adopted:** July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2011-2012 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2011-2012 school year based on assessments administered in Spring 2011 and other performance data from prior school years. A school's accountability status from the 2010-2011 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

This policy sets out a systematic means for identifying schools in need of remedial assistance and increased oversight due to insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer ("CEO") to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance, or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

II. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school shall receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board.

Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

III. Definitions

Remediation: An accountability designation assigned to schools where the CEO determines that a school's budget or any amendment thereto may compromise the implementation of the school's No Child Left Behind Act (NCLB) Corrective Action measures or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial probation measures as described in this policy, including increased oversight, to address performance deficiencies.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean the rating for:

- an elementary school that obtains a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds (18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or
- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics, grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

ISAT: means the Illinois Standards Achievement Test.

ISAT Composite: means the composite score from ISAT Reading, Mathematics and Science test results.

PSAE: means the Prairie State Achievement Examination.

PSAE Composite: means the composite score from PSAE Reading, Mathematics and Science test results.

EPAS: means the series of three assessments (EXPLORE, PLAN and ACT) that are administered to high school students in the following order: (1) EXPLORE – administered to high school freshmen, (2) PLAN – administered to high school sophomores, and (3) ACT – administered to high school juniors.

Freshmen On-Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

One-Year Drop-out Rate: Shall mean the percentage of students who drop-out in a given year who have not previously dropped out.

Membership Days: Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8th and 12th graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Advanced Placement (AP) Class: Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

International Baccalaureate (IB) Class: Shall mean a college-level course approved by the International Baccalaureate Organization to be designated as an IB class in accordance with established requirements.

AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP class.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive an accountability status hereunder whereby the school shall be identified as either on Probation, in Good Standing or in Remediation, as further described herein.

B. Determinations

1. Scoring Exceptions: Schools that do not qualify for all points hereunder due to the following circumstances shall have their Achievement level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the CEO may remove the affected metric from consideration and the school will not get a score for that metric. ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

2. Accountability Status Determination: A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

- a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
 - i. Elementary school minimum 2011 ISAT Composite score - 50% meeting or exceeding state standards
 - ii. High school minimum 2011 PSAE Composite score - 10% meeting or exceeding state standards.
- b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII as follows:
 - i. A school that has been on Probation status for 2 or more consecutive years must receive a Level 1 or Level 2 rating for 2 consecutive years to be removed from Probation; or
 - ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later.

Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.3.

3. NCLB School Improvement Status: For schools not on Probation but that have either "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any amendment thereto may compromise the implementation of the school's NCLB Corrective Action or Restructuring Plan.

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating score ranging from zero (0) to forty (42). For the 2011-2012 school year, the current status, trend and growth indicators and standards that determine an elementary school's performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

a. **Current Status** - An elementary school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's ISAT mathematics results. Current status is determined by averaging the school's ISAT mathematics results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. **Trend** - An elementary school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on ISAT mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or more of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment automatically earn 3 points regardless of improvement.

2. ISAT Reading – 6 possible points

a. **Current Status** - An elementary school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's ISAT reading results. Current status is determined by averaging the school's ISAT reading results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. **Trend** - An elementary school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on ISAT reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT reading assessment automatically earn 3 points regardless of improvement.

3. **ISAT Science – 6 possible points**

a. **Current Status** - An elementary school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's ISAT science results. Current status is determined by averaging the school's ISAT science results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. **Trend** - An elementary school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on ISAT science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT science assessment automatically earn 3 points regardless of improvement.

4. **ISAT Composite - All Grades – 6 possible points**

a. **Current Status** - An elementary school shall be evaluated on the percentage of students in all grades who are **exceeding** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. **Trend** - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are **exceeding** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for all students with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

5. ISAT Composite – Highest Grade Students – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are **exceeding** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are **exceeding** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for students in the highest grade with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

6. Attendance – 6 possible points

a. Current Status - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
93%-94.9% attendance rate	=	2 points
90%-92.9% attendance rate	=	1 point
Under 90% attendance rate	=	0 points

b. Trend - An elementary school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points

Improvement of at least 1.0 percentage points = 3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

7. Value-Added – ISAT Reading – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT reading and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

8. Value-Added - ISAT Mathematics – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT mathematics and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

B. High School Indicators, Standards and Scoring

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend, and growth indicators and standards that determine a high school's performance score shall be as follows:

1. One-Year Drop-Out Rate – 6 possible points

a. Current Status - A high school shall be evaluated on its one-year drop-out rate averaged from the two most recent school years. To determine current status, a school's one-year drop-out rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

2% or less drop out in one year	= 3 points
2.1% - 6% drop out in one year	= 2 points
6.1% - 10% drop out in one year	= 1 point
More than 10% drop out in one year	= 0 points

b. Trend – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 one-year drop-out rate of more than 0.5%, points are earned as follows:

No reduction	= 0 points
Reduction of at least 0.1 but under 1.0 percentage points	= 1 point
Reduction of at least 1.0 but under 3.0 percentage points	= 2 points
Reduction of at least 3.0 percentage points	= 3 points

- Schools with a 2010-2011 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

2. **Freshmen On-Track – 6 possible points**

a. **Current Status** – A high school shall be evaluated on its Freshmen On-Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On-Track rates for the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track	=	3 points
60%-79.9% on track	=	2 points
45%-59.9% on track	=	1 point
Less than 45% on track	=	0 points

b. **Trend** – A high school shall be evaluated on improvement of its Freshmen On-Track rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2010-2011 Freshman On-Track rate of 0%-89.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. **ACT Score – 6 possible points**

a. **Current Status** – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2010 PSAT administration and during the Spring 2011 PSAT administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more	=	3 points
Average ACT score is at least 18, but less than 20	=	2 points
Average ACT score is at least 16, but less than 18	=	1 point
Average ACT score is less than 16	=	0 points

b. **Trend** – A high school shall be evaluated on improvement of its average ACT score. Improvement trend is determined by comparing the 2011 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2011 average ACT score of 0-22.9, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points

- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE reading results averaged from the two most recent school years. To determine current status, the school's PSAE reading results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on PSAE reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on PSAE mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. PSAE Science Score– 2 possible points

a. **Current Status** - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE science results averaged from the two most recent school years. To determine current status, the school's PSAE science results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. **Trend** - A high school shall be evaluated on improvement in the percentage of students **meeting or exceeding** state standards on PSAE science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE science assessment automatically earn 1 point regardless of improvement.

7. Attendance – 6 possible points

a. **Current Status** - A high school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's attendance rates from the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
90%-94.9% attendance rate	=	2 points
85%-89.9% attendance rate	=	1 point
Under 85% attendance rate	=	0 points

b. **Trend** - A high school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

8. Students Enrolled in AP or IB Classes – 3 Possible Points

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP or IB class. Improvement trend is determined by comparing the 2010-2011 enrollment

percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 AP/IB enrollment rate of 0%-34.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points
- Schools with a 2010-2011 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

9. Students Scoring 3+ on AP Exams or 4+ on IB Exams – 3 Possible Points

Trend – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam, or are enrolled in IB classes that score 4+ on at least one IB exam. Improvement trend is determined by comparing the 2010-2011 AP/IB success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 1.0 percentage points	=	1 point
Improvement of at least 1.0 but under 3.0 percentage points	=	2 points
Improvement of at least 3.0 percentage points	=	3 points
- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011 earn 3 points regardless of improvement.

10. Students Making Expected EPAS Reading Gains – 3 possible points

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85 th district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50 th district-wide percentile, but below the 85 th district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15 th district-wide percentile, but below the 50 th district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15 th district-wide percentile	=	0 points

11. Students Making Expected EPAS Mathematics Gains – 3 possible points

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85 th district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50 th district-wide percentile, but below the 85 th district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15 th district-wide percentile, but below the 50 th district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15 th district-wide percentile	=	0 points

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after school performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section IV.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the CEO. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action measures and/or Restructuring plan.

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. **School Improvement Plan and Budget:** Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools. For schools with a federal school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the development and full implementation of the school's NCLB Corrective Action measures and/or Restructuring plan, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of federal school improvement plans. Thereafter, any amendments to the school improvement plan or budget shall be approved by the CEO or designee.

Except when otherwise specified by the CEO, the Chief Area Officer (CAO) and CAO designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their Area to be addressed in the school improvement plan and budget presented to the Board for approval.

2. **Monitoring:** The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures: Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

- a. Ordering new local school council elections;
- b. Removing and replacing the principal;
- c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;
- e. Intervention under Section 34-8.4 of the Illinois School Code;
- f. Operating an attendance center as a contract turnaround school;
- g. Closing of the school; or
- h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

A. The Chief Executive Officer shall remove from Probation any school that no longer meets the criteria established by the Board for a Probation status as follows:

1. Except as provided in Section VII.B below, schools in their first year of Probation status during the 2010-2011 school year shall be removed from probation if they achieve Achievement Level 1 or Achievement Level 2 rating hereunder.

2. Except as provided in Section VII.B below, schools in their second or later year of probation status during the 2010-2011 school year must show sustained academic improvement with two consecutive years of Achievement Level 1 or Achievement Level 2 ratings to be removed from Probation.

B. Notwithstanding anything herein to the contrary, for schools where the Board has taken action under 105 ILCS 5/34-8.3(d)(2) or (4), the school will remain on Probation until such time as the school makes Adequate Yearly Progress for two consecutive years or until a period of five (5) years has passed since the Board took such 8.3(d)(2) or (4) action, whichever occurs later.

Amends/Rescinds:

Adopted 10-0728-PO4 (2011-2012 School Year)

Cross References:

10-0728-PO3; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2;
06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2

Legal References:

105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

Chicago Public Schools Policy Manual

Title: REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES

Section: 703.2

Board Report: 05-0622-PO1

Date Adopted: June 22, 2005

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Adopt a policy for the review and establishment of school attendance boundaries.

PURPOSE:

The purpose of this policy is to establish a process and procedures for the establishment of attendance boundaries for new schools and for the review and revision of attendance boundaries that the Board may determine are necessary from time to time.

POLICY TEXT:

I. Annual Review of Attendance Boundaries

The Department of School Demographics and Planning (DSP) shall review the enrollment at existing schools to determine if there is a need to revise existing boundaries as necessary. If it is determined that there is a need to revise any existing boundaries, DSP shall develop and recommend any proposed changes to the Chief Executive Officer prior to the beginning of the school year in which the changes will take effect. In addition, DSP shall have responsibility for developing and recommending proposed boundaries for new schools to the Chief Executive Officer prior to the beginning of the school year in which the new school boundaries will take effect.

II. Factors to be Considered

In reviewing and proposing revisions to boundaries for existing schools and proposing attendance boundaries for new schools, DSP shall consider a range of factors, including the following:

A. Capacities of Each of the Schools Involved in the Proposed Boundary Revisions

In considering whether to revise attendance boundaries at existing schools, DSP will consider the extent to which a school is overcrowded or underutilized. Where feasible, the goal is for elementary schools to be utilized at not more than eighty percent of design capacity, and for high schools at not more than one hundred percent of program capacity. Schools will be considered severely overcrowded if they are operating in excess of 100% utilization and significantly underutilized if they are less than thirty percent. DSP also shall consider these utilization rates when proposing revisions to attendance boundaries for existing schools and when proposing attendance boundaries for new schools.

B. Current and Projected Racial and Ethnic Composition of the Schools Affected

Where feasible, DSP shall propose establishing or revising attendance boundaries to maintain or promote stably desegregated enrollments in each of the affected schools and to avoid the creation of one-race schools.

C. Geographic Barriers

In proposing new or revised attendance boundaries, DSP shall consider geographical barriers so as to promote safety and minimize transportation burdens, to the extent feasible.

D. Travel Time and Distance

In proposing new or revised attendance boundaries, DSP will seek to minimize travel time and distance, to the extent feasible.

E. Program Considerations

In proposing new or revised boundaries, DSP shall consider the placement of programs, such as programs for English Language Learners and for special education students. In addition, DSP shall consider the impact of magnet schools and programs and the requirements of the *No Child Left Behind Act of 2001*.

III. Process

As necessary, DSP shall provide a report to the CEO regarding whether there is a need for changes to existing boundaries or for developing boundaries for new schools. For each proposed attendance boundary, DSP shall develop at least two alternatives. For each alternative, DSP shall prepare a report for the CEO showing three-year enrollment projections by racial/ethnic group for all schools affected by the proposed change pursuant to each alternative. The report shall document for each alternative the impact on the affected schools for the factors of capacity, geographic barriers, travel time and program considerations. In developing alternatives, DSP shall consider whether any feasible alternatives would better maintain or promote stably desegregated enrollments in each of the affected schools and/or better avoid the creation of one-race schools. The CEO shall review the report and may suggest additional alternatives.

As necessary, the CEO shall report to the Board if he/she is recommending any changes to existing boundaries and boundaries for new schools. If the CEO is recommending any changes to existing boundaries or any boundaries for new schools, the CEO will provide the Board with the report of the alternatives considered, including data on the factors of capacity, geographic barriers, travel time and program considerations and will recommend the alternative that is being recommended.

Prior to taking action on the establishment or revision of any attendance boundaries, the Board shall conduct public hearings on the proposed changes and the CEO's recommendation. Prior to the public hearing, the Board will make available data on the factors of capacity, geographic barriers, travel time and program considerations. In making its decision, the Board shall consider the factors of capacity, geographic barriers, travel time and distance and program considerations.

Amends/Rescinds:

Amends 04-0526-PO4, Adopted 04-0526-PO4

Cross References:

Legal References:

CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. *Rationale and Importance for Space Utilization Standards*

1. *Education*

It is important for CPS to codify space utilization standards so that it can clearly define what is adequate teaching and learning space within all of the school facilities it operates. These standards will help to ensure that all students have equal access to a learning environment that effectively supports strong instructional programs. At the early childhood, primary, intermediate, middle and high school levels, the foundation for success is a facility where the amount of existing space and its utilization enables the broad array of instructional programs available and is sufficient to accommodate superior new programs.

CPS is focused on introducing a capacity and space utilization methodology that principals, parents and guardians and community stakeholders can understand. Rather than narrowly prescribe the manner of classroom use, the standards were developed to promote flexibility and to ensure that the space can be programmed to fit student needs.

2. *Operations*

In an effort to achieve its educational goals, the space utilization standards will also help ensure that each school facility is utilized in a manner that improves efficiency, thereby ensuring that the district's limited resources are deployed and operated in an effective manner. Optimizing efficiency can only be accomplished when the district, in partnership with families, local school council members, and community agencies, can rely upon a comprehensive set of measurable indicators that portray the availability and usage of classrooms spaces.

B. *Summary of P.A. 097-0474*

On August 22, 2011, Governor Quinn signed Public Act 097-0474, amending the Illinois School Code by adding requirements for School Action and Facility Master Planning. Public Act 097-0474 requires that the Chicago Public Schools ("CPS") publish space utilization standards by January 1, 2012. Space utilization standards shall include:

(1) the method by which design capacity is calculated, including consideration of the requirements of elementary and secondary programs, shared campuses, after school programming, the facility needs, grade and age ranges of the attending students, and use of school buildings by governmental agencies and community organizations; (2) the method to determine efficient use of a school building based upon educational program design capacity; (3) the rate of utilization; and (4) the standards for overcrowding and underutilization.

105 ILCS 5/34-205 (a)(1)-(4).

CPS must also publish a space utilization report for each school building operated by CPS by December 31 of each year.

C. *Summary of Standards*

For elementary schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent school building. Each elementary school building is allotted a number of dedicated general education homeroom classrooms, equaling approximately 76% of the total classrooms available. Each elementary school building is also allotted a number of ancillary classrooms equal to approximately 24% of the total classrooms available. As an elementary school's enrollment increases above the efficiency range, a school may be considered overcrowded as programming options are reduced and/or compromised. As an elementary school's enrollment decreases below the efficiency range, a school may be considered underutilized as classrooms are unused and/or poorly programmed making the use of limited resources less effective.

For high schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each high school's design capacity, aka maximum capacity, is identified as function of the total number of instructional classrooms multiplied by 30. A high school's enrollment that remains within the 75-80% of design capacity is considered efficiently enrolled, while a high school's enrollment that decreases below 75% of design capacity is considered underutilized and a high school's enrollment that increases above 80% is considered overcrowded.

II. Core Concepts

A. *Elementary Schools - Definitions*

The proposed changes to the way the district calculates space utilization and capacity provides a greater level of detail and will allow principals to better align instructional programming to physical capacity. The new space utilization standards rely upon both familiar defined concepts from the historical methodology and new concepts defined below.

Maximum Capacity is defined as the number of classroom spaces designed as such in a given facility multiplied by 30.

Allotted Dedicated General Education Homerooms Classrooms ("Allotted Homeroom Classrooms") is defined as the number of classrooms spaces required for homeroom use derived as a consistent and adequate proportion of the total number of classrooms present in a given facility.

Allotted Ancillary Classrooms is defined as the number of classrooms spaces required for non-homeroom uses, such as science labs, computer labs, art rooms, music rooms, resource rooms,

special education rooms, governmental agencies and/or community organization special programs, after school programs, and other appropriate uses.

Ideal Program Enrollment is defined as allotted homerooms multiplied by 30¹.

Enrollment Efficiency is defined as an enrollment range defined as Ideal Enrollment less 20% to Ideal Enrollment plus 20%.

Overcrowded status is defined as an enrollment range greater than Enrollment Efficiency.

Underutilization is defined as an enrollment range less than Enrollment Efficiency.

The proposed space utilization standards for elementary school essentially creates a range of efficiency based primarily upon a school facility's total number of classrooms, estimated requirements for dedicated homeroom use, and estimated requirements for ancillary, non-dedicated homerooms use.

¹ See Board of Education of the City of Chicago Policy on Class Size 10-0615-PO1

B. Elementary Schools - Calculations

The baseline efficiency ranges are derived from the district's new construction prototype schools.

The prototype new construction school elementary school contains 39 classrooms: 30 dedicated general education homeroom classrooms and 9 ancillary classrooms. The 9 ancillary classrooms are generally programmed—though not required to be used—as 1 science room, 2 music/art rooms, 1 technology lab, 3 specialized education rooms, and 2 specialty classrooms.

The proportion of homeroom classrooms to ancillary classrooms in this example is roughly 3-to-1; 76.9% of total classrooms are allotted for homeroom use with remainder allotted to ancillary use.

The district will apply this proportion of homeroom-to-ancillary room use model to all elementary schools effective 2011-12 school year and plans to publish annually a list of all elementary schools with associated space use statistics referenced above by December 31 of each school year.

CPS finds this methodology to be consistent with approaches used by other K-12 school districts and resembles calculation strategies referenced by the Council of Educational Facility Planners International (CEFPI)².

² Calculating School Capacity: Local, State & National Perspectives, CEFPI Workshop, October 6, 2007

Total # of Classrooms Within Main Facility	# of Allotted Homeroom Classrooms ¹	# of Allotted Ancillary Classrooms ²	Enrollment Efficiency Range			Maximum Facility Capacity Aka Design Capacity ⁴
			-20% of Ideal	Ideal Program Enrollment ³	+20% of Ideal	
26	20	6	480	600	720	780
39	30	9	720	900	1,080	1,170
52	40	12	960	1,200	1,440	1,560

¹ equal to 76.9% of Total # of Classrooms Within Main Facility

² equal to Total # of Classrooms Within Main Facility less # of Allotted Homeroom Classrooms

³ equal to # of Allotted Homeroom Classrooms X 30

⁴ equal to Total # of Classrooms Within Main Facility X 30

C. High Schools - Definitions

A completely departmentalized high school operates a different type of instructional program from most elementary schools and thus the space utilization standards for high schools must be different than those of elementary schools. While all high school students are generally assigned to homeroom classrooms, the homeroom class size is sometimes larger than the number of students assigned for regular instructional programs.

For high school facilities, CPS will establish both a Maximum Capacity—equal to the total number of instructional classrooms X 30—and an Ideal Enrollment range where total enrollment is 80% of Maximum Capacity.

CPS will also establish the same standard elementary school definition of enrollment efficiency range, where a school's enrollment efficiency is determined to be within +/- 20% of its ideal enrollment.

CPS finds this methodology to be consistent with approaches used by other K-12 school districts and resembles calculation strategies referenced by the Council of Educational Facility Planners International (CEFPI)³.

³ Calculating School Capacity: Local, State & National Perspectives, CEFPI Workshop, October 6, 2007

D. High Schools - Calculations

Total # of Classrooms Within Main Facility	Enrollment Efficiency Range			Maximum Facility Capacity Aka Design Capacity ¹
	-20% of Ideal	Ideal Program Enrollment ²	+20% of Ideal	
30	576	720	864	900
50	960	1,200	1,440	1,500
70	1,344	1,680	2,016	2,100

¹ equal to Total # of Classrooms Within Main Facility X 30

² equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

Alternate approaches were considered regarding model type. Some models make distinctions for different subject matter. The conclusion was that wide variability in program type does not make such a model dependable across the entire system

CPS finds the classroom-centric methodology on which the Guidelines are based to be significantly more sound and reliable than alternative models such as Building Gross Square Footage (GSF) models, where space utilization is measured on the basis of gross square footage per enrolled student. The conclusion was that wide variability among building types and ratios of non-instructional spaces to instructional spaces does not render an equitable or reliable measure of space utilization.

For example, School A and School B have identical gross square footages of 100,000 sq. ft. but School A has 43 classroom spaces and School B has 35 classroom spaces (School B may have wider hallways or a larger auditorium). Under the Building GSF model, these schools have equal capacity despite the significant difference in instructional spaces present in each building.

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

CPS defines Main/Permanent Space as classrooms present within a CPS Board-owned structure built with a fixed foundation that has permanently attached walls, roof, and floor that cannot be moved or transported either as a unit or in sections. Approximately 85 schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased facilities. While these temporary classrooms are necessary in most cases to prevent overcrowding, they are not incorporated into the school's total classroom count for the purpose of establishing Ideal Enrollment.

Sharing Space

A co-location is where two or more school units co-share a single facility. In co-location facilities, efficiency is achieved when each elementary school has access to the appropriate number of allotted homerooms and ancillary classrooms as determined by its enrollment. For high schools efficiency is achieved when each high school has access to the appropriate number of total classrooms as determined by its enrollment. Identification of schools' room uses in co-location facilities is required by the Shared Facility Policy (05-0126-PO1).

This is accomplished by assigning to each school the appropriate proportion of total classroom spaces available according to the proportion of students enrolled. For example, in a 50-classroom facility shared by two schools where School A's enrollment is 600 and School B's enrollment is 300, the total number of classrooms available to School A is 33 and the total number of classrooms available to School B is 17. Homeroom and ancillary classroom allotments are then established in accordance with the existing methodology.

In-Area Enrollment vis-a-vis Out-of-Area Enrollment

For elementary and high schools with traditional geographic attendance area boundaries (e.g., neighborhood schools), CPS is compelled to measure the school's actual enrollment efficiency, based on total enrollment relative to capacity, as well as the school's notional enrollment efficiency, based on the percentage of enrollment consisting of students residing within that school's attendance area boundary. As explained further in Appendix A, the notional enrollment efficiency rating assists the District in determining the extent to which a neighborhood school's efficiency or inefficiency relates to a high or low number of out-of-area students enrolled relative to the facility's capacity.

II. Space Utilization for Each School Building

A list of the space utilization assessments for each school will be provided once enrollment data for the 2011-2012 school year has been finalized.

III. Conclusion

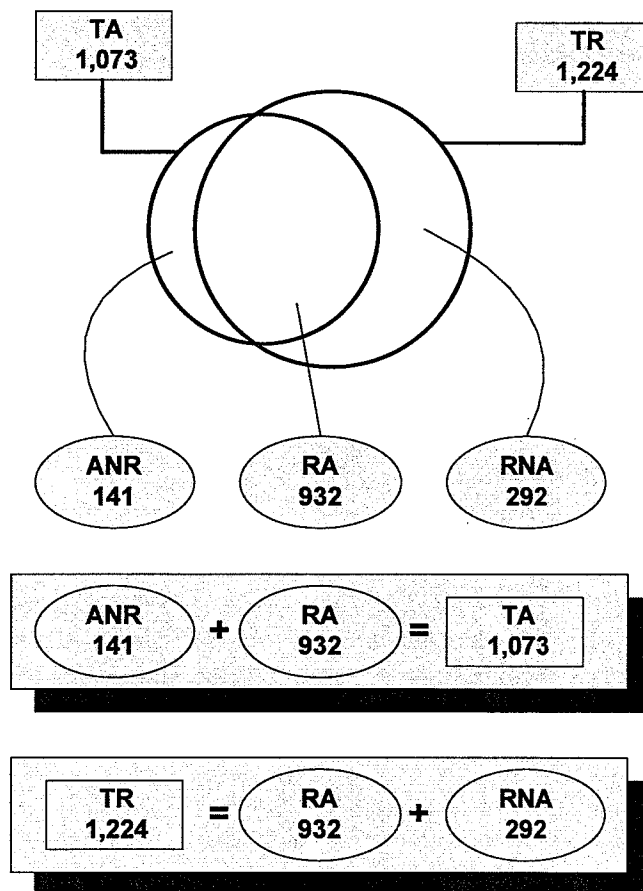
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities compared to school enrollment, will better enable principals, community members, and district leadership to render solid decisions concerning the allocation of building space to meet all schools' instructional program needs.

Appendix A

Key School Demographics Statistics and Indicators

For the statistics and diagrams identified below, six examples are used to help explain the meaningful relationships between school demographics and enrollment efficiency.

Example - School A



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School A is 1,073.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School A's attendance boundary is 1,224.

Residing and Attending (RA): The total number of students that reside INSIDE School A's attendance area and are enrolled in School A is 932. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School A's enrollment (87%) or as a percentage of TR (76%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School A's attendance area and are enrolled in School A is 141. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School A's enrollment (13%).

Residing, Not Attending (RNA): The total number of students that reside inside of School A's attendance area and are NOT enrolled in School A is 292. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School A's TR (24%).

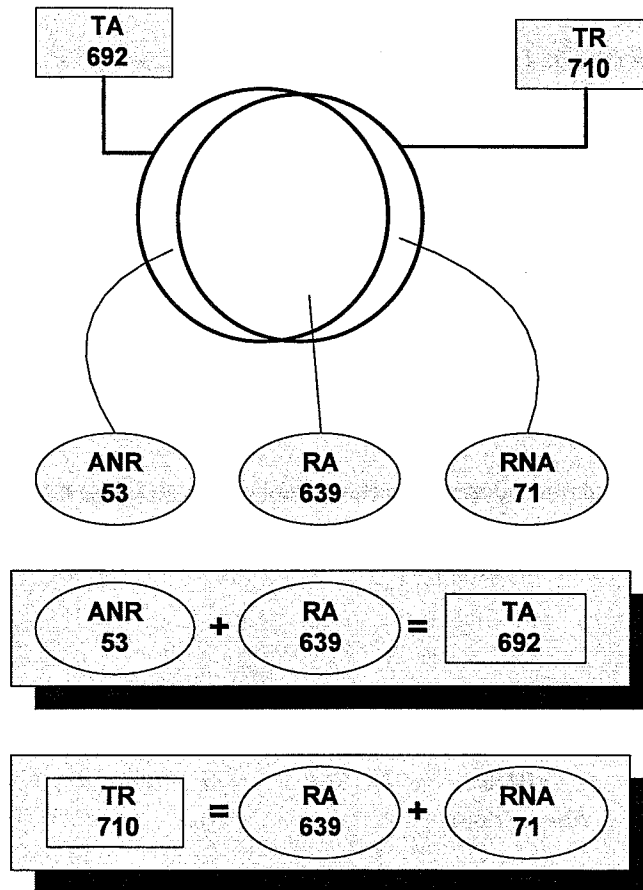
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

School A's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School A. Because School A's RA is 932, the notional enrollment efficiency rating for this school is -10% (efficiently enrolled-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
1,440	1,034	827 – 1,241	1,073	+04%	932	-10%
				Above Ideal		Below Ideal

Because both actual and notional efficiency ratings fall within the range of +/-20%, **School A is determined to be efficiently enrolled regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small number of out-of-area students enrolled relative to the facility's capacity has little to no bearing on the utilization of the school.

Example – School B



Total Attending (TA) aka “Enrollment”: The total number of students enrolled in School B is 692.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School B’s attendance boundary is 710.

Residing and Attending (RA): The total number of students that reside INSIDE School B’s attendance area and are enrolled in School B is 639. These students are commonly referred to as “in-area” students and can be expressed either as a percentage of School B’s enrollment (92%) or as a percentage of TR (90%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School B’s attendance area and are enrolled in School B is 53. These students are commonly referred to as “out-of-area” students and can be expressed as a percentage of School B’s enrollment (8%).

Residing, Not Attending (RNA): The total number of students that reside inside of School B's attendance area and are NOT enrolled in School B is 71. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School B's TR (10%).

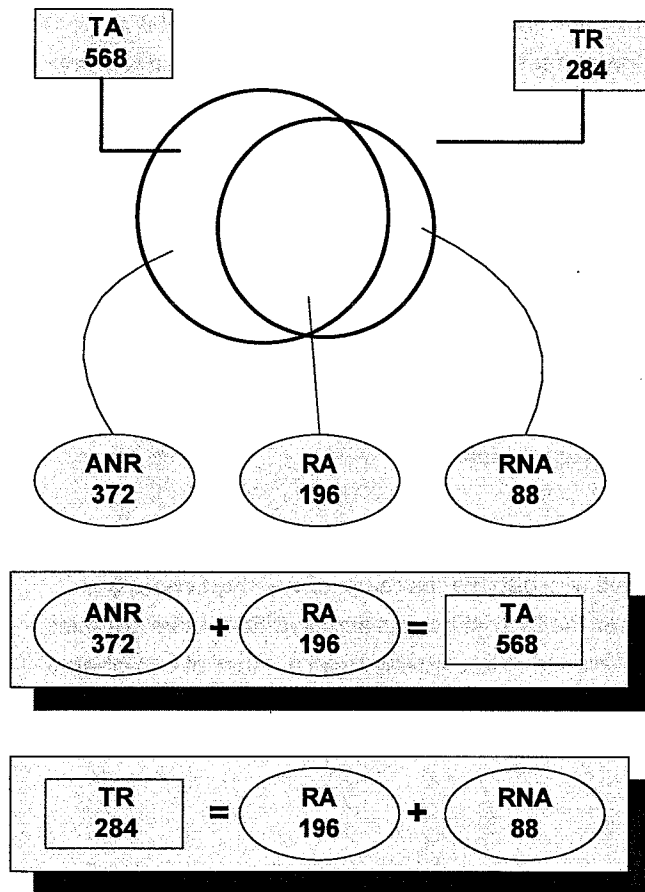
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

School B's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School B. Because School B's RA is 639, the notional enrollment efficiency rating for this school is +35% (overcrowded-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
660	474	379 – 569	692	+46%	639	+35%
				Above Ideal		Above Ideal

Because both actual and notional efficiency ratings fall well outside the range of +/-20%, **School B is determined to be overcrowded regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small number of out-of-area students enrolled relative to the facility's capacity is little to no bearing on the overcrowded status of the school.

Example – School C



Total Attending (TA) aka “Enrollment”: The total number of students enrolled in School C is 568.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School C’s attendance boundary is 284.

Residing and Attending (RA): The total number of students that reside INSIDE School C’s attendance area and are enrolled in School C is 196. These students are commonly referred to as “in-area” students and can be expressed either as a percentage of School C’s enrollment (35%) or as a percentage of TR (69%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School C’s attendance area and are enrolled in School C is 372. These students are commonly referred to as “out-of-area” students and can be expressed as a percentage of School C’s enrollment (65%).

Residing, Not Attending (RNA): The total number of students that reside inside of School C's attendance area and are NOT enrolled in School C is 88. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School C's TR (31%).

In this example, School C's design capacity is 570 and ideal enrollment is 409. Because School C's enrollment is 568, the actual enrollment efficiency rating for this school is +39% (overcrowded-actual).

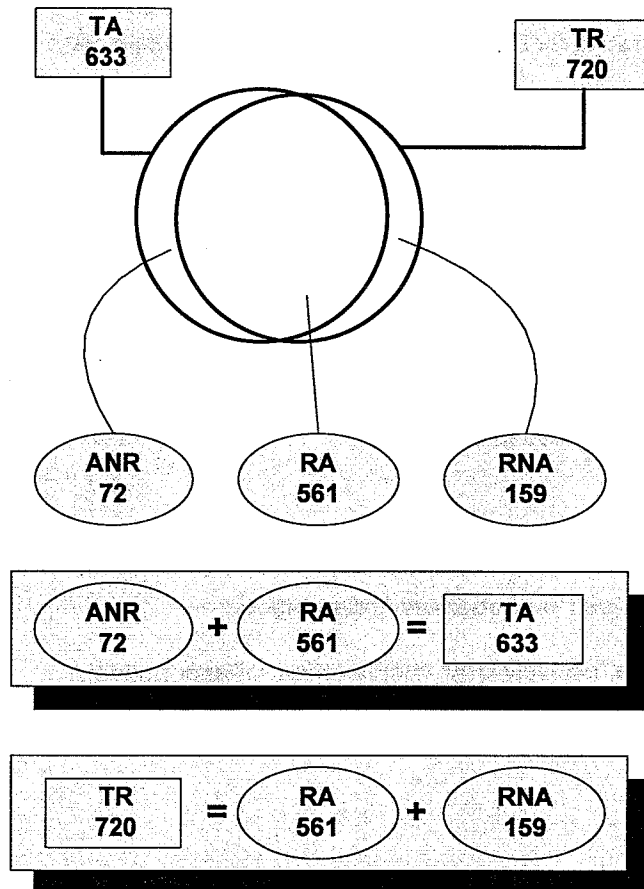
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
570	409	327 – 491	568	+39%	196	-52%
				Above Ideal		Below Ideal

Because actual and notional efficiency ratings yield two different statuses, both outside the range of +/- 20%, **School C is determined to be actually overcrowded yet notionally underutilized.**

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningfully negative impact on the utilization of the school.

Example – School D



Total Attending (TA) aka “Enrollment”: The total number of students enrolled in School D is 633.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School D’s attendance boundary is 720.

Residing and Attending (RA): The total number of students that reside INSIDE School D’s attendance area and are enrolled in School D is 561. These students are commonly referred to as “in-area” students and can be expressed either as a percentage of School D’s enrollment (89%) or as a percentage of TR (78%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School D’s attendance area and are enrolled in School D is 72. These students are commonly referred to as “out-of-area” students and can be expressed as a percentage of School D’s enrollment (11%).

Residing, Not Attending (RNA): The total number of students that reside inside of School D's attendance area and are NOT enrolled in School D is 159. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School D's TR (22%).

In this example, School D's design capacity is 690 ideal enrollment is 495. Because School D's enrollment is 633, the actual enrollment efficiency rating for this school is +28% (overcrowded-actual).

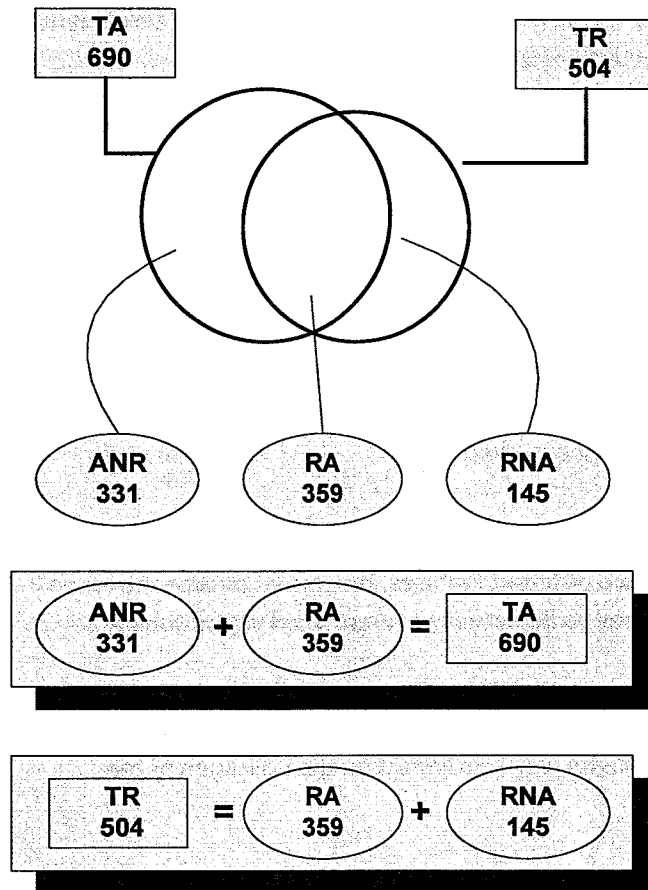
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
690	495	396 – 594	633	+28%	196	+13%
				Above Ideal		Above Ideal

Because actual and notional efficiency ratings yield two different statuses, the former outside the range of +/-20% and the latter within, **School D is determined to be actually overcrowded yet notionally efficiently enrolled.**

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningful negative impact on the utilization of the school.

Example – School E



Total Attending (TA) aka “Enrollment”: The total number of students enrolled in School E is 690.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School E’s attendance boundary is 504.

Residing and Attending (RA): The total number of students that reside INSIDE School E’s attendance area and are enrolled in School E is 359. These students are commonly referred to as “in-area” students and can be expressed either as a percentage of School E’s enrollment (52%) or as a percentage of TR (71%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School E’s attendance area and are enrolled in School E is 331. These students are commonly referred to as “out-of-area” students and can be expressed as a percentage of School E’s enrollment (48%).

Residing, Not Attending (RNA): The total number of students that reside inside of School E’s attendance area and are NOT enrolled in School E is 145. These students are commonly referred to as “choice out” students and can be expressed as a percentage of School E’s TR (29%).

In this example, School E's design capacity is 915 and ideal enrollment is 657. Because School E's enrollment is 690, the actual enrollment efficiency rating for this school is +5% (efficiently enrolled-actual).

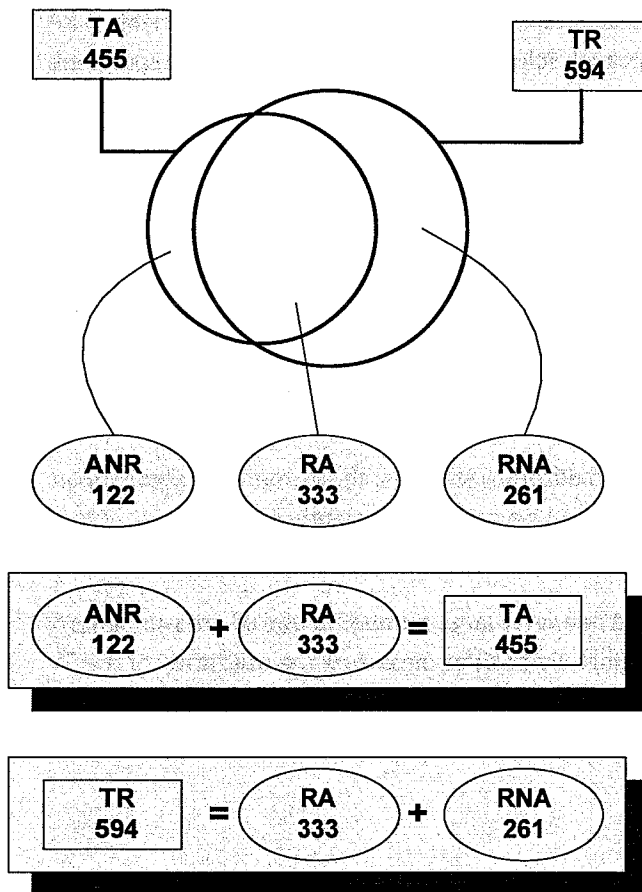
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
915	657	526 – 788	690	+5%	359	-45%
				Above Ideal		Below Ideal

Because actual and notional efficiency ratings yield two different statuses, the former within the range of +/-20% and the latter outside, **School E is determined to be actually efficiently enrolled yet notionally underutilized.**

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningfully positive impact on the utilization of the school as long as the school remains efficiently enrolled.

Example - School F



Total Attending (TA) aka “Enrollment”: The total number of students enrolled in School F is 455.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School F’s attendance boundary is 594.

Residing and Attending (RA): The total number of students that reside INSIDE School F’s attendance area and are enrolled in School F is 333. These students are commonly referred to as “in-area” students and can be expressed either as a percentage of School F’s enrollment (73%) or as a percentage of TR (56%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School F’s attendance area and are enrolled in School F is 122. These students are commonly referred to as “out-of-area” students and can be expressed as a percentage of School F’s enrollment (27%).

Residing, Not Attending (RNA): The total number of students that reside inside of School F's attendance area and are NOT enrolled in School F is 261. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School F's TR (44%).

In this example, School F's design capacity is 1,200 and ideal enrollment is 861. Because School F's enrollment is 455, the actual enrollment efficiency rating for this school is -47% (underutilized-actual).

School F's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School F. Because School F's RA is 333, the notional enrollment efficiency rating for this school is -62% (underutilized-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
1,200	861	689 – 1,033	455	-47%	333	-61%
				Below Ideal		Below Ideal

Because both actual and notional efficiency ratings fall outside the range of +/-20%, **School F is determined to be underutilized regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small or large number of out-of-area students enrolled relative to the facility's capacity has little to no bearing on the underutilization the school.

Summary

As the District proposes to establish standard (actual) efficiency ratings for all elementary schools, to help better portray the relationship between school demographics (in-area vs. out-of-area enrolled) and utilization, the District further proposes to establish notional efficiency ratings in addition to standard efficiency ratings for all elementary schools with established traditional geographic attendance boundaries (e.g., neighborhood elementary schools).

For all neighborhood elementary schools one of the following six status ratings is possible:

1. Efficiently enrolled-actual / efficiently enrolled-notional [Example –School A]
2. Overcrowded-actual / overcrowded-notional [Example –School B]
3. Overcrowded-actual / underutilized-notional [Example –School C]
4. Overcrowded-actual / efficiently enrolled-notional [Example—School D]
5. Efficiently enrolled / underutilized-notional [Example—School E]

6. Underutilized-actual / underutilized-notional

[Example—School F]

GUIDELINES FOR SCHOOL ACTIONS¹

2012-2013 SCHOOL YEAR

("Guidelines")

Chicago Public Schools' ("CPS") Chief Executive Officer ("CEO") publishes the following Guidelines to help the public and all interested stakeholders understand the criteria for school actions. CPS is committed to providing every child in every community with access to a high quality education that prepares them for college and career. To that end, CPS must take every step possible to focus our resources on investments that will improve schools for all students. School action proposals will be presented to the Chicago Board of Education ("Board") to help CPS meet this commitment to all its students so that they may access higher quality school options. All proposals presented to the Board for consideration will reflect a commitment to provide impacted students with the option to enroll in a higher performing school.

For the 2012-2013 school year, the CEO will consider the criteria specified below when recommending any of the following school actions:

- closure,
- consolidation,
- reassignment boundary change,
- phase-out, or
- co-location.

I. CRITERIA

A. Criteria for Closure, Consolidation, Reassignment Boundary Change, or Phase-Out

The CEO may propose a closure, consolidation, reassignment boundary change or phase-out using the criteria outlined below.

1. Space Utilization or Grade Alignment

Space Utilization

A school may be considered for a closure, consolidation, reassignment boundary change, or phase-out if it is underutilized or overcrowded based on CPS' Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year.

Grade Alignment

A school may be considered for a closure, consolidation, reassignment boundary change, or phase-out if two elementary schools, sharing some part of each other's attendance area, individually offer less than Kindergarten through eighth grades and can be reconfigured to a single Kindergarten through eighth grade school.

2. Constraining Factors

¹ Issuing these Guidelines is consistent with the Illinois School Code (105 ILCS 5/34-230) requiring that the CEO publish guidelines outlining the criteria for school actions.

The CEO may only propose a closure, consolidation, or reassignment boundary change if:

- (a) the students impacted by a closure, consolidation, or reassignment boundary change have the option to enroll in a higher performing school; and,
- (b) the resulting space utilization after closure, consolidation, or reassignment boundary change will not exceed the facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards.

The CEO may only propose a phase-out if the resulting space utilization after considering a closure, consolidation, or reassignment boundary change would exceed the contemplated receiving facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards.

3. Additional Information to Consider

In determining whether to propose a closure, consolidation, reassignment boundary change, or phase-out, the CEO may consider other information including, but not limited to: safety and security, school culture and climate, school leadership, quality of the school facility, school type and programming, family and community feedback received throughout the school year independent from the process described below, analysis of transition planning costs, neighborhood development plans, whether the school has recently been affected by any school actions, changes in academic focus or actions taken pursuant to 105 ILCS 5/34-8.3, or proximity, capacity and performance of other schools in the community.

B. Criteria for Co-location

The CEO may propose a co-location of two schools within the same facility if:

- (1) the combined projected enrollment is within the facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards; and
- (2) the facility can support the academic programming of both schools.

Furthermore, in determining whether to propose a co-location, the CEO may consider other information, including, but not limited to: safety and security, school culture and climate, school leadership, quality of the facility, and an analysis of transition planning costs.

II. NOTICE AND SCHOOL TRANSITION PLANS

Notice of any proposed school action will be provided to the principal, staff, local school council, parents or guardians, Illinois State Senator, Illinois State Representative, and Alderman for the school or schools that are subject to the proposed school action. Notice will include the date, time, and place of public meetings being held to elicit public comment on the proposal.

Along with notice of the CEO's proposal, the CEO will issue a draft school transition plan dependent on the unique circumstances of the proposed school action. The draft school transition plan will include, but is not limited to, the following: (1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety

issues; (2) options to enroll in higher performing schools; (3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and (4) the provision of appropriate transportation where practicable.

III. DEFINITIONS

“Closing” or “closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

“Co-location” means two separate, independent schools with their own school leader(s) co-existing within a Chicago Public School facility.

“Consolidation” means the consolidation of two or more schools by closing one or more schools and reassigning the students to another school.

“Higher performing school” means:

- (1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
- (2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:
 - for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
 - for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or
- (3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
- (4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

“ISAT composite” means the score of the combined ISAT reading, math and science tests.

“EPAS” stands for Educational Planning and Assessment System and includes the EXPLORE test for freshmen, the PLAN test for sophomores, and the ACT test for juniors.

“Performance Policy” means the Board of Education of the City of Chicago’s School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years.

The score and status are determined by evaluating key indicators that assess a school's current performance, trend over time and student growth.

"Phase-out" means the gradual cessation of enrollment in certain grades each school year until a school closes or is consolidated with another school.

"PSAE" stands for Prairie State Achievement Examination.

"Reassignment boundary change" means an attendance area boundary change that involves the reassignment of currently enrolled students.

"School action" means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at:

http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

"Value Added" means the metric that assesses school effects on students' academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, special education status and bilingual education status), grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

END OF DOCUMENT

**THE CHICAGO PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER**

PROCEDURES FOR PUBLIC HEARINGS ON PROPOSED SCHOOL CLOSURE, CONSOLIDATION, CO-LOCATION, PHASE-OUT, OR REASSIGNMENT BOUNDARY CHANGE

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be closed, consolidated, co-located, phased-out, or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.
 - a. The hearing will commence and conclude at the time designated in the notice of hearing;
 - b. The hearing will be transcribed; and
 - c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.
2. Chief Executive Officer's Presentation
 - a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
 - b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.
3. Public Participation
 - a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m., if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).
 - b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not sign in to speak on behalf of another person.
 - c. The number of individuals in each hearing room will be limited based on room capacity.
 - d. The hearing officer will determine the order of speakers.
 - e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
 - f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
 - g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
 - h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.
4. Hearing Officer's Written Report
 - a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
 - b. The hearing officer's report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer's Guidelines for School Actions.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Calhoun North
Elementary School with Cather Elementary School
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in the
above-entitled matter held on April 9, 2013, at
Raby High School, 3545 West Fulton Boulevard,
Chicago, Illinois, commencing at 7:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. ADAM ANDERSON

MR. TODD BABBITZ

MS. WANDA WASHINGTON

MR. CHIP JOHNSON

MS. TRACEY GINWRIGHT

ALSO PRESENT: Commander Eric T. Washington

Reported by: Ailene Barkhoff, CSR, RPR

License No: 084-004366

1	SPEAKERS	
2	Kalidu Thomas.....	12
3	Ella Stevenson.....	13
4	Linda Johnson-McClinton.....	15
5	Carrie Rohe.....	17
6	Angela Northrop.....	18
7	David Montgomery.....	20
8	Danielle Ranieri.....	22
9	Lynette Lindsey.....	24
10	Mona Conway.....	25
11	Pastor Cy Fields.....	25
12	Leonard Conway.....	30
13	Geraldine Young.....	30
14	* Leslie Recht.....	32
15	Reverend Donald McFadden.....	34
16	Krystal Thomas.....	36
17	Harriet Parker.....	39
18	Windy Pearson.....	40
19	Linda Johnson-McClinton.....	40
20	Alderman Walter Burnett.....	44
21	Kalidu Thomas.....	50
22	Carrie Rohe.....	51
23	Angela Northrop.....	52
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1	SPEAKERS	
2	Windy Pearson.....	55
3	Krystal Thomas.....	57
4	Maureen Hallascan.....	57
5	LaToya Jenkins.....	59
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10	Reverend Donald McFadden.....	69
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15	Unidentified Speaker.....	78
16	Tessie Bryant.....	79
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21		
22	* Submitted hard copy testimony	
23		
24		

1 MR. ANDERSON: Good evening everybody. First
2 and foremost, I want to thank everybody for coming
3 out today. Tonight is really a continuation of the
4 conversation we have been having across the City
5 over the past few months. I know I saw many of you 05:04:33
6 in the past days for this Network. So thank you
7 for coming back.

8 Before we talk a little bit about who is
9 here, let's cover the important stuff. The
10 restrooms are right in the back where the gentleman 05:04:48
11 is holding his hand up. Ladies is off to the left
12 and gentlemen, you're off to the right if anybody
13 needs to use the restroom during the meeting.

14 My name is Adam Anderson. I'm the officer
15 of planning and strategy for the Chicago Public 05:05:04
16 Schools. Again, I want to thank you for coming on
17 behalf of CEO, Barbara Byrd-Bennett and the board
18 office.

19 Tonight is about hearing from those of you
20 that are in attendance. We'll get to facilitation 05:05:17
21 of conversation very quickly, but I do want to
22 reiterate that's the purpose of this evening.

23 Joining me here tonight is our chief
24 transformation officer, Todd Babbitz. Todd will be

1 helping me lead the speakers and facilitation
2 portion of the meeting. I also want to acknowledge
3 Tracey Ginwright to my right. She's the assistant
4 deputy chief for the Network, the Garfield-Humboldt
5 Network, and there are additional networks that are 05:05:48
6 here as well. We have some of our partners at CPD
7 as well as some school leaders and principals that
8 are in the room. We just want to make sure that we
9 notice the principals and thank them for their hard
10 work. 05:06:07

11 As I mentioned, the purpose of tonight is
12 to listen and to hear from those of you in
13 attendance. We, of course, are here to do just
14 that, those of us that are sitting in the room.
15 But everything that you say tonight will be 05:06:17
16 captured and will be communicated again directly to
17 CEO Byrd-Bennett. So I want to call out a couple
18 of individuals who will be helping us with that.

19 We have a court reporter, Ailene Barkhoff,
20 who is sitting to my right here, again, capturing 05:06:34
21 every single word that is spoken, recording a
22 transcript that will be provided to the CEO and the
23 board office and also I want to urge anybody -- and
24 Mr. Babbitz will reiterate this -- if you have

1 anything in writing, please also leave that so that
2 it can be part of our transcript.

3 In addition to the verbatim court
4 reporting, we do have a note taker, Allayana
5 Ratliff who is sitting back here to the left with 05:07:00
6 the computer. She's here directly on behalf of CEO
7 Byrd-Bennett keeping additional notes to be
8 provided. So, again, there are multiple people
9 gathering the remarks that are made tonight.

10 I also want to state that there is a 05:07:14
11 Spanish language interpreter here. Is anybody in
12 need of translation?

13 (Whereupon, the interpreter
14 spoke.)

15 MR. ANDERSON: Okay. I don't believe I see 05:07:38
16 anybody; but if somebody speaks up, we can connect
17 them up with the translator.

18 Finally, we have a timekeeper, Luretha
19 Phillips, who is sitting back to my right. As you
20 speak -- and, again, Mr. Babbitz will lay down the 05:07:49
21 ground rules -- she'll help facilitate the
22 conversation with the speakers.

23 So I want to thank everybody from CPS for
24 their support, and the court reporters that are

1 here tonight as well.

2 One last thing I want to share with
3 everybody -- very quickly I want to walk through
4 the handout that everybody should have received
5 when they walked in. This is the last part that I 05:08:09
6 will cover this evening.

7 This has a lot of information in it that
8 hopefully will address some questions you have.
9 They both have information on where to go with
10 additional questions. 05:08:22

11 First, on the very front page you'll see a
12 map that calls out potential schools that are
13 involved in this proposal. This proposal is
14 proposed closure of Calhoun Elementary to be
15 welcomed to Cather Elementary. Again, you see that 05:08:37
16 map on the front. You see some demographic
17 information as well as some potential benefits to
18 students on either side of the map.

19 I do want to call out on the bottom of
20 this sheet there is a Web site, 05:08:48
21 cps.edu/qualityschools, as well as 311 City
22 Services as a place to go for additional questions
23 that you may have.

24 On the back of that page is some more

1 information. The orange box at the top provides
2 some more specific details around what the
3 potential impact would be on students that may be
4 involved in this action, and below it are a number
5 of additional considerations that we have heard 05:09:17
6 already from the communities including if you want
7 to look into other enrollment options, some
8 additional considerations with the safety and
9 security plan that will be associated with all of
10 those proposals and also the potential impact on 05:09:34
11 teachers and staff.

12 The third page talks about the investments
13 that will go into every welcoming school if the
14 proposals are approved. This calls out the
15 supports that will be put into place to help 05:09:50
16 students at the school that's proposed for closure
17 as well as the welcoming school.

18 This includes technology upgrades, iPads
19 for third graders and up, air conditioning in the
20 classrooms and safe passage for every proposal, as 05:10:02
21 well as additional security equipment for the
22 welcoming schools.

23 There are additional details in here, and
24 at the bottom of this page there is also some

1 information on how to contact the offices with any
2 specific questions regarding any specific student
3 population.

4 And then finally on the back is what the
5 proposed boundaries for Cather Elementary School 05:10:26
6 would be if this proposal were to go through. For
7 your information, it also welcomes feedback on this
8 proposal.

9 On that note, I do want to reiterate
10 before I hand it over to Mr. Babbitz that what 05:10:40
11 we're talking about tonight, what we're talking
12 about across the City are still just proposals.
13 There are still additional meetings where we will
14 continue to gather input from the community,
15 students, teachers, parents. 05:10:56

16 I do want to make sure that those dates
17 are available. I will repeat them a couple times
18 throughout the night. We will be back here at
19 10:00 a.m. on Saturday morning, April 13th, to have
20 our second community meeting for this proposal and 05:11:09
21 then next Tuesday, April 16th, from 5:30 to 7:30
22 will be the formal public hearing at Central Office
23 with an independent hearing officer, which is, of
24 course, open to the public and we encourage

1 thoughts to be shared at that meeting as well. So
2 after tonight there are still two more meetings
3 before any final vote will be made by the board.

4 With that, I reiterate thank you all for
5 being here. I'll hand it over to Mr. Babbitz to 05:11:37
6 help with the facilitation of the public forum
7 period.

8 MR. BABBITZ: Thank you, and welcome everybody.
9 As Mr. Anderson said, I'm Todd Babbitz, chief
10 transformation officer for Chicago Public Schools. 05:11:52

11 I just want to reinforce that the purpose
12 of the meeting is to hear from you. We have, as
13 you mentioned, both a court reporter and a note
14 taker here. The court reporter will be recording
15 every word that you mention. It is important that 05:12:06
16 we be respectful of the speakers tonight so the
17 court reporter can take down every word.

18 In order to be consistent across our
19 meeting, we ask that the speakers limit remarks to
20 two minutes. We do not have as large a crowd here 05:12:24
21 today as we have had at some of our meetings, so
22 there may be an opportunity for speakers to come up
23 and speak a second time. So we do ask that you
24 limit your remarks to two minutes at the outset,

1 and if we do have available time and there are no
2 additional speakers that haven't had a chance to
3 speak, we will invite people to come up and provide
4 additional remarks.

5 The timekeeper will be holding up time 05:12:49
6 cards so that you know how much time is remaining;
7 and as Mr. Anderson mentioned, if you do have
8 written materials that you would like to submit to
9 the record, we encourage you to hand those to the
10 court reporter so those can be provided to both CEO 05:13:02
11 Byrd-Bennett and to the other board members.

12 The comment period will last until the end
13 of our scheduled meeting, which is at 7:00 p.m. If
14 there are no additional speakers prior to 7:00,
15 obviously there is no need to wait here until that 05:13:19
16 time. You may leave if you so choose.

17 Just one additional remainder,
18 Mr. Anderson did just give you the additional
19 meetings that we will be having with respect to
20 this action. The first meeting is Saturday, 05:13:36
21 April 13th, from 10:00 a.m. until noon, and a
22 public hearing down that at our Central Offices at
23 125 South Clark will be held Tuesday, April 16th,
24 from 5:30 p.m. to 7:30 p.m.

1 So if you or anybody you know doesn't get
2 a chance to speak tonight and would like an
3 opportunity to do so, those two additional
4 opportunities are available.

5 With that I'm going to call up the first 05:14:06
6 speaker. The first speaker is Kalidu Thomas -- I'm
7 sorry. Hold on. The chief of the Network is here
8 as well, Ms. Wanda Washington.

9 MR. KALIDU THOMAS: According to a CPS poll, by
10 consolidating schools, we can focus on safely 05:14:37
11 getting every child to a better performance school
12 closer to their homes. I don't see this as the
13 case as it pertains to Calhoun.

14 39.7 percent of households in the 60612
15 zip code, which is -- in which Calhoun is a member 05:14:54
16 are living at the poverty level. The City averages
17 18.7 percent. By erecting barriers such as these
18 school closings guarantees a higher dropout rate,
19 illiteracy, unemployment and self-perpetuates the
20 cycle poverty and lowers the quality of life for 05:15:10
21 our children, shattering their comfort and
22 familiarity reducing further chances of learning
23 leading possibly to lower test scores.

24 I mentioned the dropout rate. 26.2 point

1 percent of those living in the 60612 zip code does
2 not have a high school diploma when compared to the
3 City with 20.6 percent don't have a high school
4 diploma. Are we willing to risk making educational
5 attainment more difficult for our students? 05:15:37
6 Unemployment in this area is 16.4 percent compared
7 to the overall City of 11.1 percent.

8 According to the U.S. Census Bureau, the
9 Federal Crimes Index, the Bureau of Crime
10 Statistics, from 2000 to 2010 there are 05:16:01
11 65 sex offenders in the area, 63 of which are
12 pedophiles.

13 In this zip code the children are at a
14 greater risk for safety concerns. Examples,
15 robbery is five times a greater risk, assault three 05:16:19
16 times a greater risk, rape is two times a greater
17 risk, murder is three times a greater risk when
18 compared to state averages.

19 Besides that, obvious safety issues like
20 crossing Madison and Washington Streets, there are 05:16:30
21 also a liquor store and a motel.

22 MR. BABBITZ: Thank you. Speaker 2 is
23 Ella Stevenson.

24 MS. ELLA STEVENSON: I'm a grandmother of

1 children that go to Calhoun School. I just want to
2 tell you about one child -- we know the test scores
3 for the students there. We know what it is. We
4 know how good they are.

5 But I want to tell you about one 05:17:05
6 granddaughter of mine who graduated four years ago
7 who had the worst attitude that anybody ever could
8 see. Her name was Jasmine. See she's now
9 graduating this year with a 4.0 average and she's
10 on her way to be an obstetrician in Michigan State. 05:17:20
11 This is how good Calhoun is.

12 When my husband and I were given the task
13 of raising two kids who had mental problems, I
14 brought them to Calhoun four years ago. They had
15 all kinds of problems. The staff there helped us. 05:17:35
16 They're not only educators, they're like
17 counselors, they're psychiatrists.

18 If they hadn't helped -- I've got to
19 mention a few names, Mr. Marshall, Mrs. Schaffer,
20 Ms. Elder, Ms. Porter, if those people had not been 05:17:50
21 there for me and my husband, we wouldn't have been
22 able to put these kids in Calhoun School.

23 They graduated from Calhoun last year, and
24 they're not at a charter school. It's not only the

1 scores there; but through the staffing that helped
2 us there, it's like a home away from home.

3 MR. BABBITZ: Thank you. Speaker No. 3, Linda
4 Johnson-McClinton.

5 MS. LINDA JOHNSON-McCLINTON: Good afternoon. 05:18:28
6 For the record, I want to submit this document.
7 This is a list of data that Calhoun will be
8 referring to as we speak.

9 I want to speak of the space utilization.
10 According to the apples to apples data that was put 05:18:42
11 in the media on December -- excuse me -- in
12 December of 2012 the apples to apples investigation
13 found flaws in the CPS space utilization formula
14 for elementary schools.

15 It specifically talks about the CPS 05:18:56
16 formula used 30 students as the ideal number of
17 students per elementary classroom and 36 per
18 classroom as overcrowded is not in line with the
19 recommended maximum student per classroom as set
20 for by CPS. 05:19:10

21 It goes on to state that using this
22 formula, and I quote -- using the CPS utilization
23 formula to determine school closures, there were
24 several Level 1 and high performing and gifted

1 schools that were considered underutilized, and
2 specifically mentioned is Calhoun Elementary
3 School.

4 It goes on to talk about that not only are
5 the utilization numbers incorrect; but based on the 05:19:31
6 current CPS formula, CPS has closed some of its
7 best schools based on the numbers that were
8 provided by CPS not using the recommended formula.

9 When we talk about underutilized
10 classrooms, we're talking about rooms that are not 05:19:47
11 being used for instruction. We have 36 classrooms,
12 each one is for instruction, not just for
13 homerooms.

14 We also have pullout programs. Because we
15 use our space effectively for pullout, for pushing, 05:19:57
16 for resource, that helps us support our data. We
17 began doing that in 2006.

18 And, as you see based on the data, in
19 fact, as of 2006 because we utilized our classrooms
20 appropriately our data began to increase over time 05:20:13
21 setting a trend for the west side of Chicago Public
22 Schools, which is why Calhoun has always been
23 utilized as the ideal school for rollouts such as
24 the extended day program -- excuse me -- the

1 extended day reading and math. Calhoun has been
2 involved in school because they looked at our day
3 to day, looked at our instruction, they asked how
4 we can use you to support our program?

5 MR. BABBITZ: Speaker 4, Carrie Rohe. 05:20:39

6 MS. CARRIE ROHE: Hello, my name is Carrie
7 Rohe, and I'm a counselor at Calhoun North.

8 On March 28th, 2013 at 11:37 a.m. Barbara
9 Byrd-Bennett told CNN, and I quote, our guarantee
10 is that no child will go to a school that is lesser 05:21:00
11 performing than the school they are in.

12 If that is true, then why are Calhoun
13 North students going to a school that is
14 academically performing lower than they are?

15 Academic performance is measured each 05:21:13
16 school year by a school state test board on whether
17 or not they need annual yearly progress. Annual
18 yearly progress is a measurement defined by the
19 United States Federal No Child Left Behind Act that
20 allows the U.S. Department of Education to 05:21:28
21 determine how every public school and school
22 district in the country is performing academically
23 according to the results of the standardized tests.

24 I went on the Illinois State Board of

1 Education Web site and looked at Calhoun and
2 Cather's 2012 report cards. I noticed that Cather
3 is currently on academic watch and has spent
4 13 years in school improvement status because they
5 have never -- and I repeat never met annual yearly 05:21:56
6 progress.

7 Meanwhile, Calhoun is a fully recognized
8 school that has made adequate yearly progress and
9 is currently in compliance. Calhoun has met annual
10 yearly progress for the last three out of five 05:22:11
11 years. Cather has never -- and I repeat never
12 outperformed Calhoun students on the ISATs.
13 Calhoun's ISAT scores have been consistently higher
14 than Cather's ISAT scores since at least 2001.

15 We expect the CEO to stand by her words 05:22:26
16 when she said on national television that no child
17 will go to a school that is lesser performing than
18 the one they are in.

19 MR. BABBITZ: Speaker 5, Angela Northrop.

20 MS. ANGELA NORTHROP: Good afternoon. I took a 05:22:52
21 walk Friday morning. I walked from Calhoun to
22 Cather. It took me about 15, 20 minutes because I
23 stopped and took pictures, and I figured the kids
24 probably aren't going to be in too much of a hurry

1 to get to school. Calhoun starts school at 7:45,
2 Cather starts at 8:30.

3 On our walk, we noticed a few things.
4 Kids have to cross three major streets. That's
5 just between Calhoun and Cather. Those streets are 05:23:17
6 Madison, Warren and Washington. Of those three
7 major intersections, there is only two crossing
8 guards. Warren did not have a crossing guard, nor
9 did it have a light. It had a stop signs.

10 Some other things that we noticed, all the 05:23:33
11 signs said it's an impoverished neighborhood. We
12 saw broken glass. We saw abandoned buildings. We
13 saw empty lots. As a matter of fact, we saw a lot
14 of empty lots.

15 Included in the binder you're going to 05:23:47
16 find a page that looks like this with yellow dots
17 on it. These are just the overview of the major
18 empty lots in the 60612 zip code.

19 You're also going find about 23 pages -- a
20 spreadsheet, and the spreadsheet, I color coded it. 05:24:03
21 I highlighted in yellow all of the City's empty
22 lots just on that route on Francisco between Adams
23 and Washington.

24 According to the city, there are 88 City

1 owned empty lots. That is by Property Tax ID
2 number -- just on that one street. If you go two
3 blocks outside of that street, there is another 51
4 City owned empty lots.

5 So it makes you wonder why does the City 05:24:44
6 own so many empty lots? Why aren't they doing
7 anything with them now? What are they going to do
8 with them in the future? And how is Calhoun
9 standing in the way? Thank you.

10 MR. BABBITZ: Speaker No. 6, David Montgomery. 05:25:00

11 MR. DAVID MONTGOMERY: I want to -- this is in
12 the binder as well, but I want to make sure you had
13 a copy of the performance policy report that was
14 one of the factors brought about for determining
15 which schools are going to be taken off the school 05:25:16
16 closure list.

17 As I took a look further into the data, I
18 wanted to point out or take a look real quick at
19 the ISAT science meets and exceeds. I took a look
20 at our student by student basis last year and 05:25:30
21 realized that we have one student counting against
22 us who actually transferred into our building
23 during the middle of ISATs last year, a student who
24 performed warning -- on the warning level during

1 the ISAT test in science and who was counted
2 against us according to the stats that are provided
3 on that performance policy report.

4 Now, the reason I bring that one student
5 up is because that's a student who had zero days of 05:25:53
6 science instruction from us before he was given the
7 test to take and he did not meet the standards.

8 Now, if that one student was taken out of
9 our statistics, all of a sudden our 2012 ISAT
10 science meets and exceeds jumps to 81.4 percent. 05:26:09
11 It's not very much, but it does bring our current
12 status up to 80.2 percent. That 80.2 percent gives
13 us one extra point.

14 Now, that one extra point, if you add that
15 to the very bottom where it says performance policy 05:26:22
16 points earned, it gives us 30 out 42 points or
17 71.4 percent. That considers us to be a Level 1
18 school.

19 Now, when I took a look at the
20 Garfield-Humboldt community meeting on school 05:26:37
21 utilization sheet from February 27th, there was a
22 large box placed in the center that said the No. 2,
23 underutilized schools that are no longer under
24 consideration for closing meet any one of the

1 following, and No. 2 says, if the school is a high
2 performing Level 1 school.

3 Let me reiterate, the reason we're missing
4 from a Level 1 school, which we were the previous
5 year, is because of one student who performed badly 05:27:01
6 in science who received zero days of instruction
7 from us but whose stats count against us making us
8 a Level 1 school without that one particular
9 student.

10 MR. BABBITZ: Speaker 7, Danielle Ranieri. 05:27:19

11 MS. DANIELLE RANIERI: Good evening, everybody.
12 My name is Danielle Ranieri, I'm a special ed
13 teacher at Calhoun, so I'm here to speak about the
14 special ed that we have.

15 We house many different disabilities, 05:27:33
16 learning and emotional, autism, cerebral palsy and
17 much more. I shouldn't really have to explain what
18 this change is going to do to those types of
19 students.

20 Students with disabilities thrive on 05:27:46
21 repetition and routine and if you're going to take
22 that away from them, all the hard work that they
23 have done over the past years is going to be
24 completely disrupted.

1 We have a very highly qualified staff.
2 Our gen ed teachers work really well with the
3 students, and this quality instruction shows in how
4 our students do on the ISATs.

5 Overall in 2016, 60 percent of our special 05:28:09
6 ed students met or exceeded their reading portion
7 and 81 percent met or exceeded the math. On
8 average, our special ed students scored higher than
9 the district and state on the math portion of the
10 ISATs. 05:28:23

11 It's been said over and over that students
12 at closing schools will move to higher performing
13 schools with more resources. Our students already
14 to attend a high performing school, higher than the
15 one that they're going to be going to. 05:28:34

16 At Calhoun they have access to two
17 computer labs, two science labs, a library, a
18 separate cafeteria, gym and auditorium. None of
19 these rooms were considered in the utilization.
20 Yet, CPS wants to spend money on putting those same 05:28:45
21 resources in the consolidating schools. Why would
22 you pay for something that we already have?

23 To put it simply, our students including
24 special ed are already high performing and they're

1 already able to utilize the recourses that many
2 schools do not have. Thank you.

3 MR. BABBITZ: Speaker No. 8, Lynette Lindsey.

4 MS. LYNETTE LINDSEY: Good evening. I'm here
5 to speak about the promises that the CEO made to 05:29:26
6 the families and students that will attend Cather
7 if Calhoun closes. Calhoun students are already
8 getting a 21st century -- quality 21st century
9 education.

10 here are a few facts. The CEO promised a 05:29:41
11 pre-K program. Calhoun already has a morning and
12 afternoon headstart program that serviced 35
13 children. Calhoun has been a No. 1 school for
14 years. Our students do not need to go to Cather
15 for a high quality education when they already get 05:29:58
16 it.

17 The CEO promised a computer lab. We have
18 two computer labs, one for the intermediate and
19 primary and one for others. She also promised a
20 new science lab, one for the primary and one for 05:30:15
21 the intermediate. She promised air conditioning.
22 We have had air conditioners in every room for over
23 three or four years. She also promised a library.
24 Calhoun has a full library with updated books. She

1 also promised iPads. Calhoun has laptop computers
2 for every child in grades one through eight. She
3 promised safety technology. Calhoun also has all
4 this equipment as well.

5 MR. BABBITZ: Thank you. Speaker No. 9, Mona 05:30:52
6 Conway.

7 MS. MONA CONWAY: Hello. I just want to say I
8 am a proud parent of Calhoun, plus I am a student
9 that went to Calhoun and to let you all know that
10 Calhoun has put out -- under the Conway family, 05:31:15
11 they put out -- we had a valedictorian,
12 salutatorian and honor students all from the Conway
13 family. I would like to thank Calhoun for that.

14 I'm also an LSC parent for the last
15 15 years, and I'd just like to thank the teachers, 05:31:38
16 the staff, the lunchroom staff, security, everyone
17 has been doing a great job since -- from years that
18 I went there, and that's been over 30 years ago.
19 That's all I have to say. Thank you.

20 MR. BABBITZ: Speaker No. 10, Pastor Cy Fields. 05:32:02

21 PASTOR CY FIELDS: Good evening, everybody, and
22 thank you for allowing me this opportunity to stand
23 here today.

24 My name is Pastor Cy Fields, and I'm

1 pastor of a church that is less than two blocks
2 away, the New Landmark Missionary Baptist Church,
3 in which we have been in the community for
4 67 years. So we have had an outstanding
5 relationship with Calhoun School. 05:32:30

6 I stand here in support of Calhoun School,
7 its administrators, its teachers, its parents, and
8 the students because I have seen them over the
9 years really rise to the occasion and really
10 produce fine students. I've been to many 05:32:49
11 graduations. I've been to many occasions at
12 Calhoun School. They're doing a great job.

13 I stand here because I'm a little bit
14 confused. In Chicago it's a time of chaos when
15 violence all over the City with all kinds of things 05:33:01
16 happening, whether it's east Garfield or west
17 Garfield and all parts of the City, in the time of
18 uncertainty you don't add chaos; and this is adding
19 chaos to families who have wonderful children, who
20 are having to cross gang territory, multiple gang 05:33:18
21 territories, as well as major streets.

22 So it doesn't make sense to me that in
23 this time that you would make these students be
24 inconvenienced and add more chaos to a City and a

1 neighborhood with a lot of crime and violence.

2 Also, No. 2, I would say that with Calhoun

3 they tell their students, as I believe all schools

4 tell their students, do a good job, work hard, tell

5 the teachers work hard, do your best, make it 05:33:45

6 happen.

7 And if you listen to the data and do your

8 research, you'll see what they have done. The

9 teachers have stepped up and the students have

10 performed from my understanding as a Level 2 05:33:58

11 school, and I think that's very good. And they're

12 on the rise.

13 And so to say now that your work has been

14 in vain, that we're going to close your school,

15 that is a disservice to the hard work that they 05:34:10

16 have done. And I think you send a mixed message to

17 the children. You send a mixed message because

18 they have done it -- they have done what they have

19 been asked to do and now you say close the doors.

20 Let me say on behalf of 700 plus members 05:34:24

21 of New Landmark, we stand in support of Calhoun

22 remaining open because I just can't find a

23 reason -- I just can't find a good reason to close

24 Calhoun School, especially when I, too, have done

1 my personal research on this utilization. You're
2 going to take a school that has more students to a
3 school with less students. That don't make sense
4 to me, if that's your reason.

5 Not only that, but I must say that it 05:34:49
6 don't even add up academically. If Calhoun is
7 operating at one level and I'm not hating Cather --
8 on one level -- I'm not hating on Cather.

9 But if they have the -- there is a reason
10 why they are who they are. So if good class size 05:35:01
11 is one -- that research said is having a good class
12 size of students and that can attribute to success
13 of students, in other words, not overcrowding, it
14 doesn't make sense to me to add 300 more students
15 to another school. 05:35:18

16 So now you're saying now you're going to
17 take the chance of now making performance come down
18 because you're going to increase class size. It
19 doesn't make sense to me.

20 So I fully support Calhoun remaining open 05:35:28
21 for multiple reasons. I don't have enough time to
22 say them today; but I promise you, call me and I
23 can give you the whole script.

24 And I stand in support of these teachers,

1 these students and the principal because they have
2 done a great job. I've seen it. I've walked the
3 streets, and I want to say this, adding chaos,
4 these children are going to have to walk these
5 streets. I walk these streets, I pray these 05:35:51
6 streets, and I know the gang territory.

7 And to not have a school safety plan
8 already in place; but, yet, you put these children
9 and these parents in jeopardy and at risk, I think
10 is a disservice to have them fully go through -- 05:36:06
11 I'm not saying you all want harm to come upon the
12 plan, but understand you are putting them in harm's
13 way.

14 I know the neighborhood just like many
15 families. I've been there, and I know exactly what 05:36:18
16 it is. So to not have this thought all the way
17 through and still bring about chaos in the midst of
18 all this, I think you're doing a disservice, and I
19 hope you give this some serious consideration, and
20 this -- I am positive this will not be the last 05:36:33
21 time you hear my voice because this school needs to
22 remain open. Thank you.

23 MR. BABBITZ: Thank you. Speaker 11, Leonard
24 Conway.

1 MR. LEONARD CONWAY: Good evening. I'm a local
2 school counselor and school representative.
3 Calhoun has some really qualified teachers. The
4 staff, I appreciate every one of them sitting right
5 here. They have been helpful with the students and 05:37:02
6 kids throughout the 15 years I've been a Calhoun
7 School counselor.

8 My like sister has spoken before,
9 Mr. Marshal, I owe him a lot of gratitude because
10 he keeps the kids in line and shows them how to be 05:37:18
11 young men and adults and all the women who works at
12 Calhoun School, they teach those young ladies how
13 to be young women.

14 And Calhoun needs to stay open regardless
15 of what anybody says. Calhoun needs to remain 05:37:34
16 open. That's all I have to say right now. I will
17 speak again. I will have more to say. Here are
18 some petitions for you to take a look at them.
19 Thank you. And that's it. God bless everybody.

20 MR. BABBITZ: Speaker No. 12, Geraldine Young. 05:37:57

21 MS. GERALDINE YOUNG: My name is Geraldine
22 Young, and I know you all have heard the
23 statistics; and all these teachers are not only
24 informed about the statistics, these teachers

1 conduct Calhoun on a daily basis the same way.

2 Now, since you've heard -- let me speak in

3 layman's terms, we need Calhoun to stay open. Now,

4 I have not always lived in this community; but

5 wherever I lived, I always brought my children to 05:38:44

6 Calhoun.

7 And, as a matter of fact, my grandson

8 graduated from Calhoun with the highest average in

9 the whole school and went to Marshall. He didn't

10 have to go to Marshall. He could have went to some 05:38:57

11 of those other schools, but he wanted to go to

12 Marquette, and his grandma said, leave it to me,

13 I'm going to take you there.

14 Now, not only do we know that Calhoun is

15 up to standard for any school, we know the whole -- 05:39:10

16 we know that families that has had their children

17 in Calhoun from the beginning of way back. My

18 daughter and my son -- I don't want to date myself,

19 but she went to Calhoun. I have nieces and nephews

20 and great nieces and nephews that's in Calhoun 05:39:29

21 right now that have not always lived in the area.

22 But you know what I did? I said, take

23 your child to Calhoun before you go to work and

24 that's what we have done. We want Calhoun to stay

1 open for numerous reasons.

2 Now, I hear people always talking about

3 gangs and they got to cross all those streets and

4 they got to do all that. Let me tell you all one

5 thing, I worked for a senator as an administrative 05:39:49

6 assistant -- I worked with him, and I know that

7 gangs is not as prevalent as they said they are.

8 If they were, maybe they would be safe because it's

9 in the geographical area, that is where the gangs,

10 and one member -- and headquarters and in some 05:40:09

11 places there's another headquarters; but we don't

12 have that now, and so it's very, very dangerous

13 when everyone is for themselves.

14 They shoot and don't care who they are

15 shooting and nothing is done about it because I 05:40:23

16 know, they killed my grandson. Thank you all.

17 Calhoun must stay open.

18 MR. BABBITZ: Number 13, Leslie Recht, speaking

19 on behalf of Alderman Fioretti.

20 MS. LESLIE RECHT: Thank you. I'm here on 05:40:38

21 behalf of Alderman Fioretti. I'm a member of the

22 CHA booking group for the Rockwell Redevelopment.

23 I've got a statement that I'll give you in writing,

24 but our concern is that CPS is abandoning large

1 areas of the near west side.

2 CPS is proposing to close four schools in
3 this near west area. All of these buildings are in
4 good condition, some have new playgrounds. There
5 is no reason based on the condition of these
6 facilities why these schools should be closed.

05:41:10

7 This area of the west side has had lots of
8 crime and gang activity over the years, but it's
9 beginning to rebuild. CHA has a large mixed income
10 redevelopment along Rockwell Gardens, along Jackson
11 and Western, there are almost 300 children living
12 in this CHA development area and there in also
13 subsidized housing in that area.

05:41:26

14 There is a new redevelopment project that
15 is coming in with 76 additional mixed income family
16 units. How could CPS factor this growth into this
17 closing? This area is supposed to be served by
18 Calhoun, and by closing Calhoun you are walking
19 away from this CHA redevelopment area.

05:41:44

20 You are also proposing to move these
21 children to Cather. Cather has had multiple
22 break-ins, five just over the Christmas holiday.
23 All of their computers were stolen except three
24 even though they were locking them in the safe.

05:42:03

1 CPS took months to get any security action taken at
2 Cather. They have not addressed the issues of
3 crime that go all in the area around both Calhoun
4 North and Cather.

5 And there are quite a few other points in 05:42:36
6 this note we have given to you in the past. What
7 we're asking is that CPS reconsider their proposal
8 to close Calhoun. We believe it is not justified.
9 It is not something that should be done, and we
10 really ask that you talk to CHA and the CHA 05:42:52
11 development proposals for this area in addition to
12 all the points that have already been made by all
13 the prior speakers which we certainly support.

14 We feel that this requires another look at
15 the data that you're using as the basis for saying 05:43:07
16 you're going to close Calhoun.

17 MR. BABBITZ: Thank you very much. Next is
18 speaker No. 14, Reverend Donald McFadden.

19 REVEREND DONALD McFADDEN: Good evening. My
20 name is Donald McFadden. I serve as the pastor of 05:43:31
21 the St. Joseph Missionary Baptist Church located at
22 2901 West Monroe. We are two blocks north of
23 Calhoun. A number of our members -- the 565 that
24 we have, a number of them attend Calhoun.

1 The reason that I'm here today is because
2 kids at the church came to me on Sunday and said,
3 Pastor, they're trying to close our school and send
4 us over into some other neighborhood where the guys
5 don't like us.

05:44:17

6 What it is is that when you look at the
7 statistics that have already been presented by John
8 Calhoun, you would find that the justification for
9 closing Calhoun when you do the math, it just don't
10 add up.

05:44:45

11 St. Joseph has a large number of its
12 members that attended Calhoun and they are
13 professionals today at St. Joseph Missionary
14 Baptist Church.

15 And not only did a lot of them attend
16 Calhoun, but they went on to Marshall -- John
17 Marshall High School where I just so happen to be
18 1971 alumni, but the point is that Calhoun has been
19 a great influence in our community.

05:45:03

20 And I had the opportunity of talking with
21 the principal there now, Ms. McClinton, and from
22 the stats that she shared with me, it had kind of
23 hurt me that they would -- the Board would even
24 consider closing them when they're doing a great

05:45:27

1 job.

2 The staff -- the administrative staff with
3 Ms. McClinton follow all the procedures. They go
4 beyond the call of duty to make sure everything is
5 in order, and then the teachers, they really 05:46:10
6 educate the children.

7 Let me share this with you. We have N
8 after-school program at the church. The children
9 that come there are the children from Calhoun.
10 When we try to help them with their homework, they 05:46:24
11 will respond to us adults, you're slowing us down.
12 In other words, the teachers are doing an excellent
13 job in educating those children and we thank God
14 for them.

15 And on behalf of the 565 members of the 05:46:41
16 St. Joseph Missionary Baptist Church, we want to
17 ask the Board to reconsider its closing of Calhoun.
18 Thank you.

19 MR. BABBITZ: Speaker No. 15, Krystal Thomas.

20 MS. KRYSTAL THOMAS: Good evening. My name is 05:47:08
21 Krystal Thomas, and I'm assistant principal. I
22 just came to Calhoun several months ago.

23 One of the reasons I wanted to come is
24 because I have never been to a high performing

1 school, and they had -- as I walked around, I
2 realized why it was a high performing school.
3 There are great teachers at Calhoun.

4 We have -- I guess the elephant in the
5 room is that there's a charter school right across 05:47:32
6 the street that nobody has talked about. The
7 charter school is a Level 3 school. We are a
8 Level 2 school.

9 I'm confused about how we're a Level 2
10 school at 82 percent. And I looked on the internet 05:47:46
11 and did a lot of the research that my colleagues
12 did before they began. One of CPS's magnet
13 schools, 84 percent is needed. We are a regular
14 school with just regular kids who haven't tested to
15 get into anywhere. 05:48:05

16 I looked at another school where you have
17 to test to get into on the south side and they're
18 about at 90 percent. We don't have a test to get
19 into Calhoun. It's just a regular neighborhood
20 school with regular kids who have regular teachers. 05:48:21
21 We don't get all of those benefits. We're just
22 doing a really good job.

23 I would like to add another school, which
24 is a magnet school on the south side of Chicago

1 and, again, there about 8 percentage points away
2 from them. Again, our kids don't test, they're
3 just regular neighborhood kids.

4 So I'm confused about if we're supposed to
5 be data driven as a district, why do we have steps 05:48:51
6 sometimes? You can't be data driven on one side
7 and you feel like you're not data driven on the
8 other side when we don't feel like it.

9 LEARN Charter School is a Level 3 school.
10 It's on academic watch. That's the school right 05:49:05
11 across the street from us. It's on academic watch.
12 It does not have an auditorium. It does not have a
13 gym. It has to take its students outside for those
14 kinds of amenities that we have. We have a gym.

15 More than that, they don't have the 05:49:21
16 equipment that we have. Each student at Calhoun
17 has their own laptop already that they have been
18 using. In fact, Calhoun was a pilot school and
19 that's how Calhoun has always been on the
20 forefront. 05:49:37

21 The last thing that I want to say is LEARN
22 charter school has only been open for about four
23 years and in that four years they're already on
24 academic early watch. How does that happen? Thank

1 you.

2 MR. BABBITZ: Speaker 18, Harriet Parker.

3 MS. HARRIET PARKER: Good evening. My name is

4 Harriet Parker, and I'm a member of the Cook County

5 Bar Association, and our Bar Association has been 05:50:21

6 very active in Calhoun School.

7 It's an extraordinary school. For those

8 of you who don't know, I know the Mayor is

9 basically a new mayor, but Calhoun School is

10 influential not only in this community but 05:50:38

11 throughout the Chicagoland area.

12 Calhoun School has been in the newspaper

13 for one of the schools who sort of came from behind

14 and now serves as an example of what excellence

15 looks at. 05:50:53

16 When I served as the assistant court

17 counsel in the City, we had a program whereby every

18 other week we go to a school that was also a

19 grammar school on the west side and the attorneys

20 would go in there and the school would be so 05:51:07

21 chaotic that we would have to be escorted to our

22 various classrooms and once we got to the classroom

23 where we were going to be working, it took the

24 teacher forever to calm the kids down.

1 When you come into Calhoun School, you
2 come in to a sea of tranquility. The teachers are
3 excellent. I served as an -- I guess whatever you
4 want to call it -- a judge for one of their science
5 fairs and the kids were just so enthusiastic and, 05:51:45
6 you know, they loved Mr. Montgomery. And you've
7 never seen anything as funny as a bunch of 10- and
8 11-year olds that happy to be doing science.

9 I take part -- I've been invited to come
10 each February the last two or three years to their 05:52:07
11 annual Valentine's day. It teaches values to young
12 men and women teaching the young men how to be
13 young men and the young women how to be young
14 women.

15 And there was a situation in which this 05:52:20
16 one kid did not have the requisite clothes, so the
17 principal halted the entire breakfast for an hour
18 so that the teachers could go out and try to find a
19 place that was open to get the kid a white shirt
20 and tie. That's the level of excellence and caring 05:52:37
21 that you have in this school.

22 MR. BABBITZ: Thank you. Next we'll have
23 Speaker 22, Windy Pearson.

24 MS. WINDY PEARSON: Good evening. My name is

1 Windy Pearson. I'm here to speak on breaking the
2 rules.

3 Barbara Byrd-Bennett currently resides in
4 Ohio. It's a poorish Cleveland suburb. Her
5 address is 38155 Flander Shallow Drive in Cleveland 05:53:30
6 Ohio. Her parcel number is 95531025. Her tax
7 bill --

8 MR. BABBITZ: Ma'am, I don't think that this
9 is --

10 MS. WINDY PEARSON: It is relevant and it's 05:53:51
11 appropriate. Excuse me. I have time to speak.

12 If Barbara Byrd-Bennett is not a resident
13 of the City of Chicago, CPS is violating its own
14 rules. The bottom line is how does an individual
15 who is violating Policy No. 080227 of the Chicago 05:54:17
16 Board of Education residency board policy have the
17 right to determine which of our schools are allowed
18 to stay open when she's violating Board rules?

19 I want to go a little bit further with
20 this. Tim Cawley, chief administrator office since 05:54:40
21 2011 was granted a waiver over the objection of the
22 Inspector General. He makes \$215,000 a year.
23 Neither of their tax dollars go into our schools.
24 He also is violating the resident rules.

1 The bottom line is that his job
2 description states such, that he oversees the
3 day-to-day operations for CPS schools and that it
4 is finance, transportation, facilities and security
5 and safety. 05:55:17

6 It is appropriate. Let me tell you why.
7 Because you say that you are going to keep our kids
8 safe, you want our kids to abide by the rules. CPS
9 needs to abide by the rules. The bottom line is
10 you need to do your job. CPS needs to do their job 05:55:34
11 and the inspector general also needs to do his job.

12 Don't tell us what we should be doing when
13 you're not doing what you should be doing.

14 MR. BABBITZ: The next speaker is Speaker 16,
15 Linda Johnson-McClinton. 05:55:54

16 MS. LINDA JOHNSON-McCLINTON: Good afternoon
17 again. I wanted to come up again because my focus
18 the first time was talking about the
19 underutilization defined by CPS for our schools.

20 Well, as you know, we're in the transition 05:56:14
21 position and we have had people come out to our
22 building talking about, okay, well, we're going to
23 tell you how we want you to transition from getting
24 our kids from Calhoun over to the welcoming school.

1 We have nothing against the welcoming school.

2 But in the conversations that have
3 occurred just this past week alone, the transition
4 person and I have realized there are some big
5 discrepancies. 05:56:36

6 First, when we talk about instructional
7 use of the building, are you aware that rooms such
8 as the resource room that students who have IEPs
9 are supposed to -- per their legal documents, IEP
10 says they're supposed to have a pull-out process. 05:56:49
11 That's not being considered for the space
12 utilization for instructional purposes.

13 Are you aware that our headstart program
14 where children are in the building -- we have two
15 half-day programs where learning is going on per 05:57:01
16 the department of early childhood, and that's not
17 part of the process for instruction; but, yet,
18 learning is still going on.

19 We're talking about using classrooms
20 effectively and we're talking about using them to 05:57:12
21 educate our children. You're saying underutilized,
22 and what I'm asking for is a clear definition on
23 behalf of myself and my staff what that means for
24 Calhoun North.

1 We have two science labs, and it shows in
2 our data that because we do that, we're able to
3 meet and exceed the expectations. We have two
4 computer labs. We're supposed to be having an
5 additional one added on this upcoming year prior to 05:57:35
6 the closing time, but we're on the closing list.
7 But all of these rooms that we have that may not be
8 in homerooms we're using for instructional
9 purposes.

10 Now, we're not out after any of these 05:57:46
11 schools; but, as you know, we have this behind us.
12 It's nothing personal against them; but when you
13 say that Calhoun is underutilized, my question is,
14 is the City aware that they okay for this to come
15 behind us to take our children? And if the City is 05:58:00
16 going to honor that, then that's fine.

17 But when you're saying that we're
18 underutilized -- and I need to make sure that the
19 Board understands it's by their definition by what
20 they allowed to be put in place, which is an 05:58:14
21 injustice for everyone here at Calhoun.

22 MR. BABBITZ: The next speaker will be Speaker
23 No. 23, Alderman Burnett.

24 ALDERMAN WALTER BURNETT: Good evening. I

1 concur with most of the things that the principal
2 has said because I haven't heard all of them, but I
3 think it is very disingenuous for you-all to have
4 put a charter school right across the street and
5 then tell this school that they're underutilized 05:58:49
6 when you know the charter school has went out to
7 get people from the community to go to the school.

8 Also, this school has been up on the
9 upswing as far as their grades and their education.
10 As you can see, there is a lot of great parents 05:59:09
11 here that is involved and a strong local school
12 council. They have a lot of good resources at the
13 school. A lot of people are involved in the
14 school.

15 And then when you look at the map, you 05:59:19
16 know, you have to know our community to really
17 understand the community. You know, for a child to
18 cross Madison Street is not an easy thing to do,
19 especially when you're speaking about small
20 children. You know, we're not talking about high 05:59:36
21 school kids. We're talking about grammar school
22 children trying to get across the street to go over
23 a couple of blocks up and a couple of blocks over
24 and unfortunately they're still working on Madison

1 Street, but Madison Street is a challenging street.

2 We still have a lot of people who hang out

3 on the street on a daily basis drinking all day,

4 drinking all night and hanging out on the street.

5 So we're very concerned about babies going through 06:00:04

6 that on a daily basis.

7 So I just want you to know I'm not in

8 agreement with you closing Calhoun. I'm not in

9 agreement with you putting them and Cather

10 together. I expressed to the Local School Council 06:00:18

11 at a meeting that we had briefly a while ago and I

12 spoke to some of you all, since you have that

13 school behind and across the street from them that

14 have most of the kids that live in the neighborhood

15 that come from their school, they have a partially 06:00:33

16 working building, why can't they share the

17 building?

18 Why do you have to close this building and

19 make these parents and these children go through

20 all of this frustration and stress and tension for 06:00:45

21 their children to go to school? It don't make any

22 sense.

23 Not only that, you can save money, you

24 know, and a whole bunch of other things, and I know

1 it's going to take -- I'm not saying that's what
2 the school agreed to; but that's what, I think,
3 only makes sense.

4 If you have two schools in the same area,
5 they're right across the street from each other, 06:01:08
6 why are you going to close one down and make them
7 go several blocks away when you can take the other
8 school that the Board is paying money for and let
9 them shares the schools?

10 I was at a hearing yesterday, you're 06:01:26
11 moving Dodge into -- you're moving Dodge into
12 Morton, and they have two principals -- they're
13 going to have two principals and everybody is going
14 to have their teachers.

15 So why can you do it for Dodge and Morton 06:01:42
16 and you can't you do it for Calhoun? Why can't you
17 let another school move in there and they share
18 space, you have two principals and everybody have
19 their own school and their own teachers. I don't
20 understand why it works for one and it don't work 06:01:56
21 for another. I think that's disingenuous that
22 you-all are doing that.

23 And I know both of these are AUSL schools
24 and these are -- this is a public school, but you

1 could do whatever you're doing for them over here.
2 I think that you should do that. You should
3 consider that. It would save a lot of stress and
4 tension.

5 And on top of that, guess what? The Board 06:02:18
6 of Education will save some money. Isn't that what
7 this is all about? I thought this was about saving
8 money. You could save some money. You won't even
9 have to -- guess what? You won't even have to
10 spend money to make sure they have safe passage 06:02:31
11 because everybody just cross the street and go to
12 school.

13 So this only makes sense that you do this.
14 And, quite honestly, I think you need to consider
15 doing that. Since you all made the move and did it 06:02:43
16 with Dodge and Morton, you need to think about
17 doing it with all the schools. Let them stay in
18 their places. Let the principals stay there. Let
19 it be two schools sharing a building until the
20 schools grow, you know, but don't -- I'm not saying 06:02:57
21 that to say let the charter school take over the
22 other school.

23 What I'm saying is that the charter
24 schools, they get their own school, you know, or

1 their own building or whatever the case may be.
2 Let them share a building, let us save some money,
3 we won't have to -- I won't have to worry about all
4 of my police officers concentrating on watching
5 babies go to school instead of being -- dealing
6 with all the adults that are doing things in the
7 neighborhood.

06:03:20

8 You know, I think that's a -- I know that
9 we need that to happen, but that's an unnecessary
10 use of resources when we can be directing those
11 resources somewhere else keeping our -- continue
12 keeping our community safe.

06:03:31

13 So please reconsider. I know this is not
14 a meeting about this being a done deal. This is a
15 meeting that you-all are still considering these
16 things, right? And this court reporter is going to
17 print it up and you-all are going to give it to
18 Barbara and all of the other people that are going
19 to hear these things.

06:03:45

20 And you-all know I've been talking to
21 you-all about trying to save Calhoun. I'm not
22 saying anything different than what I've been
23 talking to you about already, right, Adam? Right,
24 Adam? Right? See, I remember your name.

06:03:57

1 So I'm trying to be -- I'm consistent, but
2 you-all need to be consistent. If you can take an
3 AUSL school and put two principals in one school,
4 why can't you do it for the regular public schools?
5 It doesn't make no sense. 06:04:23
6 You cannot be inconsistent when dealing
7 with people because it's disingenuous. You've got
8 to be genuine with these folks and you've got to
9 treat everybody the same. That's being consistent.
10 Thank you very much. 06:04:35
11 MR. BABBITZ: Is there anyone who hasn't spoken
12 yet that desires to speak?
13 The next speaker will be Speaker 17,
14 Kalidu Thomas.
15 MR. KALIDU THOMAS: All right. Just to pick up 06:05:09
16 where I left off at, I was saying besides the
17 obvious safety issues like crossing Madison and
18 Washington, there is a liquor store on Madison and
19 a motel, I believe, that's on Washington.
20 As of yet, our children do not encounter 06:05:23
21 those that frequent these establishments going to
22 and from school. Both environments are known
23 hangouts for drug addicts, dealers, alcoholics,
24 prostitutes and gang bangers.

1 In the last 30 days according to my
2 resources, there were 104 narcotic reports, 16 for
3 prostitution, 15 robberies, 9 batteries,
4 6 assaults, 4 criminal sexual assaults. My sources
5 again are the U.S. Census, the Federal Crime Index 06:05:49
6 and the Bureau of Crime Statistics. According to
7 the new sources, the City of Chicago is sorely
8 understaffed in its police departments.

9 As a parent, I refuse to gamble my kids'
10 education and safety to politics when they are both 06:06:02
11 safer and better educated with the doors of Calhoun
12 North open. Thank you.

13 MR. BABBITZ: Next is Speaker No. 19, Carrie
14 Rohe.

15 MS. CARRIE ROHE: Hi, I just wanted to speak 06:06:26
16 one last time from a counseling perspective that I
17 am worried about the transition for students across
18 the City with the schools merging.

19 I'm concerned about their social and
20 emotional needs and citywide there are cases where 06:06:41
21 the welcoming school principal is retiring after
22 this school year. Rumors are flying that there is
23 a high chance that this may be the case at our
24 welcoming school.

1 If this does happen, I'm concerned about
2 the 500 students that will be going through drastic
3 changes socially and emotionally and none of them
4 will know any of the administrators in their
5 building.

06:07:09

6 MR. BABBITZ: The next speaker will be Speaker
7 No. 20, Angela Northrop.

8 MS. ANGELA NORTHROP: Hello, again. Earlier I
9 talked to you about my walk from Calhoun to Cather.
10 What I didn't tell you was about my walk home.
11 Cather gets out at 3:30. I didn't tell you about
12 my walk home because I didn't take it.

06:07:28

13 I drive by the neighborhood every day. I
14 see the empty lots with the people there. They're
15 not doing anything productive. They're hanging out
16 there drinking out of paper bags, smoking
17 cigarettes and dropping trash. And there's a lot
18 of people there. As the weather gets better, the
19 numbers multiply.

06:07:42

20 Between Calhoun and Cather, again, there
21 are 65 registered convicted sex offenders, 63 of
22 them are pedophiles. How many of these 63
23 pedophiles are hanging out in those empty lots
24 waiting for our kids to walk by? How many are at

06:07:54

52

1 the motel across the street from Cather?

2 In addition, Madison Avenue separates two

3 major gangs. Now, although our students aren't

4 actively involved in the gangs at this time, a few

5 of them have parents and older siblings that have 06:08:24

6 gone that route and, unfortunately, they're going

7 to pick up their kids. When they go to pick up

8 their kids, they're crossing those gang lines.

9 We're opening ourselves up to a lot more violence

10 then there already is. 06:08:40

11 So my question -- my final statement is

12 it's only a matter of time before more of our

13 children are caught in the crossfire.

14 MR. BABBITZ: The next speaker is Speaker 21,

15 David Montgomery. 06:08:59

16 MR. DAVID MONTGOMERY: Thank you, once again.

17 Part of the reason I wanted to come up again is to

18 support what a lot of people have mentioned in

19 terms of statistics.

20 I have been around for the last four or 06:09:14

21 five years in the school and a lot of people have

22 talked about the growth, and I wanted to point out

23 really exactly how big that growth has been. It's

24 in the binder, but I did want to make sure that

1 some of the numbers did come out into this meeting.

2 All the way back to 2001, Calhoun was at
3 16.6 percent overall composite score. This past
4 year it was at 81.3 percent. That includes scores
5 for reading going from 18.3 all the way up to 73.8, 06:09:42
6 math going from 14.7 all the way up to 90.2, which
7 is actually the highest in our Network and has been
8 highest in the Network for at least the past two or
9 three years, our science scores going from 17.1 all
10 the way up to 80.3. 06:10:00

11 And we have also been able to do this --
12 that those are more specific years, so kind of
13 apples to oranges. But I've also taken look at
14 data from classes. The class that graduated last
15 year, when they had their third grade scores, they 06:10:15
16 were at 61.3. By the time that class left us, they
17 were at 89.7 for overall composite scores.

18 These are all done with an ability rate of
19 49.2 percent. So while I did mention earlier we
20 did have a student go against us who had zero days 06:10:32
21 of instruction, the students that do come to us
22 whether they have been with us over time or have
23 been with us for a short period of time, if they're
24 put in front of us as a neighborhood student, we

1 don't care how long they have been with us, we sit
2 and teach them.

3 We do our best. We don't care about what
4 necessarily held them back before. We work towards
5 building them and building their futures, and our 06:10:55
6 scores have supported that from the database for
7 any student that comes into the building as long as
8 we have the appropriate time to actually give them
9 the instruction.

10 MR. BABBITZ: Speaker No. 24 is Windy Pearson. 06:11:07

11 MS. WINDY PEARSON: Todd Babbitz has been the
12 CPS chief transformational officer with an annual
13 salary of \$195,000 per year. Yet, no one can or
14 will explain who is responsible for the supervision
15 and maintenance of their CPS schools such as 06:11:40
16 (inaudible) academy, schools which has -- a school
17 which is always covered in gang bangers and is
18 literally having -- the school has been closed
19 since 2008. Today it is a center for illegal drug
20 transaction, vagrant activity. CPS has created an 06:12:03
21 eyesore, a safety hazard, a drug haven in
22 Bronzeville.

23 As CPS continues to violate vacant
24 building laws as they prove that they cannot close,

1 secure or fill school buildings that they have
2 deemed underutilized. CPS is violating the City of
3 Chicago's Municipal Code 13.12.125.

4 As you continue to talk about
5 underutilized buildings and you continue to talk 06:12:35
6 about closing 53 of our schools within our
7 communities, you violate the very laws that the
8 City of Chicago has out here.

9 You continue to talk about safe passage;
10 but you allow 21 buildings to sit in our community 06:12:52
11 unsafe where drug deals are occurring, that there's
12 graffiti in the buildings on the walls, where the
13 buildings are totally in disrepair and drug sales
14 and drug usage is going on in our communities where
15 our children pass by those buildings. 06:13:11

16 You have not sold them, you are not
17 maintaining them, and you are not telling them what
18 is going on with them, but you want to close 53
19 more of our buildings and send our children past
20 them and then you tell us that you're going to bus 06:13:24
21 them and that's only going to last a year.

22 The bottom line is you have no plan. You
23 didn't have a plan then and you don't have one now.
24 Thank you.

1 MR. BABBITZ: Speaker No. 25, Krystal Thomas.

2 MS. KRYSTAL THOMAS: I felt compelled to come

3 back as I continued to do my research and look

4 at -- there are Level 3 schools that are still

5 open, and I just want to know, even if we're a 06:14:10

6 Level 2 schools, why are there Level 3 schools that

7 are still open and we're closing? Thank you.

8 MR. BABBITZ: The next speaker is Speaker 26,

9 Maureen Hallascan.

10 MS. MAUREEN HALLASCAN: Hi, my name is Maureen 06:14:37

11 Hallascan. I'm the executive director at Marillac

12 Social Center located directly across the street

13 from Calhoun.

14 Before I start, I do want to acknowledge

15 that LEARN charter is housed in our building. Four 06:14:47

16 years ago it was very similar to Calhoun. We had

17 to make a decision whether we were going to be able

18 to stay open with our program.

19 We've been here 98 years and we did choose

20 to put a charter school in. That did not take away 06:15:00

21 from our partnership with, Calhoun, though.

22 Marillac has been very closely aligned with

23 Calhoun.

24 I would like to give a different view. I

1 agree with what is said about the safe passage and
2 that, but I want to describe to you the day
3 that Ms. McClinton and her staff had to tell our
4 children that their school was closing.

5 40 of our kids come to our after-school 06:15:19
6 program. Their parents are not working or in
7 school, so they do not have IHS eligibility for
8 after-school programs. They come to our Hope
9 Junior Program.

10 As they walked across the street from 06:15:30
11 Calhoun, the tears and the disbelief thinking it
12 was going to happen tomorrow -- I mean, my
13 children -- if our school had gone through
14 something like that when my children were in
15 school, the parents would have been asked to come 06:15:44
16 in to be able to tell the children with them.

17 We had the opportunity, though, to bring
18 all the kids together with our staff to talk about
19 their feelings and to talk about that we were going
20 to be there for them no matter what. I just want 06:15:55
21 to make it very clear that this is really impacting
22 our families and that they felt very -- they didn't
23 even know what to think.

24 But because we're across the street and we

1 partnered with Calhoun, we were able to do crisis
2 intervention right away and explained to them that
3 these people will be there for them and we will be
4 there, too.

5 So I just wanted to explain that even 06:16:18
6 though we have a charter school, we also are very
7 strong partners with Calhoun and believe strongly
8 that that building needs to stay open. Thank you.

9 MR. BABBITZ: The next speaker is Speaker
10 No. 27, LaToya Jenkins. 06:16:36

11 MS. LaTOYA JENKINS: Good evening. I'm a LSC
12 member and a parent. If you-all close down
13 Calhoun, where would my kids be? They consider
14 Calhoun as their home. They're comfortable at
15 Calhoun. That's all they know is Calhoun, and if 06:16:54
16 they close it down, what do we have? Cather is not
17 a good school.

18 We're at Level 2. Our test scores are
19 higher than everybody else in our nation. So why
20 would you-all close us down? Where are our kids 06:17:07
21 going to go? The streets? That's what I have to
22 say.

23 MR. BABBITZ: Is there anybody else that has
24 not had a chance to speak that wishes to speak?

1 Come on up.

2 Could you state your name?

3 MS. CHERYL WILTON: My name is Cheryl Wilton.

4 I'm a teacher at Calhoun, and I've spoken at a few
5 of your meetings, and I just want to say I've been 06:17:40

6 observing the students coming to school in the
7 morning, a lot of the parents are working and so
8 they're coming by themselves, some in pairs and
9 some solitary, and I think that the safety issue is
10 a very, very important issue for our children. 06:17:58

11 Also, when we're talking about those child
12 pedophiles, we're talking about right in the
13 neighborhood, not like the outside part of the
14 60612 zip code.

15 I have a little girl in my classroom and 06:18:16

16 she has a little brother who is in the preschool,
17 and she doesn't speak, she's a selective mute, and
18 I think of that little girl having to cross Madison
19 Street, Warren, Washington, and I'm thinking of
20 200 South Sacramento, which is a homeless shelter 06:18:37

21 for a lot of those pedophiles, and they have to
22 walk on Sacramento or California because those are
23 the ones that do have some lights for the children,
24 and it really frightens me. I teach kindergarten.

60

1 So it scares me when I think of that
2 little girl and I think of the countless others who
3 have to walk by themselves to school and walk home.

4 I think about the little girl in my
5 classroom who came in freezing on one of those very 06:19:01
6 cold days not too long ago in the spring and she
7 had a little sweater on that came up this far on
8 her and a little winter jacket, which wasn't very
9 full of down or anything like that to keep you warm
10 and no gloves, and I think of her walking that far 06:19:18
11 with no gloves, no mittens, and it breaks my heart.

12 And I think of kids in the after-school
13 programs walking home in the dark or walking by
14 themselves in the dark back home because they're
15 latchkey kids. I'm thinking of their older 06:19:44
16 brothers and sisters coming from Crane High School
17 or Marshall High School and crossing gang lines
18 because they're some of the ones responsible for
19 these children because their parents are not home,
20 they're working. That's why they're not here. 06:19:58

21 So I'm speaking for them and I'm pleading
22 and if I could get on my knees and beg you and if I
23 could beg Barbara Byrd-Bennett, I would get on my
24 knees and beg her.

1 We're with these children day after day.
2 We're like their mothers and their fathers because
3 we're there. We're in loco parentis and we take
4 that very seriously. We're in place of the parents
5 for these babies. 06:20:33
6 We all cried over (inaudible). Michelle
7 Obama came for her family. Who is going to come
8 for ours? We don't want any more victims. And it
9 might not be a death, but it might be somebody
10 grabbing one of these babies on the way -- my 06:20:55
11 little baby that is in my class that cannot speak
12 for herself and cannot speak up for herself. She
13 doesn't have a voice for her and all those other
14 little ones.
15 I'm begging you, don't close Calhoun 06:21:11
16 Elementary School.
17 MS. MARCELA ROSS: My name is Marcela Ross, and
18 I just wanted to step up -- Ms. West got me kind of
19 emotional.
20 I have a disabled child that attends 06:21:38
21 Calhoun and when he first went to Calhoun, he
22 couldn't write, he barely could walk, he barely
23 could talk for himself or do anything, and the
24 staff at Calhoun and Ms. Burton I have you to thank

1 for -- they have brought my son from zero to ten.

2 When I tell you my son can barely speak,
3 he can barely speak, and he is at a C average, and
4 I just want to thank Calhoun -- they brought my son
5 from nowhere. He had low self-esteem and now he's 06:22:11
6 grown to become a better man.

7 He has cerebral palsy. When he was born,
8 I was told he would never walk, he would never talk
9 and he is just outshining all of this, and because
10 Calhoun took him in, knowing that he was a disabled 06:22:29
11 child and could do these things -- I mean, the
12 school completely changed their setting to
13 accommodate my child.

14 He had to come in the school with a
15 walker. He had to come to the school with -- what 06:22:43
16 is that -- a Dyna-box so that they could understand
17 him. Now they don't need that. These teachers can
18 understand my child better than I can.

19 I have to ask my seven-year-old daughter
20 and my ten-year-old niece every day what is he 06:23:01
21 saying? What is DJ saying? And they tell me what
22 he's saying. And the teachers even at Marillac
23 say, I can understand him clearly.

24 They are there with my child more than I

1 am because I'm a working parent. I work two jobs.
2 I also coach a cheerleading team. And these people
3 are there for me when for my kids -- for both my
4 kids when I can't be.

5 And Calhoun needs to remain open. I was 06:23:28
6 part of Calhoun and so is my kids and I want them
7 to graduate from Calhoun just like I did. Calhoun
8 needs to remain open. You don't know what Calhoun
9 can do for our students because you are not there.
10 When you're there, then you will know. I know what 06:23:47
11 Calhoun can do. I went to Calhoun. I grew up at
12 Calhoun and my kids will grow up at Calhoun because
13 I'm not going to let them close. Thank you.

14 MS. TSHENNA FINLEY: Good evening. My name is
15 Tshenna Finley. I am a first year special 06:24:15
16 education teacher. I have 7th and 8th grade in
17 Calhoun. I actually live -- I can say this -- I
18 actually live about two blocks from Calhoun.

19 I'm a product of CPS, born and raised on
20 the west side. I actually made a career change. I 06:24:30
21 just want to speak a little bit about the social
22 and emotional effect that this is going to have on
23 our students and specifically our special ed
24 students.

1 I know for this group of children that I
2 see every day that are in front of me every day in
3 this type of setting -- Ms. Ranieri already talked
4 about how important routine and consistency is.

5 I can tell you that one of the reasons I 06:24:55
6 made a career change is because I wanted to make a
7 difference. I have a master's in clinical
8 psychology, but I felt like I wanted to impact some
9 young kids on the west side and thought I could be
10 of service to them with my background. 06:25:09

11 My kids that I see that are in front of me
12 every day doesn't have behavioral problems; but
13 aside from that, there is no consistency in their
14 lives. So to take them -- I think the classroom
15 that I have, most of my kids didn't have the same 06:25:22
16 teacher in front of them consistently for the last
17 three years, they switched.

18 So I was actually myself looking forward
19 to building -- as we are building every day. I'm
20 seeing improvements with them. I'm seeing kids 06:25:38
21 accomplish tasks that they have been told over the
22 years that they couldn't do just because they have
23 this IEP.

24 We're raising -- at Calhoun, not just in

1 Room 217, which is my class, but in Calhoun in
2 general the bar and the expectations are so high.
3 We don't care if you have -- I mean, we have our
4 special ed kids going in and out of the gen ed
5 setting and, yes, we're accommodating and making 06:26:04
6 modifications, but were not lowering expectations.
7 They're still expected -- and as far as
8 the consistency, to pull them out of that setting
9 where they're used to -- where they've built
10 relationships with different people in the 06:26:15
11 classroom, different people in the school, it's
12 hard to establish a rapport with these kids, and
13 I've had the success with most of them just this
14 school year; but to pull them out of that, they're
15 not going to want to go. 06:26:29
16 To take them out of where they are,
17 to take them somewhere where they're not going to
18 know anybody -- they already don't have that
19 consistency most of them at home, so they come to
20 Calhoun every day, they know who they're going to 06:26:39
21 see. They like their routine. They feel
22 comfortable and they feel like Calhoun is a family
23 just as I do having been welcome there the first
24 year.

1 MS. LINDA LEWIS: Good evening. My name is
2 Linda Lewis, and I am the intermediate special
3 education teacher at Calhoun. I have been there
4 four years, and you talk about consistency, most of
5 my students I have -- I started as an aide when 06:27:21
6 they were in third grade and then I was their
7 teacher for fourth, fifth, and sixth grade.

8 I have a hard time getting them to go down
9 the hall to the upper grade class because they do
10 not like change. We have to force them down the 06:27:39
11 hall.

12 I just wanted to talk on a couple of the
13 statistics that were not mentioned. They did
14 mention the fact -- I saw on your brochure, it said
15 in the last ten years we have lost several hundred 06:27:56
16 students. Well, most of that came in the last four
17 when LEARN opened.

18 This is our back door, that's LEARN's
19 front door. If you put two schools side by side,
20 of course you are going to lose population. Our 06:28:11
21 population has not been lost because people have
22 moved from the neighborhood. It has been lost
23 because another school opened up behind us.

24 But if you give us a few minutes, they're

1 all coming back because in the apples to apples
2 study that was done between Calhoun and LEARN
3 Charter for the 2011 school year, Calhoun has 39
4 students in its fourth grade, LEARN had only 22.
5 Yet, our fourth graders outscored their fourth 06:28:45
6 graders. Also the welcoming school, I think, may
7 have 10 in their classroom.
8 So we have three times the students, but
9 we produce much higher scores. The 8th grade
10 scores in Calhoun for two of the four years that I 06:29:02
11 have been there in math have been 100 percent, the
12 highest in the district. The other years they were
13 in the high 90s.

14 As far as LEARN is concerned -- we have
15 18.1 percent of our students in special education. 06:29:20
16 They have 6.196, 196 percent difference. Our ISAT
17 scores were 86.3 percent meets and exceeds, LEARN
18 is 80.9, a 6.7 percent difference.

19 My question is if charter schools are
20 considered public schools, why was every charter 06:29:44
21 school taken off the list?

22 MR. BABBITZ: Is there anyone else that hasn't
23 had an opportunity to speak that wishes to go to
24 the microphone?

1 Is there anyone who would like to speak
2 another time?

3 REVEREND DONALD McFADDEN: Again, my name is
4 Reverend Donald McFadden from St. Joseph Missionary
5 Baptist Church, and I would just like to reinforce 06:30:29
6 what the person was saying as it relates to safety.

7 In 2001, I had a niece who was shot and
8 killed right in front of our church on Francisco
9 and Monroe. What happened was she just got caught
10 in the crossfire; and since that time -- well, let 06:30:51
11 me just come all the way up to date.

12 This last school year, one of our members
13 who is also an 8th grader at John Calhoun
14 Elementary School, was shot just because he was out
15 of his neighborhood. He's not a gang banger. He 06:31:14
16 attends church every Sunday; but because he was out
17 of his neighborhood, he was shot.

18 And I really think that the Board needs to
19 be highly concerned about the safety of our
20 children. We have quite a few vacant buildings in 06:31:36
21 our area. Those vacant buildings are occupied --
22 many of them are by what are known as squatters.
23 Anybody know what a squatter is?

24 And the thing about it is that when our

1 children are walking back and forth to school, it's
2 not so much the children their age that is hanging
3 out on the streets, it's dropouts from high school,
4 young men in their 20s and 30s that don't have
5 anything else to do but hang out, and we really 06:32:19
6 have to be concerned about the safety of our kids.
7 Thank you.

8 MR. WESLEY PENN: Good evening. My name is
9 Wesley Penn. I'm on staff at Calhoun and have been
10 since 1998. Many of the people from the regional 06:32:51
11 area office I know and I've worked with, you know,
12 hand in hand with the responsibilities that I have
13 at Calhoun. Many of the parents and staff I've
14 been working with since the time I've been there.

15 To think -- once I heard that Calhoun was 06:33:11
16 on the list of closing, I thought it's got to be a
17 mistake. The idea that the targeted school that
18 we're going to go to -- and nothing against them.
19 It's all about Calhoun for me. That's the school
20 that had an entire charter school in their building 06:33:30
21 and they have more utilization than Calhoun? I
22 don't think so.

23 The idea of thinking and knowing that
24 every student and every parent wouldn't want their

1 children to have to move; but to think that the
2 receiving school has a better record in academics
3 than what we have had -- and I'm not talking about
4 over the last year or two. We can go back and it's
5 documented that's six, seven, eight years
6 consistently.

06:34:03

7 Our kids won't be going to a place that
8 has a better chance with academic performance that
9 is proven and documented than what they've already
10 had here. If they were going somewhere and that
11 was the case, it may be bittersweet for parents to
12 have their kids leave, but they would understand.
13 That's not the case here.

06:34:23

14 Again, it's nothing against any of those
15 schools because it's not just Cather, all the
16 schools in our area is on that list and none of
17 them perform better than us. None of those schools
18 perform better than us.

06:34:37

19 It's hard pressed to find schools on this
20 Web site and for the most part throughout this City
21 that has been doing the things that we have been
22 doing academically over time -- not in the next
23 two, three years, six, seven, eight years back.
24 That would be all for naught. I wouldn't

06:35:03

1 understand that. I don't think our parents would
2 accept that because this is consistency.

3 Our students are getting the foundation of
4 education that they need, learning to become
5 productive, looking forward to high school and 06:35:37
6 going on to college and returning back. And we
7 have seen the fruits of our labor that starts with
8 the humble beginnings and all of this comes without
9 selective enrollment, without being able to deny or
10 turn down any child. 06:35:56

11 Everybody that comes through the door
12 that's in our boundaries and some that want to come
13 through the doors that's not in our boundaries
14 because they know -- I think when I first got to
15 Calhoun it really appeared to be a dumping ground 06:36:06
16 spot, but that's no longer the case to the point
17 that the options -- the choice the parents say,
18 hey, this is too tough and I want to leave, we
19 don't want them to go, but that's the choice they
20 make for their children, and this is all about 06:36:20
21 choices.

22 The choice to close Calhoun would be a
23 huge mistake. We're going to go down fighting
24 this, and we're going to show that this was the

1 biggest mistake. I think more and more people are
2 recognizing and acknowledging, I can't believe that
3 Calhoun is on this list. I cannot believe because
4 it is documented -- documented what we have done
5 over a period of time, consistently ongoing, not 06:36:50
6 the roller coaster up one year, down one year,
7 consistently going up -- much better than all of
8 the those other schools.

9 It's unbelievable to still think because
10 in my mind we're still making preparations because 06:37:13
11 we're going to be open. We're positive. We're
12 encouraging our students. We're thinking positive
13 that we're still going to be open. It's -- this
14 would be the travesty of all travesties, the
15 biggest mistake ever, closing Calhoun down. 06:37:36

16 I would think if you can go back and
17 review, take a look at the data, look at the
18 information that is available, that, you know,
19 there has to be a mistake somewhere, it's an error.
20 It can't clearly be, you know, what it's appearing 06:37:52
21 to come out as, that Calhoun should be slated to be
22 closed.

23 MR. BABBITZ: Thank you.

24 MS. MARQUITA WALKER: Good evening. My name is

1 Marquita Walker. I am a parent of Calhoun, my
2 daughter is a fourth grader at Calhoun, and when
3 they heard that the school was closing, the kids
4 came home like upset and crying and I was like --
5 I'm like, they're not going to close Calhoun -- I 06:38:35
6 said because Calhoun has a history. It's further
7 than what you-all know about Calhoun.

8 Isaiah Thomas, one of the great basketball
9 players, went to Calhoun, and I have -- like I work
10 with the kids in the community. I'm a cheerleader 06:38:51
11 coach for Garfield Park. I work with a lot of
12 different kids in the community that go to a lot of
13 different schools and most of them go to charter
14 schools.

15 My friend, she put her daughter in a 06:39:05
16 charter school when they first opened LEARN. She
17 was going to Calhoun. She took her daughter out
18 and send her to LEARN, and she came to me and she
19 was like, Marquita are you going take your daughter
20 out of Calhoun and put her in LEARN, and I said, 06:39:19
21 for what? So they can charge me extra money?

22 I'm a middle class parent -- single
23 parent. I don't have extra money to pay for my
24 child to go to LEARN when she can learn at Calhoun

1 the same thing for free. Now, maybe like her
2 daughter went to LEARN for two years. Her daughter
3 started having trouble with her scores and stuff
4 and she took her out and put her right back into
5 Calhoun.

06:39:46

6 So I'm saying this to say that even when I
7 deal with the kids like after school when we're at
8 cheerleader practice, we may give them a little
9 time, you-all can sit down and do your homework if
10 you have homework. Most of the kids from the
11 charter schools don't even have homework during the
12 week. Our kids from Calhoun come home with
13 homework every day.

06:40:00

14 During the weekend, during spring break,
15 winter break, summer break, they're coming home
16 with some type of material to keep their minds
17 fresh on their learning. I can say Calhoun have --
18 my daughter when she first started like
19 kindergarten reading, they were -- they were
20 reading being words like fire station, ambulance in
21 kindergarten and my daughter, she didn't too much
22 like reading, but now with the reading program they
23 have been having at Calhoun, she comes home every
24 night, mom, would you read this book with me.

06:40:12

06:40:27

1 Every night she wants to read something.

2 And I can say one thing about Calhoun,
3 they don't send them home with papers with two or
4 three questions on it, they have packets with
5 passages to read. They have to analyze their 06:40:55
6 words. They have to do extended responses to the
7 things they read.

8 Other kids at other schools, fourth grade,
9 fifth grade, sixth grade -- my daughter is in the
10 fourth grade and I've never seen a kid that came 06:41:11
11 from a charter school sit in my house and do
12 homework like the kids at Calhoun. Thank you.

13 MR. BABBITZ: Is there anyone else who would
14 like to speak tonight?

15 MR. KALIDU THOMAS: I also wanted to add just 06:41:35
16 for the record -- I mean, I talked a lot about
17 safety. Now, within safety we are not simply
18 talking about giving you guys say a blank check
19 that says go sweep the streets and go close Calhoun
20 and any other public school in my neighborhood. 06:41:59
21 That's not the case.

22 I think it's now the time we start
23 investing instead of disinvesting in our
24 neighborhoods. I know me for one, I'm not willing

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1 to sacrifice closing down the schools doing
2 exceptionally well given the circumstances for
3 what -- what do you call it? What are they
4 promised -- air conditioning or iPads. Most of
5 that stuff we bought anyway. 06:42:28

6 So it's really unclear to me -- it's
7 actually sad that that would even be proposed. You
8 bribe us with iPads and take the land and disinvest
9 in our community leaving broken, empty buildings
10 just like someone spoke about. I say no. 06:42:47

11 Let me -- look, instead of closing that,
12 invest in the neighborhood, jobs, training
13 programs. We want guards. We want better parks.
14 We want services. Instead of you disinvesting, why
15 don't you invest and then talk about ways that you 06:43:04
16 can save money. Thank you.

17 UNIDENTIFIED SPEAKER: I have something else to
18 add. At Calhoun we have first grade classes --
19 first grade kids reading at a third grade level.
20 Scores are high all through the first grade. 06:43:24
21 Second grade is reading at a fourth grade level.

22 If you close Calhoun, where are our
23 kids -- their scores are going to go down because
24 you're closing Calhoun. Calhoun is where it's at.

1 MR. BABBITZ: Is there anybody else who would
2 like to speak again? Okay. We have about
3 15 minutes left. We'll leave the microphone open
4 in case anybody does change their mind and wants to
5 come down again. 06:44:35

6 We do have additional information on our
7 Web site. There is also additional information on
8 311 and the handout just as a reminder has
9 additional information about some frequently asked
10 questions and also information for support offices 06:44:51
11 for students with disabilities, for English
12 language learners and for students with temporary
13 living situations.

14 UNIDENTIFIED SPEAKER: Good afternoon. I'm a
15 classroom assistant teacher for special ed. I 06:45:18
16 can't think of anything that I would like to say
17 that everybody has already said about wonderful
18 Calhoun, but I do want to know what is the vision
19 of the school board for black children and people
20 of color? What is the vision because I really 06:45:39
21 don't know.

22 If you're closing the schools and
23 consolidating schools, if you have charter schools,
24 if it's only about money and not about education, I

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1 would like to have someone tell us what is the
2 vision for the children of Chicago as far as public
3 schools are concerned specifically for children --
4 underprivileged children?

5 What are the schools vision for us? What 06:46:14
6 is going to happen? What about -- what is the
7 academic vision?

8 MS. TESSIE BRYANT: Hello. My name is Tessie
9 Bryant, and I am a new lunchroom manager at
10 Calhoun. What I've seen since I've been at 06:46:53
11 Calhoun, I've never seen a group of kids who are so
12 enthusiastic.

13 We have had kids who started -- the school
14 started at 9:15 who were outside at 8:00 o'clock
15 waiting to get into the building. We have had 06:47:12
16 children even in the morning times that come to
17 school 7:00 o'clock in the morning when the school
18 don't start until 7:45.

19 If you close Calhoun, the drive for the
20 children is what we're concerned about. So are you 06:47:28
21 going to take that drive away from them or are you
22 going to enthusiasm more to go forward.

23 I've talk to children who want to be
24 lawyers whose parents are lawyers. I've talked to

1 children who said their goal is to be doctors at
2 Calhoun. So are you going to take that drive out
3 of them if you take way Calhoun from them?

4 Now, Cather I know had a high school in
5 there. They've already had another school within 06:48:01
6 them that moved out. If they moved out before --
7 if you had two schools in that school once, what
8 makes you think this is going to work with Calhoun
9 going into Cather when it already has not worked
10 once. 06:48:15

11 Another thing, even when it comes down to
12 AUSL schools with a public school, if you can do it
13 for other schools, you can also do it for Calhoun
14 because truly when it comes down to it, it's about
15 these kids learning within a safe environment and 06:48:35
16 because of that, that's why I say keep Calhoun open
17 because of the enthusiasm of the children.

18 I have never seen a group of kids who are
19 so enthusiastic to get to school like that.

20 MR. BABBITZ: Thank you. 06:48:53

21 MS. CAROLYN McGEE: Hi, my name is Carolyn
22 McGee. I'm a first year special education teacher
23 at Calhoun. Some things that I just wanted to
24 mention that don't necessarily have to do with data

1 but I think are really, really important. I know
2 you've been told you guys only care about data, but
3 I hope you take this into account and maybe bring
4 it back to Barbara Byrd-Bennett.

5 One things that I was really surprised 06:49:24
6 about when I got to Chicago Public Schools, I
7 worked before and I wasn't sure what to expect when
8 I got to Chicago Public Schools. I was really
9 excited to see what the schools were going to be
10 like and I found some really interesting things 06:49:37
11 that happened immediately.

12 Teachers collaborate constantly with each
13 other. They're willing to take on extra work.
14 They're wiling to try recommended programs for
15 their kids because it's going to be better for 06:49:50
16 them. They know their childrens' families. They
17 know their childrens' abilities, their
18 disabilities. They're able to get in contact with
19 family members. They're able to reach out to the
20 community because they have been here for so long 06:50:01
21 and the teachers care so much for the students.

22 Something also that I found that is great
23 about the teachers that work at Calhoun is that
24 they're willing to take into account the interest

1 of the students. A lot of times we run into
2 students -- since Calhoun is a school that takes
3 whoever comes to our door, we come across students
4 who really don't want to be there and they're
5 forced to be there, and one of the things that I 06:50:24
6 found really remarkable about our staff is they're
7 willing to listen to the kids, get to know them and
8 try to provide them with lessons that help grow
9 their education and help them to sort of become
10 more interested in school. 06:50:38
11 These teachers care so much and I care so
12 much about our students, and I hope that you take
13 into account that we've built these relationships.
14 I'm only there for one year, but some of these
15 teachers have built these relationships for over 06:50:51
16 30 years with students and their families.
17 So I would like to know how are we going
18 to transition our students -- especially my
19 students and many of the other special ed students
20 to the new school and make sure that they're taken 06:51:03
21 of that they're IEPs and different disabilities are
22 provided for the same as Calhoun does. Thank you.
23 MR. BABBITZ: Do we have any other speakers?
24 So just a reminder, Meeting No. 2 will be on

1 Saturday, April 13th from 10:00 to noon. It will
2 be at this location. And then there will also be a
3 public hearing down at 125 South Clark Street.

4 That meeting is on April 16th from 5:30 to
5 7:30 p.m.

06:52:00

6 Do we have anybody else who would like to
7 speak? We will leave the microphone open. We have
8 about seven minutes left in case anybody changes
9 their mind and wants to come up.

10 MS. LINDA JOHNSON-McCLINTON: I know I only

06:53:15

11 have a few minutes left; but as we close out, I
12 want to leave the team with something to think
13 about on your ride home. Think about every ride
14 home you reflect on how your day went, the

15 conversations that went on, the choices that had to
16 be made based on the conversations.

06:53:27

17 So I challenge you and your team when you
18 ride home to think about the stories that you heard
19 from Calhoun North. You've heard from our parents.

20 You've heard from our partnerships. You've heard

06:53:40

21 from our staff. And that's great to hear it, but

22 like many of us including myself, I'm a visual

23 learner. I can see and hear a whole lot of what is

24 going on -- I can hear it, but I cannot see it.

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1 So before the Board of Education decides
2 to make their final decision on Calhoun, I want
3 this to be your thought as you go back to Central
4 Office, has anyone from Central Office truly come
5 to Calhoun and spent a day at Calhoun with my 06:54:09
6 staff, with my students, particularly with my
7 parents because the proof is in the pudding.

8 We can give you all the data in the world,
9 and realistically we all know the Calhoun data is
10 great, but that's not the challenge. The challenge 06:54:25
11 is if we're talking about the best interest of the
12 children is the model for Chicago Public Schools as
13 long as I've been little has been children first,
14 then let's really put the children first.

15 Let's find out what it's like for them to 06:54:36
16 sit in our general education room. Just sit in our
17 general education room and just talk to -- to
18 observe quality instruction because we don't like
19 to interrupt things for children. Change is
20 difficult for all of us, adults included, but for 06:54:50
21 children it takes them more time.

22 The data that all of us have spoken about,
23 it's taken time for Calhoun to get there. Making
24 or providing interruption in their learning

1 process -- yes, children will learn, but how long
2 will it take to get them back to where they were
3 because children have trust factors.

4 Most of our children have been at Calhoun
5 since pre-K headstart programs started and go all 06:55:14
6 the way up to 8th grade and even those that may
7 move in and out of the neighborhood, they may be
8 gone for the small moment, but they come back
9 because they have that family there. It takes
10 time. 06:55:29

11 So, yes, reflect on that data. I've been
12 sitting here saying to myself what can I say that
13 hasn't already been said? What can I say that you
14 don't already know? And then it hit me, you don't
15 know the students of Calhoun. If the choice is 06:55:47
16 going to be made, I want it to be based on you
17 spending a day at Calhoun, coming to see what we
18 have to offer.

19 And it's not to put down any other school,
20 but we know our children based on the relationships 06:56:00
21 that we built. That's taken time. We made a huge
22 investment. I know that the books that are out
23 there talk about the Board of Education using
24 business models. I've read those books, but I know

1 that my children aren't statistics. They're
2 people. They are people who have a hard time in
3 life because this is not the same that you and I
4 grow up in, but the society that -- Calhoun North
5 provides that family environment, that trusting 06:56:35
6 environment, that learning environment that best
7 fits that individual student.

8 Yes, we walk and talk and move to the beat
9 of the expectations of Central Office or the
10 Network office, but we've modified not just because 06:56:49
11 children -- based on their learning abilities
12 because we took the time to invest to see what is
13 in the best interest of our children.

14 So as you drive home and you reflect, I
15 need you to take these conversations and reflect on 06:57:03
16 everything that we have all said and reflect on the
17 fact that before I make this decision have I really
18 gone to see if the data that was put out on the
19 database is truly correct because, as I said from
20 the very beginning, we found a discrepancy already. 06:57:17
21 Thank you.

22 MR. BABBITZ: We just have a couple of minutes
23 left. Is there anybody else that would like to
24 provide us with some concluding remarks?

1 CHERYL BURTON: I'm hoping that you're going to
2 reconsider and Calhoun is going to stay open, but I
3 do have a request. If you do close our school,
4 please have a conversation because at these
5 hearings we're speaking and we're not getting any 06:57:59
6 responses, and I think that you owe it to us to
7 respond to some of our requests at some point so we
8 can know if we do close why are we really closing
9 because some of the reasons that we have been given
10 don't make sense to any of us and that's why we're 06:58:19
11 very confused, dismayed and shocked.

12 So please have the conversation or send
13 someone to have the conversation with us so we can
14 get answers to our questions because these
15 hearings -- you're hearing us but you're not saying 06:58:35
16 anything so we can't hear you. Thank you.

17 MS. SABELLA SMITH: I just have a question and
18 I'm just here as a taxpayer and also Calhoun
19 alumni --

20 MR. BABBITZ: State your name. 06:58:58

21 MS. SABELLA SMITH: Sabella Smith. And I guess
22 my question is -- because this isn't really
23 substantiative information and I know data is only
24 as good as the statistician that provides it.

1 So has there been an official formalized
2 plan that talks about the transformation that
3 happens when you close 54 schools? It didn't work
4 in DC, it didn't work in Cleveland, and I
5 understand that you guys are here to listen; but 06:59:27
6 this is after the fact, which is extremely
7 disrespectful to community citizens.

8 And I think that this doesn't quite --
9 there hasn't been any fiscal transparency either
10 which I seem to not understand. So what are the 06:59:49
11 next steps?

12 We can have as many meetings as you like
13 and as you want. However, the decisions have
14 already been made, so it's a moot point. So
15 Barbara Byrd-Bennett has not valued us enough to go 07:00:07
16 to any of the community meetings to talk to us and
17 I guess that you're here because you have to come,
18 and that's fine.

19 But you're sending a message to
20 African-American children that they are devalued, 07:00:18
21 and I understand this because I run a company, so I
22 think -- and in all fairness hopefully you will be
23 able to provide the parents, the teachers, the
24 educators, the community organizations here with

1 some more substantiative information, the actual
2 numbers, what the cost savings are over a 10-year
3 period.

4 Closing these 54 schools isn't going to
5 remedy the one billion dollar deficit that you're 07:00:49
6 still facing. So I think if you're going to have
7 conversation and real conversation where people
8 aren't talking about emotions -- because were all
9 emotional; but, like I said, I'm here as a fiscal
10 person and as a taxpayer. I don't live here 07:01:04
11 anymore. My family does.

12 But I think there needs to be a little bit
13 more mutual respect, and everybody here should be
14 offended. So hopefully that is coming because I
15 haven't seen a very detailed safety plan. All of 07:01:21
16 this is very surfaced, very ambiguous. There is no
17 substantive information in here whatsoever, and
18 that's very disrespectful.

19 You can't give our kids crumbs. That
20 isn't -- that isn't acceptable. It's totally 07:01:35
21 unacceptable. If you can tell me Cather increased
22 their reading rates, kids are performing
23 comparatively well as some of our suburban
24 counterparts, then that's acceptable; but saying

1 you're going to give us crumbs like these
2 communities have always received crumbs, that's
3 unacceptable and nobody here should accept that.
4 So that's it.

5 MR. BABBITZ: Thank you all very much for your 07:02:02
6 comments tonight. Just as a reminder, the second
7 meeting is Saturday, April 13th, at 10:00 a.m., and
8 the second meeting -- the public hearing down at
9 125 South Clark Street will be on Tuesday,
10 April 16th, from 5:30 to 7:30 p.m. 07:02:28

11 Thank you again and have a safe trip home.

12 (Whereupon, the proceedings
13 ended at 7:02 p.m.)
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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF COOK)
4

5 Ailene Barkhoff, as an Officer of the
6 Court, say that she is a shorthand reporter doing
7 business in the State of Illinois; and that she
8 reported in shorthand the proceedings of said
9 public hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said public hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set
14 my verified digital signature this 12th day of
15 April 2013.

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Ailene Barkhoff

AILENE BARKHOFF, CSR, RPR



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Community Meeting for the Proposal to close John Calhoun North Elementary School

April 9, 2013; 5:00 p.m. to 7:00 p.m.

Location: Al Raby High School, 3545 W. Fulton Boulevard

CPS Staff in Attendance: Wanda Washington (Chief, Garfield-Humboldt Network), Tracey Ginwright (Assistant Deputy Chief, Garfield-Humboldt Network), Herald Johnson (Deputy Chief, Garfield-Humboldt Network), Adam Anderson (Officer, Strategy and Planning), Todd Babbitz (Chief Officer, Transformation)

Others in Attendance: Aline Bakhoff (Court Reporter), Allayna Ratliff (note taker), Luretha Phillips (timekeeper)

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close John Calhoun North Elementary and welcome students at Willa Cather, in accordance with 105 ILCS 5/34-230. There was enough time for speakers to speak more than one time. Several speakers took advantage of the available time.

CPS Presentation

Adam Anderson welcomed the audience to the community action meeting of Calhoun Elementary School and Willa Cather Elementary School. He introduced himself as well as Todd Babbitz, Wanda Washington, and Tracy Ginwright, other participating CPS officials. He acknowledged the presence of Chicago Police Department Representatives, principals in the audience, and other CPS staff. He introduced the court reporter, note taker, and time keeper. He asked if anyone needed translation, nobody in the audience indicated they did. He quickly explained the information on the handouts given to the audience. Mr. Anderson then informed audience members of upcoming meetings regarding both Calhoun and Cather Elementary School. He then introduced Todd Babbitz.

Mr. Babbitz reiterated the purpose of the meeting and then walked through the logistics of the meeting. Mr. Babbitz announced the time and location of the next meeting and the public hearing.

Public Comment

- Concern was voiced about the number of registered sex offenders living in the Cather boundary by multiple community members.
- Calhoun was described as “home” and the staff’s hard work was attributed to the success of the children there. Multiple community members commented on the great staff.
- The CPS utilization formula was criticized. It was stated that Calhoun is using all of its classrooms for instructional purposes.
- Concern was raised about the distance of the walk from Calhoun to Cather by several community members.
- The issue of a student transferring to Calhoun mid-year and affecting Calhoun’s ISAT science scores and therefore affecting their performance policy score was raised by multiple community members.
- The issue of Calhoun currently having greater resources than Cather was brought up by multiple community members.
- Concern was raised that closing the school meant CPS was “walking away” from the CHA development program.
- Concern was raised about break-ins that occurred at Cather.
- Multiple community members cited Calhoun’s performance as a reason to not close the school.
- A grievance was aired about the CEO “not abiding by the CPS residency policy.”
- Alderman Burnett suggested co-locating Calhoun with “the charter school across the street.”
- Concern was raised about the liquor store making the area unsafe.
- The designation of Cather as a higher performing school than Calhoun was challenged.
- Concern was raised about the impact of the school closing on SPED students.
- The nearby charter school was blamed for the enrollment decline at Calhoun.
- Several community members recounted anecdotes about family members being killed by gunfire or otherwise being affected by it.
- The Board’s “vision for African-American students” was requested.

CHICAGO PUBLIC SCHOOLS
For the Proposed Closing of Calhoun Elementary School

Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 13,
2013, at Raby High School, 3545 West Fulton
Boulevard, Chicago, Illinois, commencing at
10:02 a.m.

CPS STAFF MEMBERS PRESENT:

MR. ADAM ANDERSON

MR. TODD BABBITZ

ALSO PRESENT:

CAPTAIN BAY, Chicago Police
Department

Reported by: Tracy Jones, CSR, RPR, CLR

License No.: 084-004553

1	SPEAKERS	
2	Danielle Ranieri	12
	Pamela Sheppard	15
3	Marquette Williams	16
	Linda Johnson-McClinton	17
4	Dwayne Marshall	20
	Tshenna Finley	21
5	Valerie Miles	24
	Ruthie Moore	24
6	Linda Johnson-McClinton	26
	Marquette Williams	27
7	Carrie Rohe	30
	Jacklyn Dale	32
8	Pamela Sheppard	33
	Mary Ellen Johnson	35
9	Marquette Williams	37
	Janice Hicks	38
10	Carrie Rohe	40
	Marquette Williams	44
11	Mary Ellen Johnson	47
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1 (Whereupon, the following
2 proceedings commenced at
3 10:01 o'clock a.m.)

4 MR. ANDERSON: Good morning, everybody.

5 I would like to thank everybody for
6 coming once again to this second community
7 meeting to discuss the closure of Calhoun
8 Elementary with those students to be welcomed at
9 Cather.

10 I want to just take a moment to
11 reaffirm the purpose of this meeting. This is a
12 similar purpose to the first meeting that we
13 held in this hall. We would like to hear any
14 additional points from individuals who were able
15 to join us at the last meeting and also want to
16 allow anybody who was unable to speak at the
17 first meeting for whatever reason to share their
18 thoughts and comment as well. So today is very
19 similar to the first meeting where we are here
20 to listen.

21 I do want to reemphasize that there is
22 another meeting to be held on this specific
23 proposal. This is a public hearing, which is
24 a -- there is a formal meeting at Central

1 Office. This meeting will be held on Tuesday,
2 April 16th, at 5:30 p.m. So this is yet another
3 opportunity for us to hear from the community as
4 well as CPS and to share our case and rationale
5 behind this proposal. That of course is open to
6 the public, and we encourage everybody to
7 attend.

8 Before I get into a little bit more
9 specifics and again talk through the handout
10 that everybody should have received for those
11 that were not here at the first meeting, I do
12 want to again welcome you and emphasize that we
13 are here on behalf of the CEO as well as the
14 Board of Education and that we are here to
15 listen to comments from the community and ensure
16 that those comments are communicated back to CEO
17 Byrd-Bennett as well as the Board office.

18 My name is Adam Anderson. I am the
19 Officer of Portfolio Planning and Strategy. I
20 am joined by Todd Babbitz, Chief Transformation
21 Officer; and I'm also joined by Captain Bay from
22 the Chicago Police Department, clearly one of
23 our key partners in this effort.

24 I do also want to acknowledge that

1 there are other individuals here today to help
2 ensure that every comment and every speaker is
3 captured to be provided to the CEO and the
4 Board. To my right is a court reporter who will
5 be capturing every statement that is made
6 verbatim.

7 We do have, if anybody needs the
8 service, is a sign language interpreter. She
9 will likely sit down if there is nobody that
10 indicates that they need that service.

11 And finally, we do have a language
12 interpreter, translator if that service is
13 needed as well.

14 THE INTERPRETER: (Spanish language.)

15 MR. ANDERSON: Okay. With those
16 introductions aside, I do want to add a few
17 additional comments from the meeting that --
18 from the initial meeting that we had. First, I
19 do want to reiterate that cps.edu, backslash,
20 Quality Schools is a resource for additional
21 questions. And starting before public hearings
22 next Tuesday, you will begin to see responses
23 from Chicago Public Schools to questions that
24 were raised across the city, and those responses

1 will begin to be posted by Tuesday and will
2 continue to be posted as we go through this
3 process. So do we want to encourage everybody
4 to visit that website.

5 Also we did want to reflect in these
6 second round of meetings that not only in this
7 meeting but in meetings across the city, there
8 were a number of comments, concerns, and
9 questions regarding safety. This is a theme
10 that we've heard across the city, and we did
11 want to highlight a few specific points
12 regarding safety that we did not highlight in
13 the first meeting and that is not captured in
14 full detail in the handout.

15 First we want to emphasize that every
16 action that is proposed, should it be approved,
17 will have Safe Passage for children. I also
18 want to emphasize that those routes will be --
19 before they're finalized will be developed in
20 partnership with parents and the schools. So
21 there is some current work going on between our
22 safety and security office and CPD. But before
23 anything is finalized, if the proposals are
24 approved, parents and school communities will be

1 consulted before those are made final.

2 Every welcoming school will get
3 additional safety support which includes the
4 security guard from the school proposed for
5 closure following the students to the welcoming
6 school to help ensure additional consistency of
7 adults and partners for the student and for the
8 schools.

9 Every welcoming school will receive new
10 or upgraded equipment. This may include alarms,
11 screening equipment, cameras, et cetera. That
12 will happen in every welcoming school. And we
13 will be having ongoing parent and student
14 engagement forums at welcoming schools to again
15 help inform Safe Passage but also to ensure that
16 any safety plans that are put into place are
17 appropriate for the given situation.

18 Finally, we're partnering with not only
19 CPD but other sister organizations, Department
20 of Buildings, Streets and Sanitation,
21 Transportation, to make sure that not only are
22 these Safe Passage resources in the right
23 places, but we are looking at abandoned
24 buildings, streets and sidewalks, major streets,

1 anything else where we can get support from our
2 partner organizations to ensure that students
3 have a safe walk to and from school.

4 So we did want to provide that
5 additional level of detail at these second
6 meetings because that is something that we heard
7 again not only in this meeting but in meetings
8 across the city.

9 The last thing that I'll speak through
10 is, again, I do want to quickly walk through the
11 handout. We did this in the first meeting, but
12 for those that were not in attendance at the
13 first meeting, I want to make sure that
14 everybody is aware of the information that's
15 included.

16 Again, it's a four-page handout. The
17 first page again summarizes the map of where
18 these two schools are located. On the left- and
19 right-hand side of that map is again some
20 additional demographic information as well as
21 some information about potential benefits to
22 students if this proposal is approved.

23 And then at the bottom, again in the
24 bold text, you have the resources for general

1 questions, 311, as well as the website.

2 On the back of that page is some more
3 information again detailing the specific -- the
4 specific considerations for students in each
5 school as well as some of the frequently asked
6 questions that we received leading up to these
7 meetings including enrollment options and the
8 potential impact on teachers and staff at these
9 schools. And again, there is some information
10 on safety and security. But what I just shared
11 and what will be shared online is more detailed
12 behind the safety and security plan.

13 The front of the second page is what
14 all welcoming schools across all proposals will
15 receive in terms of investments for students and
16 buildings. And then finally, on the back of the
17 second page, the last page outlines again the
18 proposed boundaries if this proposal were to go
19 through for the resulting -- for the resulting
20 attendance area.

21 Again, as I stated with the boundary
22 map and throughout, these recommendations
23 continue to be proposals. We continue to hear
24 from communities at these meetings as well as

1 public hearings and want to reiterate that after
2 today, there is an additional public hearing
3 next Tuesday, April 16th, at 5:30 p.m. We
4 encourage the public, parents, students,
5 teachers, staff, community individuals to join
6 us at those meetings, hear more information from
7 CPS on the proposals, and also share the
8 community's thoughts and -- any additional or
9 reiterate thoughts that were shared at these
10 meetings.

11 Before I hand the meeting over to
12 Mr. Babbitz to lead the community engagement or
13 the community comment period, I do want to
14 acknowledge that Chief Wanda Washington has
15 joined us and will be here also just listening
16 and making sure that we have an additional
17 individual here representing the CEO and the
18 Board to hear the comments. So I wanted to make
19 that announcement.

20 With that, again, thank you all for
21 coming, and I will turn it over to Mr. B to lead
22 public comment.

23 MR. BABBITZ: Thank you. I'm Todd Babbitz,
24 Chief Transformation Officer for Chicago Public

1 Schools. I also wanted to acknowledge any
2 principals that are in the audience today.

3 We'll run the public comment similar to
4 how we've done it in the previous meetings.
5 We'll start with two minutes of comment so that
6 we're consistent both with respect to the
7 previous meetings we've had here and also other
8 meetings we've had across town. Given the
9 number of people we have here today, it does
10 appear that we will have an opportunity for
11 people to speak more than once should they
12 desire to do so.

13 We'll leave signup open for at least an
14 hour, and it will run longer if there are
15 additional people after that hour that have
16 signed the sheet and have not yet had an
17 opportunity to do so. And the meeting will end
18 no later than noon today.

19 Just a reminder that we have a court
20 reporter here that's recording every word. We
21 have the note taker that's going to be creating
22 a summary of today's meeting, and I'll check
23 periodically if we have additional people that
24 come in to see if we need sign language

1 interpretation or Spanish language translation.

2 There is a timekeeper here who will be
3 keeping track of the two-minute period, holding
4 up cards so you know how much time is left. The
5 timekeeper is in the back of the room in front
6 of the microphone. And if you have written
7 materials with you today, we do ask you to hand
8 those to the court reporter so we can bring
9 those back to our Central Office for our CEO and
10 for the Board so they can be integrated into the
11 testimony.

12 I'm now going to begin with the first
13 speaker that is signed up. Danielle Ranieri.

14 MS. RANIERI: Good morning, everyone. My
15 name is Danielle Ranieri. I'm a special ed
16 teacher and the case manager at Calhoun. I just
17 want to touch quickly, this past week we had the
18 State Board of Education from Illinois audit our
19 special ed. And I wanted to touch on the
20 collaboration between our teachers and what they
21 had to say about that.

22 We have not received a final report,
23 but there were four different members of their
24 team, and every single person went out of their

1 way to come into my room and talk to me about
2 how impressed they were with our staff. They
3 constantly praised the knowledge that we had
4 about special ed and just about each individual
5 student in our school. They were impressed with
6 how professional our staff was and how positive
7 they were.

8 Over and over, Ms. Brown, who was the
9 lead of the ISBE team, she just was amazed by
10 the type of environment that we had given the
11 situation; that our students, you know, were
12 aware that the possibility of us closing, and
13 the teachers, even though it's difficult to get
14 that kind of news, there was no indication that
15 the teachers were done teaching or that the
16 students were checked out. Everyone was
17 positive, and everyone was working together
18 keeping it like a school that was going to be
19 staying open next year. She was really
20 impressed with how we had the environment in the
21 school, and she told me probably three or four
22 times that she just couldn't believe that given
23 our situation, this is how it was in our school.

24 She said that we created an environment

1 that was extremely conducive for learning for
2 both gen ed students and special ed students and
3 we integrated them in every possible way, and
4 that was something that she really praised.

5 Not only that, but she also went
6 through our protocol of collaboration with our
7 teachers. And she took what we do, and she
8 wanted to bring that to schools that she was
9 going to be seeing through CPS. She said she
10 wanted to use it as a model for other schools.
11 And we have seen that not only with
12 collaboration but with all kinds of extended
13 days, and there's always something that Calhoun
14 is doing that they bring in to be a model for
15 other schools in CPS.

16 Outside of that, I wanted to give you
17 some comparison charts. Those two charts
18 compare Calhoun to the schools that are
19 receiving and the schools that are closing. As
20 far as the schools that are closing, Calhoun is,
21 I mean, far above every single school that is
22 closing as far as test scores and their academic
23 performance. And then when you compare them
24 with the schools that are receiving, we're on

1 the top end of that as well. So the question
2 just kind of remains, if we are doing so well
3 academically, then why is Calhoun shutting down?

4 MR. BABBITZ: Thank you.

5 The second speaker is Pamela Sheppard.

6 MS. SHEPPARD: Good morning.

7 MR. BABBITZ: Good morning.

8 MS. SHEPPARD: I'm looking at this paper that
9 you gave us on Cather school and the school that
10 is closed down. You got up here pre-K program.
11 We also have the best pre-K there is. The
12 science lab, we have a number one science lab.
13 We have a number one computer lab, up-to-date.
14 As Ms. Ranieri just spoke, Calhoun is number
15 one.

16 You use Calhoun as one of your
17 monitoring schools. When you want to show off
18 something, you bring people to Calhoun. So if
19 we're that bad of school and our kids are that
20 low, then why are you using our school?

21 Another thing, I want to know if
22 anybody ever sat in the church in the front pew
23 and watched their kid lay in a casket. I have
24 seen my nephew by going to a school out of the

1 district. He wasn't in any gang, he was just
2 going to school. Drive-by. Shot in the head.
3 What happened? I was called, walked up there,
4 he's laying on the ground, his brains is oozing
5 out. That's not something nobody needs to go
6 through.

7 MR. BABBITZ: Thank you.

8 The third speaker will be Marquette
9 Williams.

10 MS. WILLIAMS: Thank you.

11 I currently live on Roosevelt and
12 Pulaski, and my daughter is in preschool.
13 She'll be entering kindergarten this coming
14 school year. I have a son who will be entering
15 school in two years. I am moving back to the
16 neighborhood of Calhoun elementary where I went
17 to school. And I feel that the children that
18 live in the neighborhood are in grave danger if
19 they transfer neighborhoods to go to school.

20 No one wants to think about the dangers
21 that these kids are facing. There are gangs,
22 and these children live in what's considered GD
23 land. And they would have to cross Vice Lord
24 and Soul territory to get school. And I don't

1 feel that the boys would be safe crossing these
2 gangland premises, activities to get to school.

3 Calhoun is number one in so many areas.
4 Yeah, the numbers are dropping as far as the
5 kids enrolling, but the test scores are up.
6 They're doing so great, I don't see a reason to
7 close and put these kids in danger to continue
8 to do great in school.

9 MR. BABBITZ: Thank you.

10 Speaker No. 4 is Linda
11 Johnson-McClinton.

12 Good morning.

13 MS. JOHNSON-McCLINTON: I just came from --
14 I'm first year principal here for Chicago Public
15 Schools. So I just came from a downtown meeting
16 that we have once a month regarding new
17 principals and giving them the charge from good
18 to great and how we take what we have within a
19 school that's already going well and look at our
20 partnerships, look at the investments that we've
21 made, and make that plan to move on.

22 And as I share with them downtown,
23 that's great. And I do believe in that. And I
24 share with my staff, my LSC, my students, all of

1 my visions.

2 I've been at Calhoun for three years.
3 This is the first year I'm principal. But what
4 has not been addressed and is a concern, not
5 just my concern, it's a concern that my
6 community constantly brings to me is based on
7 the proposal as to the formula used why schools
8 are closing starting with underutilization. And
9 we addressed that. And the literature that
10 comes out, like the one that Sheppard referred
11 to, it's not even addressing that. It's
12 addressing moving your kids more based on
13 performance.

14 And when I ask questions so I can get
15 clarity, I'm told, well, based on test scores,
16 based on ISAT. And as my team told you last
17 week, our test scores are above the State and
18 the district.

19 So what I'm asking for the Board to
20 provide us is a clear understanding if we're
21 going to transition our kids into a better
22 environment, we want what's best for our kids.
23 But based on the information that's given to us
24 that keeps changing over and over, we don't

1 understand why Calhoun was not considered. Like
2 Ms. Ranieri told you, Calhoun has been a model
3 school used for Chicago public schools over
4 time. The extended day program was able to take
5 flight because Calhoun was asked to be a school
6 used for that program. We were chosen based on
7 our academics.

8 Calhoun has also been a receiving
9 school in the past. When the old Dodge closed
10 and when Grant School closed, Calhoun was chosen
11 to receive these schools, not just for the
12 convenience of how we have the boundaries but
13 because the type of instruction and the test
14 scores that we have.

15 Although we know that our student
16 population decreased due to buildings being shut
17 down around us, we were still able to utilize
18 those classrooms. They may not be homerooms,
19 but as push in and pull out programs. That
20 started in 2006. And in 2006 is when we really
21 took flight academically and kept going because
22 we took what we had and used it. But it still
23 goes back to my parents coming to ask me,
24 Ms. McClinton, if Calhoun has all of this to

1 offer, why is it that we're still closing?
2 Because we're utilizing our rooms appropriately
3 and we have the test scores to show that we're
4 making great gains.

5 MR. BABBITZ: Speaker five is Dwayne
6 Marshall.

7 MR. MARSHALL: Good morning. My name is
8 Dwayne Marshall. I just want to emphasize on
9 this right here. A lot of people don't know you
10 cross boundaries. Calhoun is sitting on
11 California and Adams. If you go past Madison,
12 that is Souls over there.

13 See, a lot of people don't know about
14 the gang boundary. You go past -- You go past
15 Madison. That's the Souls over there. You go
16 over the bridge, Van Buren, that's the Vice
17 Lords over there. And my question is, and I'm
18 going to ask this question right here, have
19 anybody on the Board of Education ever sat on
20 this front pew, have anybody ever saw their kid
21 just sitting on this front pew?

22 Now, you closing this school down,
23 Calhoun, it's going to be a lot of bloodshed.
24 But I'm asking, have anybody ever sat right

1 there and saw they kid just sitting there?
2 That's -- I'm just asking that question. I just
3 done it, and I'm just saying, if it's all about
4 money, the money is okay. But have anybody ever
5 sat there and saw their kid just sitting there?

6 Now, you bring these kids here past
7 Madison, it's a different -- it's a different
8 ball game. It's a different ball game. You
9 bring your kids past Madison, this side right
10 here, you've got the Souls over here, and you've
11 got the Vice Lords over there, and you've got
12 the GDs sitting in the middle. They're in the
13 middle. And I'm just asking, have anybody ever
14 looked at that walk right there?

15 Thank you.

16 MR. BABBITZ: Thank you.

17 Speaker six, Tshenna Finley.

18 MS. FINLEY: Good morning. My name is
19 Tshenna Finley. I spoke --

20 MR. BABBITZ: I apologize for the
21 pronunciation.

22 MS. FINLEY: That's okay. Happens all the
23 time.

24 I'm a first year special ed teacher. I

1 spoke on Tuesday. But just bringing a different
2 perspective today, and I want to talk a little
3 bit about numbers. Although Cather's test
4 scores have come close to Calhoun's over the
5 last three years, Calhoun has outperformed
6 Cather year after year over the last ten years
7 despite having more -- despite Calhoun having
8 more students per classroom.

9 If we look at the last five years
10 alone, we have in 2008, Cather had 234 students,
11 Calhoun 456; 2009, Cather had 215, Calhoun had
12 429; in 2010, Cather had 235, Calhoun 383; 2011,
13 Cather 227, Calhoun 310; 2012, Cather had 234,
14 and Calhoun had 329.

15 Now, let me explain why this is
16 significant. Calhoun has had an average of 142
17 more students per school year than Cather over
18 the last five years. If you divide the 142
19 students by the ten grade levels, Calhoun has
20 had an average of 14 more students in the
21 classroom than Cather for the last five years.

22 We called Cather on April 11th, 2013,
23 to inquire, to make sure they didn't have any
24 split classes before we presented this data, and

1 we were told that they did not. So as special
2 education teacher, class size being smaller is a
3 norm for me. But I have to ask my fellow
4 Calhoun teachers that are sitting behind me,
5 imagine what they can do with 14 less students
6 in front of them in their classroom.

7 Our scores are already top notch, but
8 just imagine what the scores would be if we had
9 a classroom setting similar to what they have at
10 Cather. Yet even still, the Calhoun teachers
11 have worked extremely hard with all the students
12 in their classroom, have continued to outperform
13 the alleged high performing schools despite
14 having significantly larger class sizes.

15 I have yet to see any evidence that
16 Cather is the higher performing school.
17 Therefore, if any school is to close, I'll just
18 say it should not be Calhoun.

19 Thank you.

20 MR. BABBITZ: Is there anybody who hasn't had
21 an opportunity that's interested in coming to
22 the microphone? We'll be taking sign-ins in the
23 front of the room.

24 Next speaker will be Valerie Miles.

1 MS. MILES: Good morning. I don't have
2 anything prepared, but I just want to say I've
3 been a teacher, a resource teacher for computers
4 for 12 years at Calhoun. And in that time, I
5 have seen the teachers, the students, all
6 progress from when I came in 2001 to today. We
7 have grown significantly. Everybody has talked
8 about our scores, so I won't belabor that point.

9 What I want to talk about is, we are a
10 school that was -- is planned for E rate money
11 this year. So our bandwidth is going to be
12 increased. And all the things that you talk
13 about that Cather has, we have much of that
14 already at Calhoun.

15 Additionally, if there is money to be
16 spent, why not give it to Calhoun and increase
17 their capabilities of performing better than we
18 already are?

19 Thank you.

20 MR. BABBITZ: Next speaker will be Ruthie
21 Moore.

22 MS. MOORE: Good morning. I don't have any
23 statements prepared, so I would just like to
24 speak from the heart. I'm one of the younger

1 staff members at Calhoun, and I graduated from
2 college in 2013. I've always been interested in
3 the education system, so I have been able to
4 study it. But actually working at Calhoun has
5 given me the opportunity to actually immerse
6 myself in CPS. And what I'll say, I'm very,
7 very disappointed in what I'm seeing.

8 Not only are we closing schools and the
9 children are going to suffer, but also all of
10 the staff members who will be losing their jobs,
11 somebody like me who does not have a lot of work
12 experience, I will have a very difficult time
13 finding another job within CPS because of the
14 fact that you'll have all of these other people
15 who have had these years of experience, so they
16 will be more qualified than me. But from my
17 understanding, it's also CPS's goal to eliminate
18 a lot of these older people out of the system so
19 they won't have to pay them more. So in that
20 regard, maybe my job prospects will be much more
21 better than them because I don't have a lot of
22 experience. So they won't have to pay me as
23 much.

24 That is all.

1 MR. BABBITZ: Is there anybody else who has
2 not had an opportunity to speak yet that's
3 interested in providing comment?

4 We do have a couple of people who have
5 signed up to come to the microphone for a second
6 time.

7 The next speaker will be principal
8 Johnson McClinton.

9 MS. JOHNSON-McCLINTON: Looking at the
10 handout that was provided to everyone, it talks
11 about how much money it will cost to maintain or
12 update Calhoun, and the dollar figure is 13.4
13 million. But what we are not told is what all
14 does that consist of. Because based on our
15 knowledge being at Calhoun, the structure is in
16 place. We have, you know, a few things that may
17 need some upgrading work, but it wouldn't cost
18 13.4 million.

19 I do know that with the welcoming
20 school, not that we're attacking it, but if
21 we're talking about apples to apples, the
22 welcoming school to our knowledge does not even
23 have the full lunchroom. We have the full
24 lunchroom, full auditorium, full gym. The

1 welcoming school will have to make arrangements
2 for all that.

3 I know on this sheet you talk about
4 that the welcoming school is ADA accessible,
5 which you're trying to get all schools to
6 become. There's no reason why Calhoun cannot
7 become ADA accessible.

8 I've been at a school before where the
9 Board has decided to put an elevator into that
10 building around the instructional day and during
11 the summer months so it does not interrupt
12 anything that's going on. We're talking about
13 the best interest of the children. So that 13.4
14 million is really talking about the fact we
15 don't have the proper structure for the ramps or
16 the elevator, that's something small that can be
17 addressed within Calhoun.

18 If we're talking about the space within
19 the building, the welcoming school would have to
20 have more additions added on because, like I
21 said, to our knowledge, it does not have the
22 lunchroom. I know the gym and auditorium are
23 two in one. So when they talk about the space
24 and utilization, that's one room for them,

1 whereas it's two for ours.

2 As I stated this past Tuesday, our gym
3 room is one of the largest on the West Side of
4 Chicago. So the Board asks to use it for
5 different events that are going to occur. We
6 are a hosting school for many things.

7 But our biggest concern is this dollar
8 amount. As we transition out, we would like to
9 know what all does this cover. Because since
10 I've been at Calhoun for the past three years,
11 no one has come out to walk with me and say here
12 are some concerns that we have with the
13 structure, here are some things that need to be
14 updated. Not that they could give me a dollar
15 amount, but I could at least see why we have
16 such a huge dollar amount in comparison to
17 Cather, 1.6 million.

18 We're asking for clarity. Data is what
19 speaks in this district, so we need to know
20 exactly what's being covered as well as if it's
21 just the fact of the elevator, knowing that
22 Chicago Public Schools has put elevators in
23 during the instructional year.

24 MR. BABBITZ: Thank you.

1 The next speaker will be Marquette
2 Williams.

3 MS. WILLIAMS: Okay. If Calhoun closes, the
4 local school council would be dissolved at the
5 end of the school year. And it won't be
6 dominant, but the only representation will be
7 for Cather. And my question is, for the
8 following school year, for an entire year,
9 Calhoun would not have representation. How will
10 Calhoun be represented? Who will represent the
11 children of Calhoun Elementary as they transfer
12 into Cather?

13 MR. BABBITZ: Next speaker will be Jacklyn
14 Dale.

15 Ms. Dale would like a little more time
16 before coming to the microphone.

17 Is there anybody else who would like to
18 speak before she comes to the microphone?

19 (No response.)

20 MR. BABBITZ: Once again, as a reminder, the
21 public hearing for this action is next Tuesday,
22 April 16th. It will be held from 5:30 p.m. to
23 7:30 time p.m. at CPS's Central Office. The
24 Central Office is located at 125 South Clark

1 Street. Again, it's Tuesday, April 16th, from
2 5:30 to 7:30 p.m., and the location is at
3 125 South Clark Street.

4 The next speaker will be Carrie Rohe.

5 MS. ROHE: Hello. Okay. I'm having a hard
6 time understanding why CPS's performance policy
7 that is clearly not reliable or stable is being
8 used to determine which schools stay open and
9 which ones close. There is a huge flaw in this
10 system when whether a school remains open or
11 closed is determined by one student's ISAT
12 performance who didn't even receive any
13 instruction at our school. As our data analyst
14 has already told the panel the other day, had
15 this student not taken the ISAT, our scores
16 would have put us at the Level 1, and we
17 wouldn't be here today.

18 Instead, we are a Level 2 with academic
19 scores that have been consistently higher than
20 the other schools in our network and in the
21 district.

22 CPS has been waiting for the
23 opportunity to close our doors and give our
24 building to Learn Charter across the street,

1 even though Calhoun is a fully recognized school
2 by the State Board of Education, who CPS reports
3 to. CPS thinks Calhoun should go to Cather,
4 whose school has been on school improvement
5 watch with the State Board of Ed for 13 years
6 and is currently on academic watch status, which
7 is the lowest rating the State can give you.

8 Meanwhile, Calhoun sits at the top of
9 the State's ranking and is fully recognized.
10 How can Calhoun's ranking by CPS that is flawed
11 take precedence over Calhoun's ranking by the
12 Illinois State Board of Education? What do
13 Calhoun students gain by going to a school that
14 is on academic watch?

15 At one point, it was reported that
16 Level 2 schools that were on the rise would be
17 removed from the closing list. What constitutes
18 on the rise, as Calhoun can't be any closer to a
19 Level 1 than they are right now, especially
20 since we were a Level 1 last year.

21 Why wasn't our high performing school
22 chosen to take over a lower performing school?
23 Some say it's the cost of our building. Well,
24 11 other schools in the city are keeping their

1 staff, students, and their name, but are
2 relocating into another school that is less
3 performing and has a better building. Why isn't
4 this us?

5 There are other options for Calhoun,
6 and they need to be considered before you
7 drastically change the lives of our
8 300 students.

9 MR. BABBITZ: Is there anybody else who would
10 like come to the microphone with some comments?

11 Just a reminder, the public hearing
12 will be on Tuesday, April 16th. Again, it's
13 from 5:30 to 7:30 p.m. at 125 South Clark
14 Street.

15 The next speaker will be Jacklyn Dale.

16 MS. DALE: Good morning, everyone.

17 While I was sitting listening to -- the
18 other day when we had our other meeting, I
19 was -- I was thinking about how we can all
20 participate in the process of education and that
21 instead of focusing on which schools will be
22 open and which schools will be closed, I think
23 this is an opportunity for all of us to have
24 dialogues about how we see education and what

1 plans we have for the education of our children
2 as a city and as a nation.

3 So all of us should be thinking about
4 putting down plans for the education of our
5 children and then submitting those plans and
6 having dialogues with -- with one another.

7 It's clear that we have a deep
8 connection, all of us. And so since we're all
9 human beings and since we all have the education
10 of children and education in general in mind,
11 and have that -- have that in our hearts, I
12 think that now is the opportunity for us to have
13 conversations about that.

14 And before we make decisions, you know,
15 include the conversation about our plans from
16 this moment forward to the future. Thank you.

17 MR. BABBITZ: Thank you.

18 The next speaker will be Pamela
19 Sheppard.

20 MS. SHEPPARD: Good morning. I'm a product
21 of Calhoun. My daughter is about to graduate
22 out of Calhoun this June. You all are talking
23 about low performing schools, yet you're keeping
24 Learning Charter School open, which is across

1 the street from us. And they're level is a
2 Level 3. Why is that happening and you're
3 closing Calhoun?

4 You sit here, and you say that the kids
5 are going to have protection walking across the
6 streets to get to Cather School. How long is
7 that going to last? Two weeks, three weeks? A
8 month, I give it. Once the protection is gone,
9 who's going to walk those kids across those
10 streets?

11 We mentioned gang lines. Our children
12 live in the GD neighborhoods. They know the
13 GDs, and the gangbangers know them. Once those
14 kids start traveling across the Soul lands and
15 the Vice Lord lands, where are the police going
16 to be at then?

17 Prime example, I called the police the
18 other night. They were shooting right up under
19 my window. I had kids outside playing. It took
20 the police two hours to get there. Of course
21 they were gone by then. What's going to happen
22 during school hours?

23 Thank you.

24 MR. BABBITZ: As Mr. Anderson noted, we'll be

1 providing responses to some of the frequently
2 asked questions on our website, cps.edu,
3 backslash, Quality Schools.

4 I don't have any additional speakers
5 registered to speak at this time. If anybody is
6 interested in coming to the microphone either
7 for the first time or as a repeat speaker,
8 please come to the front and sign in.

9 I've been asked to make an announcement
10 that restrooms are in the back of this hall with
11 ladies' to the left and men located to the
12 right.

13 The next speaker will be Mary Ellen
14 Johnson.

15 MS. JOHNSON: Hello. I don't really have
16 something to say, but I have questions.
17 Questions like, I see that Cather will offer a
18 Level 1 school. Are they that now? Because I
19 got the impression that they were lower than
20 Calhoun.

21 MR. BABBITZ: They are a Level 1 school.

22 MS. JOHNSON: Okay. And what will their
23 class size be once -- if they should be put with
24 Calhoun? What type of class sizes will they

1 have? Will they have room for pull outs and
2 that sort of thing that's now offered to
3 Calhoun?

4 And is there a way of asking questions
5 on the site that you gave, the quality education
6 site? I know you said that many of them will be
7 answered on that site, but suppose your answers
8 cause more questions. How do we get those
9 answers?

10 MR. BABBITZ: There is an e-mail address
11 at -- Adam, actually you know the ...

12 MR. ANDERSON: There is an e-mail address to
13 submit additional questions or additional
14 information. It's qualityschools@cps.edu. And
15 there's also a link on the website to submit
16 again questions or additional information
17 outside of these meetings.

18 MS. JOHNSON: All right. Let's see. Is that
19 it?

20 I'm also concerned about as far as the
21 safety issue. We talk about having people walk
22 these children to school, but I've heard people
23 talk about drive-bys. What happens then?
24 There's someone who's going to be able to just

1 protect them? Because I know if I'm walking
2 someone, and someone starts shooting, I'm going
3 to hope that they go to the ground with me. If
4 it's my child, I probably would knock them down.
5 But the problem is, you're probably sending
6 unarmed people into gang territory, and is it
7 any safer for the parents of Calhoun students to
8 walk into Cather territory if you use parents as
9 guardians?

10 I would wonder how much someone has
11 really thought through this, and it seems like
12 they should have talked it over with people who
13 have some knowledge of Calhoun before they made
14 these types of decisions. Thank you.

15 MS. WILLIAMS: I just wanted to make two
16 comments.

17 MR. BABBITZ: Could you state your name for
18 the record again.

19 MS. WILLIAMS: Marquette Williams.

20 I feel like there is a gap academically
21 between African-American kids and American kids,
22 Asian children, and the African-American
23 children, and the Latinos fall under the line.
24 And with a school like Calhoun with such great

1 testing levels and everything, that gap is
2 closing. And as our children enter high school,
3 they are now performing academically at the same
4 level as other children. And I feel that if
5 they are sent to a Level 3 school and not
6 expected to do as well or the teachers aren't
7 performing as well as the students were
8 performing at Calhoun, then they slip below the
9 line again.

10 And my second question is, what happens
11 to Calhoun when it closes? If you close
12 Calhoun, why is it closing? It's going to turn
13 into a what?

14 MR. BABBITZ: We currently don't have any
15 additional speakers registered at this time. We
16 will leave registration open for at least five
17 more minutes. If you are interested in coming
18 to the microphone, I would encourage you to come
19 up within those five minutes. We would like to
20 hear from you. Thank you.

21 The next speaker will be Janice Hicks.

22 MS. HICKS: Yeah. I have a question, or I
23 have two questions. Now, if Calhoun is closed,
24 what are you going to do with this building?

1 You still have to pay taxes on that building for
2 it to just sit there. Is it going to Learn
3 Charter, or it's just going to sit there empty?
4 Because if that's what it's going to do, just
5 sit there empty and you pay taxes on it, that's
6 still a waste of my taxpaying dollars. And as
7 being a taxpayer, I don't like wasting my
8 dollars. So I feel that the school should stay
9 open with the kids in there that are there
10 enrolled.

11 I have three that came out of Calhoun.
12 I'm a product of Calhoun. All three of my kids
13 are college graduates. I have my granddaughter
14 coming out. I have my two great-grandsons there
15 and my great-granddaughter there. So you're
16 sending my other three kids to Calhoun, which is
17 10, 7, and 5, that would have to go across main
18 streets into territories that they don't know.
19 So that means I would have to get up early in
20 the morning because they have to be to school at
21 7:30. I don't drive. I would have walk this
22 area with these kids. My life is depending
23 along with my grandkids and great-granddaughter.
24 That's a situation that I don't like at all.

1 And for you to just close the school
2 without coming around, going and walking the
3 area where these kids are coming from, we've got
4 kids coming from Kedzie, we've got kids coming
5 from Western, we've got kids coming from across
6 the bridge to walk to come to school, and you're
7 still sending them pieces away. And you know
8 people don't drive like they're supposed to.
9 And if somebody want somebody, they're going to
10 get that somebody, and they don't care who is in
11 the middle. Therefore, that could be me and my
12 kids along with my new granddaughter that I have
13 to take out that morning to take them to school.

14 We need to sit down and take these
15 things under consideration instead of just
16 sitting in your offices and closing down things,
17 because this was not taken under consideration.

18 MR. BABBITZ: Next speaker will be Carrie
19 Rohe.

20 MS. ROHE: I've been asked by a few people in
21 the audience who maybe are not in the field of
22 education to kind of explain a little bit about
23 what I already talked about. So just to be
24 clear, you know, the State of Illinois Board of

1 Education is the umbrella, and CPS is under that
2 umbrella. The State gives rankings to each
3 school. You can either be fully recognized --
4 and I'm reading that right off the State Board
5 of Education website. You can either be fully
6 recognized, which means that the school has made
7 adequate yearly progress and is currently in
8 compliance. You can be on academic early
9 warning status, which is the next level. These
10 schools did not make AYP, which is adequate
11 yearly progress, for two consecutive years, and
12 are eligible for state sanctions.

13 The third category, which is the
14 lowest, which is the school where we are going
15 to, that's where they fall, in this category.
16 They're the last category. They're on academic
17 watch. These schools have failed to make annual
18 yearly progress for two additional years after
19 being placed on academic early warning or
20 because for four annual calculations, they've
21 missed AYP. They fall into that last one I just
22 said.

23 Cather has never made AYP. Our
24 students are going to a school that is on

1 academic watch, and at any time the State can
2 come in and enforce something because they are
3 not meeting the State and federal guidelines.

4 We're fully recognized. We're at the
5 top of the State level. We're going to a school
6 that's at the bottom. And the reason this is is
7 because CPS is making their own policy, this
8 performance policy, which has the four
9 categories of attendance, our test scores. And
10 if you looked at the article in the Tribune
11 yesterday in which Calhoun North made the front
12 page, there were four categories. It says the
13 percentage of points on your performance for the
14 ISAT, improvement in reading, metric improvement
15 in math metric, and then your attendance.

16 So Cather beat us on some of those
17 other factors, maybe attendance or somewhere
18 else. I'm not quite sure. But I'm not
19 concerned about attendance rates at school. I'm
20 concerned about where my students are going when
21 they're in that classroom. Are they learning?
22 I'm not concerned about the parents whose
23 students are not coming to school every day.
24 That shouldn't be part of the points. I'm

1 concerned about the student whose parents are
2 bringing them to school every day and whether or
3 not they're getting an education.

4 And if you noticed in the Tribune,
5 there was a consortium that talked about how
6 effective the CPS closings are. And it said
7 that schools that are Level 1s or high schools,
8 that the only place that it's effective is where
9 they take over schools that are extremely lower
10 than them; that the students that are extremely
11 lower can benefit by going into a high school.
12 Well, Calhoun is that high school. So we should
13 be taking students that are at Level 3 into our
14 building, or we should be going into someone
15 else's building. Because our teachers have
16 proven that they can have a class size that
17 large, and they can teach whatever children are
18 put in their classroom.

19 That's really what this is about. We
20 should have been chosen to be a receiving
21 school. We should have been the welcoming
22 school. That's it. There's nothing else to say
23 about that. We are not a Level 1 by
24 three-tenths of a point. Three-tenths? Really?

1 So we're going to go to a school that's just
2 recently been performing as well as we have,
3 just recently in the last few years, but they
4 have not proved themselves. They have not met
5 AYP, and they're still on academic watch. Our
6 teachers have proved themselves. Our students
7 have proved themselves. And we should have the
8 opportunity to go into somebody else's building
9 and turn that school around.

10 MR. BABBITZ: Next speaker will be Crystal
11 Williams.

12 MS. WILLIAMS: Good morning. It's me again.

13 Just a few things. I appreciate you
14 guys coming out, spending your time to sit here
15 and listen, not be responsive. It's beginning
16 to be a memorial service. I've been at these
17 meetings every day of this week.

18 But what I want to say to the parents
19 is your questions and concerns should not be
20 addressed to the Board of Education. They
21 should really go to Rahm Emanuel and Michael
22 Madigan.

23 I spoke with a parent this week who was
24 in Springfield and had a short conversation with

1 Michael, who said that he is not changing his
2 mind about this budget deficit. She asked him
3 why does it have to impact kids. He said
4 somebody has to do it.

5 So I want you all to know they have no
6 question or no concerns about the children in
7 our black communities. They're not going at the
8 kids in the white communities. We look at
9 schools in the O'Hare Network and other networks
10 who are not being targeted who have very low
11 utilization. And you all need to know that
12 money talks, and we all know that bull crap
13 walks.

14 When we talk about them, when they talk
15 about adding technology to the schools, kids
16 already have that. I mean, Commander, you
17 already know that a mob action was organized on
18 Michigan Avenue with a smart phone or a mini
19 iPad. So they have that technology. Smart
20 phone has really made us dumb because I can
21 hardly remember phone numbers anymore. So
22 technology is not a question.

23 Someone asked the question about the
24 building. We know that these buildings will be

1 taken over by charter schools. We know that
2 there will be an infiltration of charter schools
3 in the black communities. People know this.
4 That should be your questions. Those should be
5 your concerns, what is the plan, not just for
6 the education of your children, but for your
7 community. And you need to be a part of those
8 decisions that are being made.

9 And we know that the other schools in
10 some other communities are faced with some other
11 actions. And the students, as a matter of fact,
12 yesterday, from Laura Ward, went up to Ryerson
13 and told them that's already their building and
14 threatened to fight them. So we know that
15 safety is always going to be an issue, but we
16 have to deal with the safety issue outside of
17 school.

18 Like the young lady said, she called
19 the police, and it took them two hours. I
20 noticed something right in front of our house,
21 and it took them two hours to get there. And I
22 raised sand about. I was back and forth on the
23 phone calling the police department back, back,
24 back. They know me, Ms. Williams. They know

1 me, and I'll do it. I live there.

2 So these kids who don't have the power
3 or the technology on them to call the police
4 walking to school, it's a bunch of mess. You
5 all know it. There is no plan. There is no
6 action that includes the people. These
7 decisions are being made at State level. Know
8 that. There is a deficit in the budget, and
9 it's going to be paid by your children.

10 MR. BABBITZ: Is there anybody else who is
11 interested in coming to give comment today?

12 As a reminder, the public hearing will
13 be on Tuesday, April 16th, from 5:30 to
14 7:30 p.m.

15 MS. JOHNSON: Mary Ellen Johnson.

16 MR. BABBITZ: Next speaker will be Mary Ellen
17 Johnson.

18 MS. JOHNSON: I still want someone to explain
19 to me, you keep saying that it's a Level 1
20 school, but other people are saying it's a
21 Level 2 or possibly even 3. I'm talking about
22 Cather. So what makes it a Level 1 school, the
23 highest performing rating, when the kids from
24 Calhoun go over there? I mean, is that how they

1 become Level 1? Because I don't understand what
2 makes Cather Level 1, what are the
3 considerations that determine that. And if
4 Cather is Level 1, what is Calhoun?

5 MS. HICKS: I have another question.

6 MR. BABBITZ: State your name again, please.

7 MS. HICKS: My name is Janice Hicks.

8 When you first sent the letter out,
9 when they first sent the letter out, they sent
10 the letter, and they sent another paper with my
11 kids that is stating that with their
12 performance, they can go to any school they want
13 to go to. So those kids choose to go to
14 Calhoun. So you're telling them they can go to
15 any school, South Side, West Side, North Side,
16 because their grades are that good, their scores
17 are that good. So why are you taking them out
18 of their neighborhood school, where they need to
19 stay to perform even better?

20 And the performance with the kids -- I
21 was on the council when the last principal was
22 brought in. Ms. Hannah brought us up to par,
23 because we were below. When we were below,
24 nobody touched us. Now that we are up there,

1 now everybody wants us to go.

2 There is something wrong with this
3 method that you have going on. You really need
4 to sit down and look at that again. Because if
5 you're giving me a paper saying my kid can go on
6 the North Side with the best of them, my
7 granddaughter is coming out, and she can go to
8 Walter Payton. She can go to any school she
9 wants to go to. That's because of the teachers
10 at Calhoun, because they taught her.

11 My baby girl graduated from Calhoun
12 with honors. And she had problems because she
13 was in a car accident and had head problems.
14 She graduated. She graduated out of college
15 year before last with her degree.

16 So something is wrong with the method.
17 That method needs to be looked at again because
18 if you're telling them that, then they want to
19 stay there.

20 STUDENT: Keep open our school. Open.

21 MS. WILLIAMS: Marquette Williams.

22 My final concern, Calhoun is a high
23 performing school doing good, and Cather is not.
24 So if Calhoun is closed and the Calhoun students

1 are sent over to Cather and the State comes in
2 and closes Cather because they're doing so
3 horrible academically, what happens to now two
4 schools of children? Where do they go? That's
5 double the amount of children. Where do they
6 go?

7 MR. BABBITZ: We do not have any further
8 speakers who have signed in. We will however
9 leave the microphone open until noon if anybody
10 would like to make any further comment.

11 Next speaker will be Leslie Rechte
12 speaking on behalf of Alderman Fioretti.

13 MS. RECHTE: Thank you. I represent Alderman
14 Fioretti on schools, parks, and CHA issues. I
15 spoke at the last hearing, and I'm not going to
16 repeat all of the comments that I made
17 previously. The bottom line was, we believe
18 that Calhoun North should not be closed, that
19 there are pending proposed -- pending firm
20 construction plans the CHA has around the
21 neighborhood boundary for Calhoun North, and we
22 believe that it would be shortsighted to close
23 the school.

24 There is another issue that I wanted to

1 raise, and perhaps you can look into. When four
2 years ago or so the alderman was informed that
3 there was a construction project at Cather,
4 there was a contractor that was supposed to be
5 redoing the playground and the area around
6 Cather, and they left. They did not finish the
7 project. And I believe they defrauded CPS.
8 They didn't finish the construction; they didn't
9 finish the playground; they didn't finish the
10 water fountains. There were a number of things
11 that were supposed to have been done.

12 And we asked about this a number of
13 times. But I think to the extent that you're
14 looking at Cather and you're looking at that
15 facility, I think it's appropriate to look at
16 what the status is of the work that was supposed
17 to be done in the playground and in the area
18 around Cather. It's relatively small, but the
19 entire campus probably needs to be looked at.

20 When you had Urban Prep in the
21 building, we had looked at it, and we were
22 looking at doing some improvements until you
23 moved Urban Prep out. So it's just something
24 that I think is worth looking at since you're

1 looking at facilities. It's definitely
2 something that needs to be looked at. The
3 facility outside is definitely not the quality
4 of what Calhoun North is.

5 That's all I've got to say this
6 morning. Thank you.

7 MR. BABBITZ: The next speakers will be B and
8 AW and MM presenting together.

9 STUDENTS: Hi I'm M, I'm P, I'm A. My mom
10 works at Calhoun. Our dad works at Calhoun.
11 They really work hard and love their students.
12 When we go up there, we can tell that the
13 students love them too. Thank you.

14 MR. BABBITZ: The next speaker will be JM.

15 STUDENT JM: My name is J. My room number is
16 109, and my teacher's name is Ms. Sanders. And
17 this is my sister. She is in preschool, and her
18 room is 101. And this is my cousin, DJ.

19 STUDENT DJ: My name is DJ.

20 STUDENT JM: DJ's name -- his mama name is
21 Lay-Lay.

22 MS. JOHNSON: Mary Ellen Johnson again.

23 I would like for you to explain what
24 happens now with this information that we've

1 given you? Does it matter? Who will hear it?
2 And what authority do you have? Or do you
3 answer any questions?

4 I've noticed that you just write these
5 things down. Will you answer any questions?

6 MR. BABBITZ: We'll be providing responses on
7 the website at cps.edu, backlash, Quality
8 Schools.

9 MS. JOHNSON: Will one of the answers be what
10 authority that you have? I know you listen to
11 us talk --

12 MR. BABBITZ: We're here to listen today,
13 bring information back to the CEO and Board of
14 Directors. There will be a public hearing next
15 Tuesday, and the Board will be making a decision
16 with respect to the recommendations that have
17 been made.

18 The next speaker will be Marquette
19 Williams.

20 MS. WILLIAMS: I am the third generation of
21 my family to attend Calhoun, and this is my
22 daughter, who will be attending kindergarten at
23 Calhoun next year if we can keep the doors open.

24 I am a 2002 graduate, valedictorian.

1 Hence, the fact I was able to home school my
2 daughter until she started preschool. She just
3 turned 5 years old, and she is wonderful at
4 addition, subtraction, and spelling. And we are
5 starting on multiplication. And she's just
6 entering kindergarten. So the next generation
7 at Calhoun is going to be just as wonderful, if
8 not more, than any of the last generation.

9 This is Morgan.

10 MR. BABBITZ: The next speaker will be Mona
11 Conway.

12 MS. CONWAY: Hi. Good morning. My name is
13 Mona Conway. I just received a text from my
14 son, who is 15, who went to Calhoun since the
15 age of 3, who graduated last year. He said,
16 Mom, could you let the Board know that I just
17 got interviewed from scouts from Ohio State
18 University. He's across the street, as a matter
19 of fact, at the Golden Dome playing in a
20 tournament, which he goes to Marshall High
21 School. He's a freshman, but he's playing on
22 the varsity team because he's just that good.
23 And he wanted to thank Calhoun who gave him all
24 the knowledge and strength to be who he is

1 today.

2 My son was in special ed class, and
3 they took him and told him he can be whomever,
4 whatever he wants to do or be in life. And he
5 was interviewed, and he told them that he thanks
6 Calhoun for all his aspirations. And they said
7 Calhoun? Who is Calhoun? And he said that was
8 my first home school. And they said why not
9 your parents, your family? He said no. My mom
10 helped, but Calhoun pushed me to do this. This
11 is what I want to do in life.

12 And he said to let the Board know to
13 watch him in five years, he will be on an NBA
14 team thanks to Calhoun. Because on Saturdays,
15 he goes to Calhoun with his coaches on Saturday
16 to help those kids, the 7th and 8th graders
17 that's on the sports team to let them come to
18 his high school and play ball and learn to play
19 ball in school rather than being on the streets.
20 He's trying to be an influence in their life
21 just as much as Calhoun was in his life.

22 And he just texted me to let you all
23 know to speak on his behalf because he couldn't
24 be here. He's actually playing in a tournament

1 as we speak. And he said he wanted to thank
2 Calhoun for that. He said all his aspirations
3 and all his goals come from Calhoun. So he just
4 wanted to let you all know that.

5 MS. ROHE: I'm back.

6 MR. BABBITZ: The next speaker is Carrie
7 Rohe.

8 MS. ROHE: So I'm asked to speak on behalf of
9 some of the parents who have students that are
10 in the 8th Grade and have been accepted to high
11 schools. We have some that are going to Jones,
12 we have students that are eligible to go to
13 Crane. They put their applications into the new
14 medical program at Crane. We have some schools
15 that are calling by phone constantly asking
16 which high schools are students going to because
17 most of them -- as a matter of fact, I think we
18 had all of our 8th grade except for one or two
19 had the high minimum to apply to pretty much any
20 school that they wanted to go to.

21 So a majority of our 8th graders have
22 offers from pretty much every school that
23 they've applied to, and the schools are all in
24 competition for that enrollment, so they keep

1 blowing up my phone.

2 But I also want to speak to the fact
3 recently in the last couple of weeks, despite
4 the fact our school is on the closing list, we
5 have students from Roosevelt University coming
6 into our building to do observations, even
7 though we've said to them we are on the school
8 closing list. And that does not prevent them.
9 They want to come in and observe our teachers in
10 their craft.

11 And this week, I'm working at my desk,
12 I'm actually in a meeting. And in walks this
13 gentleman. And I said, How can I help you, sir?
14 And he says, well, I am so and so from DePaul
15 University, and I have six students that need to
16 have some observation hours. And I'm wondering
17 if Calhoun will take them.

18 And I explained, you do realize that we
19 are on the closing list? He said it doesn't
20 matter. I want these students to have this
21 experience in your school.

22 Now, everybody knows where DePaul is
23 located. Those students could have gone to the
24 North Side. That professor could have gone

1 anywhere on the North Side and asked any of
2 those schools if they would take those students.
3 Instead, that professor came all the way to the
4 West Side and came to me and asked me if those
5 students can observe at my school.

6 I think that speaks volumes in terms of
7 what the community and in the city at large
8 looks at our school. We have people that are
9 coming from all over just to see that
10 experience.

11 We know it is not easy to educate the
12 children that we have in our building. It's not
13 easy. And it takes a staff that we have to do
14 that job and do it as well as they have. And
15 that is noted across the city.

16 So I just think that, you know, when
17 you have that reputation, you know, that's
18 something that needs to be considered, that we
19 have all of these organizations that have other
20 choices, and yet they still are looking at our
21 school.

22 Thank you.

23 MS. JENKINS: Hi. My name is Latoya. I'm
24 speaking on behalf of the pre-K parents.

1 MR. BABBITZ: Can you provide your last name
2 as well.

3 MS. JENKINS: Jenkins.

4 I'm a volunteer in head start, and the
5 kids look forward every year to following their
6 sisters' and brothers' footsteps. So please
7 don't close Calhoun. Have a heart.

8 MS. MOORE: Hello. Again my name is Ruthie
9 Moore. I just want to bring out the fact that,
10 quoting the Chicago Tribune article from
11 yesterday: CPS official Adam Anderson said the
12 decision to close Calhoun had nothing to do with
13 its academic performance.

14 So if it has nothing to do with
15 academic performance and we're using the
16 underutilization model as the reason to close
17 Calhoun, technically, Cather is more
18 underutilized than Calhoun.

19 So the question on the table is, why is
20 Calhoun being closed as opposed to Cather with
21 regard to the underutilization model and
22 according to the quote by Adam Anderson that
23 Calhoun is not being closed because of its
24 academic performance. So what we would like to

1 know, and maybe this question will be addressed
2 on the website, what we would like to know is
3 why specifically is Calhoun being closed, and
4 what model is being used to close Calhoun as
5 well as if it's not academics, how does the
6 performance model that we're using allow Cather
7 to remain open and Calhoun to stay closed even
8 though Cather is more underutilized than
9 Calhoun.

10 Thank you.

11 MS. HICKS: Hi. I'm back again. My name is
12 Janice Hicks. I was just looking at this paper
13 I was given in the front, and it says as Chief
14 Officer Barbara Byrd-Bennett is stating about
15 the neighborhood schools being closed and the
16 high quality of education, such things as she
17 has in there, college careers. Our kids go on
18 college tours. They just finished a college
19 tour. They went to -- Ms. McClinton, eight,
20 nine different colleges. We take our kids to
21 different colleges so they know what they can do
22 once they get out of high school.

23 And you have on here trapped in
24 unrestored and unutilized schools. Our school

1 is utilized. Our kids are not trapped anywhere.

2 They get out, they go.

3 Then on the thing that you have down
4 here that really affected, air conditioning,
5 library, counseling, social worker, technology,
6 and science upgrades. We have all that. We
7 have our teachers, we have counselors, my
8 counselor there, and we have our special ed
9 teachers. Calhoun has that and has always had
10 that.

11 And if you look at the scores from our
12 special ed kids, they rank right there with the
13 rest of them. They're never under. Most of
14 them are above some of the best kids there are.
15 Just go back and look at the test scores. I'll
16 make this to you. Go back five years. Look at
17 our test scores. Go back five years and look at
18 everything else. Calhoun has always been on
19 top.

20 But the things that you are saying that
21 you're closing us for, we have. And the things
22 that you're saying that you're going to put into
23 other schools, we already have them in this
24 school. So it goes back to waste of money. And

1 that's a waste of money to close one school that
2 has everything that Ms. Bennett has on here.
3 And I challenge her to come out to Calhoun and
4 speak with our kids. She may get an earful.

5 MS. RANIERI: Hi. Again my name is Danielle
6 Ranieri. I just kind of want to go off
7 something that she said too and just the fact we
8 constantly hear the decisions are made in the
9 best interest of the students, and the decisions
10 are made to increase performance across the
11 whole city of Chicago. And it's just blatantly
12 obvious from everything that everybody has said
13 and everything that you both already know about
14 our scores and everything that's going on that
15 if you want a high performing city and you want
16 high performing students, then you obviously
17 need to keep open high performing schools.

18 There are underutilized schools that
19 are failing, and yet they're staying open. So,
20 you know, if you're going to close us, then you
21 need to give us some other explanation as to why
22 that's the reason. If it has to do with money
23 or it has to do with the building going
24 somewhere else, then you need to say that.

1 Because saying just underutilization or saying
2 under performance, each excuse is used whenever
3 it's deemed fit. But with us, you have
4 underutilized schools that are failing that are
5 staying open. And yet high performing schools
6 that may be underutilized aren't being merged
7 with these failing schools where maybe we could
8 take over and help schools that are -- You know,
9 what we're doing is working. So why close
10 something that is working? Thanks.

11 MS. ROHE: Okay. Carrie Rohe again.

12 Ms. Hicks, the reason why they're putting us to
13 another building, they want our building. They
14 want to give our building to Learn Charter. If
15 that was not the case, we wouldn't have people
16 coming in. They didn't come in and count chairs
17 and count desks. They measured. They measured
18 desks, they measured chairs, they looked at
19 colors of the desks in our various offices in
20 the building. When the people who did that, the
21 transition crew, whatever, went to different
22 schools, and when we asked, you know, why are
23 you measuring, they said they didn't know, and
24 that at all the other schools they just had to

1 count, they had to do an inventory. But at our
2 building, they had a little bit more work to do.
3 They had to write details of colors and
4 measurements.

5 So there is a plan for our building.
6 I'm sure it involves Learn Charter which goes
7 back to when I first came up here this
8 afternoon. And if that's the case, let's stop
9 beating around the bush with this. If that's
10 the case, you should have put us in the school
11 that's a Level 3 where we could have kept our
12 school's name, our students, and our staff.
13 That would resolve this.

14 We wouldn't be here. We wouldn't be
15 fighting to keep our building open if you would
16 have played fairly and played by the rules. But
17 CPS is playing dirty, and they're not announcing
18 that they want our building for the charter
19 school. Even though they say we're not going to
20 put any charter schools in our building. The
21 charter school is 25 feet away. We know they're
22 overcrowded. They want the middle school to go
23 to our building. They don't want to take
24 Cather's building because we're right across the

1 street, and they want their students to go to
2 Marrilac. Marrilac is not at Cather. Marrilac
3 is across the street from Calhoun.

4 This is the underlying issue. This is
5 what the media is not recording. This is what
6 every adult in this building needs to
7 understand. This is what needs to be in the
8 newspaper. And I love how the Tribune didn't
9 speak on that. That's the issue here. They
10 want the charter schools to take over the
11 schools, break up the union, and the list goes
12 on and on. Nobody here should be fooled.
13 Calhoun is going to become Learn Charter.
14 That's it.

15 MR. BABBITZ: We just have one or two more
16 minutes before the meeting needs to conclude.
17 If there's anybody else that is interested in
18 coming to the microphone and providing comments,
19 I encourage you to do so right now. Thank you.

20 MS. WILLIAMS: Marquette Williams. I do agree
21 that CPS Board of Ed needs to be more open with
22 what the plans really are. Learn Charter School
23 is not saying, oh, we're fine. They are letting
24 the parents of Calhoun and neighboring schools

1 know, we plan to expand. They are not saying
2 where, but it's obvious that Calhoun is the
3 target. And if this is happening, we need to
4 know. We need to have options. We need to be
5 included in what's going to happen to our children.

6 MR. BABBITZ: Is there anybody else who would
7 like to provide a final comment?

8 (No response.)

9 MR. BABBITZ: So just as a reminder, the
10 public hearing will be held on Tuesday before an
11 independent hearing officer. It will be an
12 opportunity for public comment at that meeting.
13 It's April 16th from 5:30 to 7:30 p.m., and the
14 meeting will be located at 125 South Clark Street.

15 We thank everybody for their comments
16 today. We do ask that as you exit the room, you
17 exit through the doors in the back. We do have
18 another meeting coming in here today through the
19 side doors. So if you could exit through the
20 back, we would appreciate it. Thank you all for
21 coming out.

22 (Whereupon, the Public Hearing
23 adjourned at 12:00 o'clock
24 p.m.)

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

5 I, TRACY JONES, being first duly
6 sworn, on oath says that she is a court reporter
7 doing business in the City of Chicago; and that
8 she reported in shorthand the proceedings of
9 said Public Hearing, and that the foregoing is a
10 true and correct transcript of her shorthand
11 notes so taken as aforesaid, and contains the
12 proceedings given at said Public Hearing.

13

14


TRACY JONES, CSR

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LIC. NO. 084-004553

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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of John Calhoun North Elementary School

**Statement of Patrick Payne, Portfolio Planner for the Chicago Public Schools
April 16, 2013**

Good evening, Your Honor. My name is Patrick Payne, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since March of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as an analyst for Wells Fargo Financial and a strategy consultant. I have a Bachelor of Science from Drake University and a Masters of Business Administration from the University of Chicago, Booth School of Business.

I have been asked to appear at this hearing today to convey to you, the parents and the community, as well as interested members of the public in attendance, information regarding the space utilization of the Calhoun facility with respect to the proposal to close Calhoun.

According to the Chief Executive Officer's Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. The CEO may only propose a closure if the impacted students have the option to enroll in a higher performing school and the resulting space utilization after the closure will not exceed the facility's enrollment efficiency range as defined by the CPS Space Utilization Standards. I will discuss the details regarding the space utilization of this proposal, while my colleague Wanda Washington, will discuss the performance of the welcoming school and highlight the supports being offered in the draft transition plan.

Calhoun is currently located at 2833 West Adams Street. Calhoun is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 314 students in Pre Kindergarten and Kindergarten through 8th grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab 14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homerooms is approximately 76%-77% of the total classrooms available. As an elementary school's enrollment increases above the efficiency range, a school is considered overcrowded as programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range, a school is considered underutilized as classrooms are unused or poorly programmed, making the use of limited resources less effective.

A typical elementary school facility has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76%-77% of 39, is 30. Multiplying 30 allotted homerooms by 30 equals 900, the ideal enrollment. Finally the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 - 1080. If a school in this typical elementary school facility had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1080, it would be considered overcrowded.

There are 31 total classrooms within the Calhoun facility. Approximately 76%-77% of this number is 23, the number of allotted homerooms. 23 multiplied by 30 yields the ideal enrollment of the facility, which is 690. As such, the enrollment efficiency range of the Calhoun facility is between 552-828.

As I stated, the enrollment of Calhoun, as of the 20th day of attendance for the 2012-2013 school year, is 314. 314 is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Calhoun be welcomed at Willa Cather Elementary School, or Cather. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Cather's enrollment efficiency range as defined by the CPS Space Utilization Standards.

Cather has 35 total classrooms. Approximately 76%-77% of this number is 26, the number of allotted homerooms. 26 multiplied by 30 yields the ideal enrollment of the facility, which is 780. As such, the enrollment efficiency range of the Cather facility is between 624-936 students. Cather currently has 237 students enrolled.

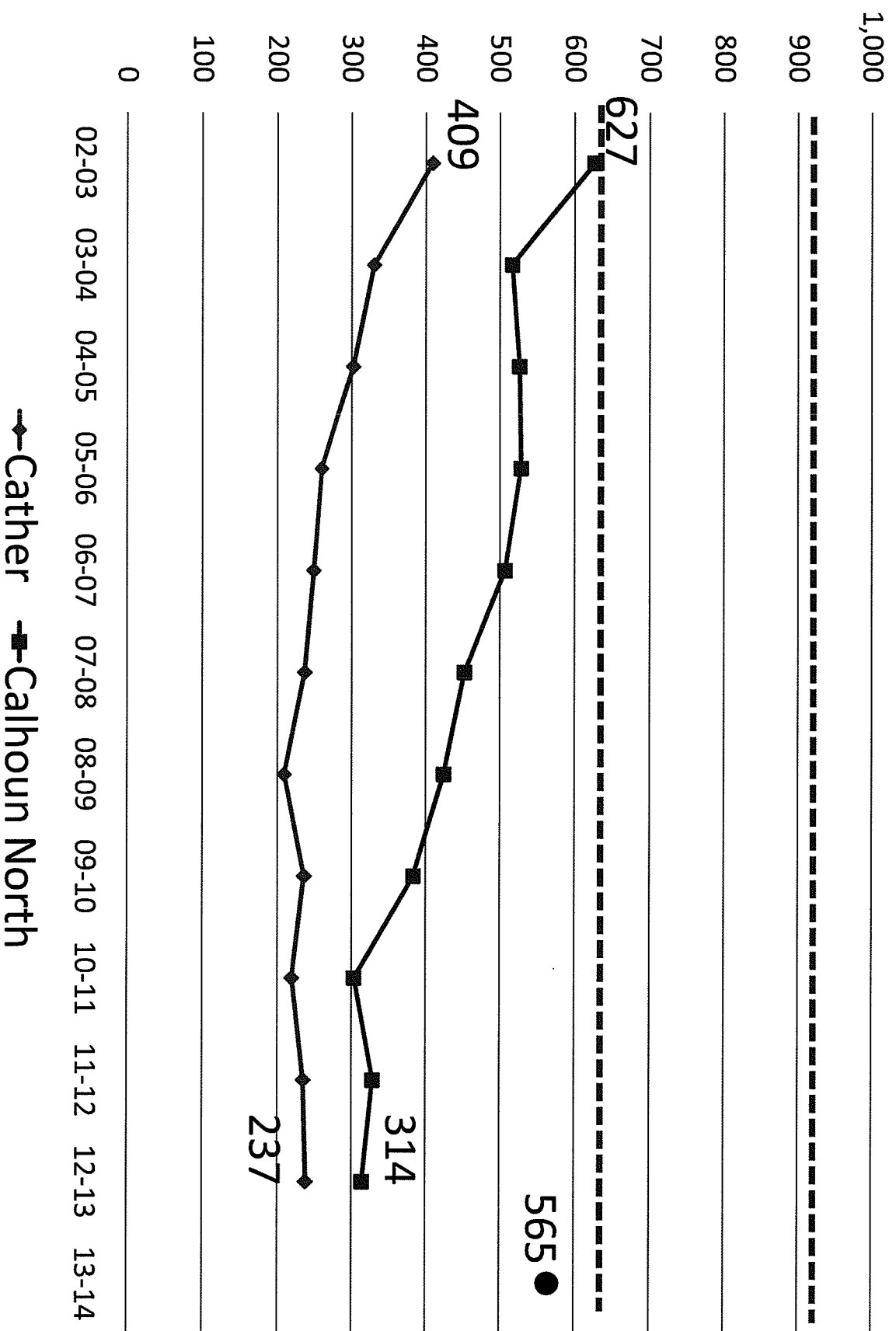
To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Calhoun and Cather, green hashed lines showing the enrollment efficiency range of the Cather building and a circle representing the combined projected enrollment for 2013-2014. Calhoun's current enrollment of 314 students and Cather's current enrollment of 237 students combines to a total of 551 students, is below the enrollment efficiency range of the Cather facility. Further, the projected enrollment of Calhoun for the 2013-2014 school year is 331 and the projected enrollment for Cather is 234 for a total of 565 students, which is also below the Cather efficiency range. Thus, there is enough space within the Cather facility for students from Calhoun and students from Cather.

If Calhoun is closed, the CEO is also proposing that Calhoun's attendance area be reassigned to Cather at 2908 West Washington Boulevard at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 22 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of Calhoun and Cather, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Wanda Washington, who will discuss the performance of Cather and highlight the proposed transition efforts.

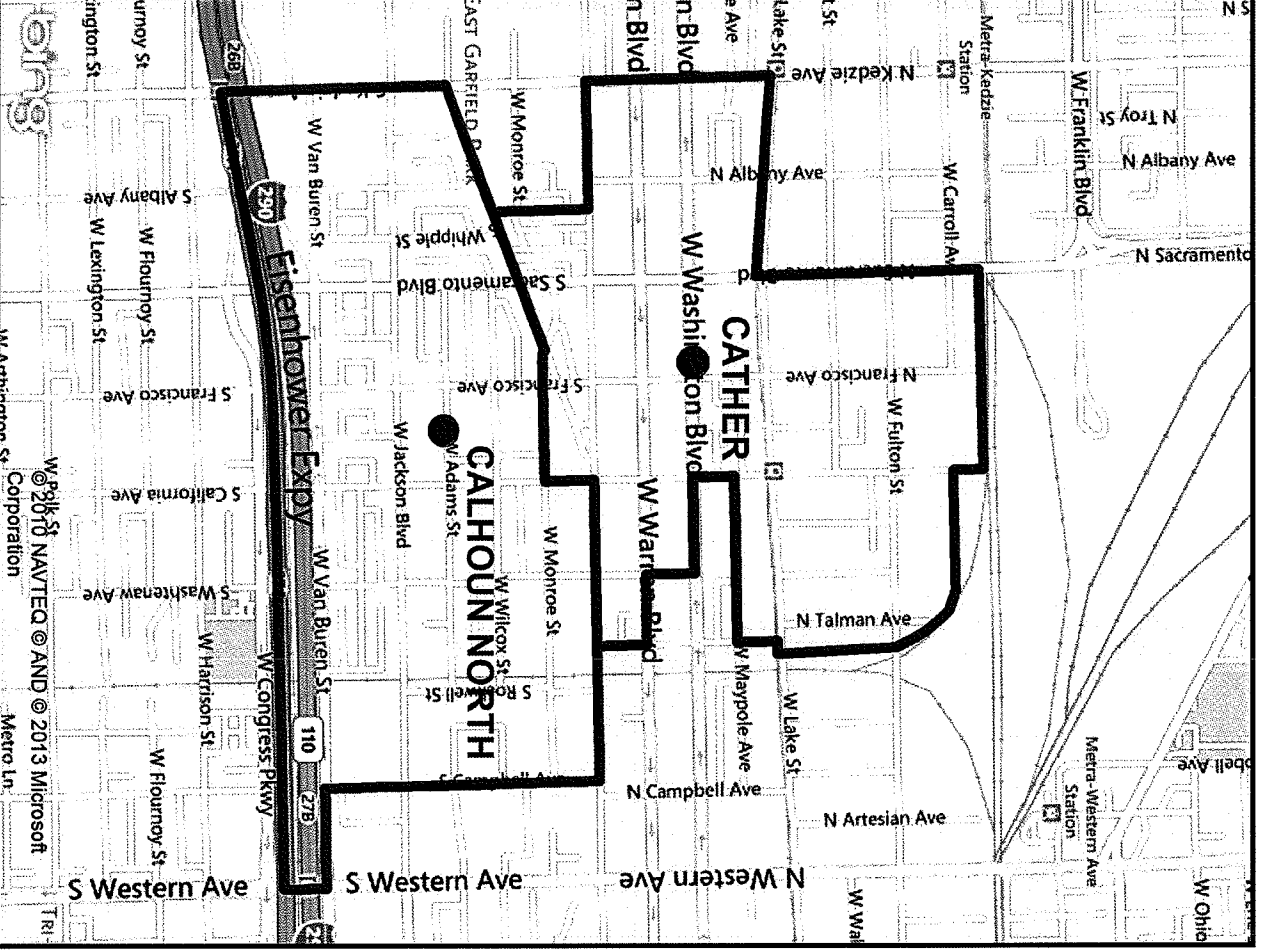
Thank you, Your Honor. This concludes my statement.

Enrollment History

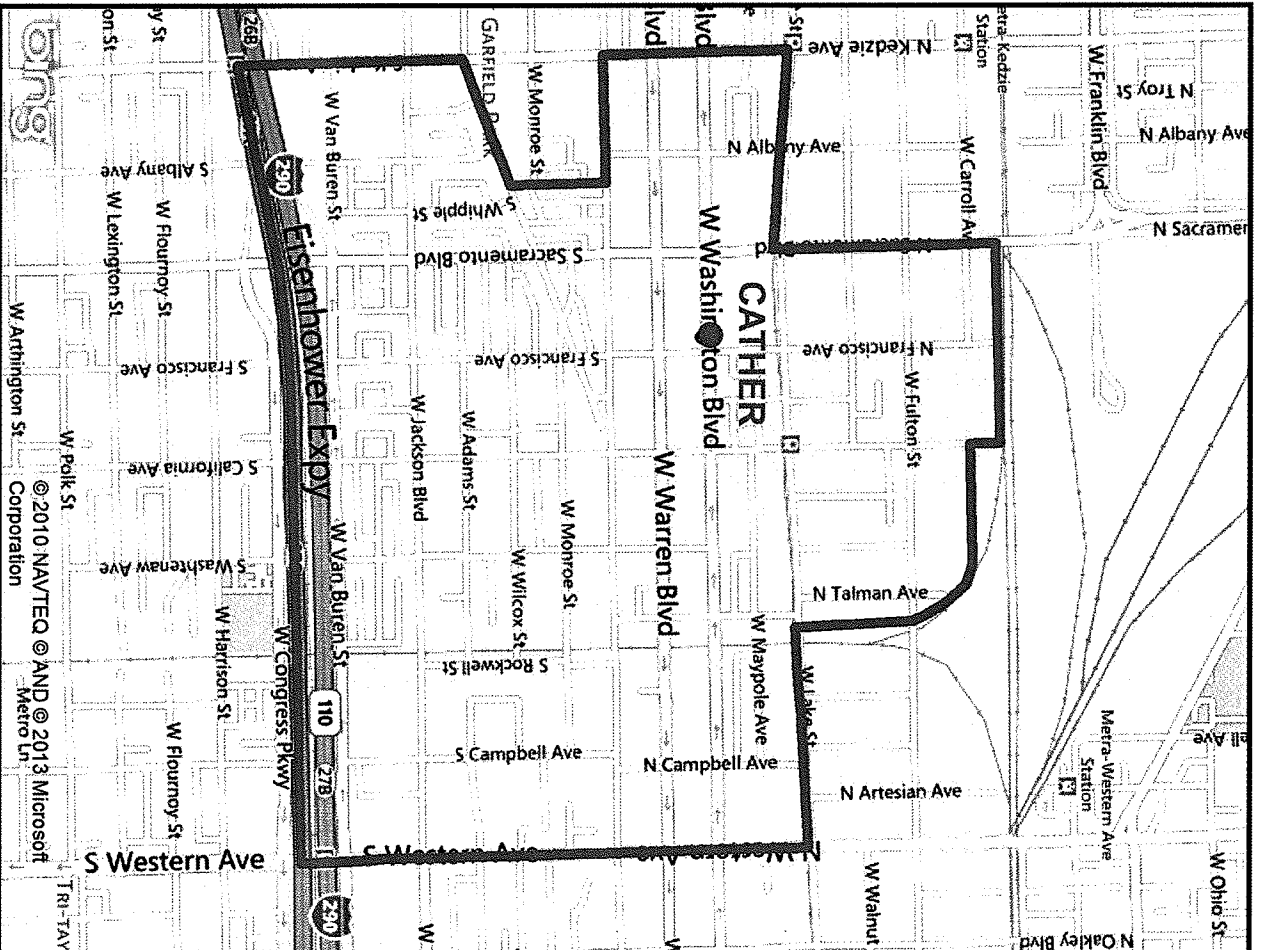


Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of John Calhoun North Elementary School

Statement of Wanda Washington, Chief of Schools for the Garfield-Humboldt Elementary Network

April 16, 2013

Good evening Your Honor. My name is Wanda Washington. I am the Chief of Schools for the Chicago Public Schools, Garfield-Humboldt Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Cather is within the Garfield-Humboldt Elementary Network and I am responsible for the support and oversight of Cather on behalf of the CEO. I have been the Chief of Cather since September 27, 2012.

By way of background, I have been with the Chicago Public Schools for over 20 years as a teacher, assistant principal and manager. For the last 6 years, I have had executive level responsibility for multiple schools. In September of 2012, after serving as the Deputy Chief, I became the Chief of Schools for the Garfield Humboldt Network. In this role, I supervise and provide strategic guidance for 24 schools in the areas of instructional practices in the classroom and professional development for the teaching staff. I have a bachelor's in mass communications from Illinois State University and a master's in educational leadership from Concordia University.

As you have already heard, Calhoun fits the criteria of the Chief Executive Officer's Guidelines for School Actions because it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Calhoun students will be welcomed by Cather, located at 2908 West Washington Boulevard. The facility at 2908 West Washington Boulevard has enough space to welcome the Calhoun students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Calhoun students are welcomed by the Cather administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Calhoun received a Level 2 rating based on its performance during the 2011-2012 school year, while Cather received a Level 1 rating. The Performance Policy reports reflecting these levels are included in the binder of documents that you have received at tab 24. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at Calhoun during the remainder of this school year and at Cather next year, and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab 1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Cather administration and the community to designate specific intersections for safe passage supports.

Additionally, students will receive academic supports as they transition, including the following:

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Calhoun maintain academic rigor for the remainder of the school year and ensure a smooth transition to Cather. PTCs are former principals, or other administrators with significant experience, who will be a resource for the administration and ensure continuity of support for faculty and students.
- Second, the Cather administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, I will set aside dedicated time to hold "office hours" and will welcome families and students affected by this action to discuss concerns and educational options. I will hold dedicated office hours on Wednesdays, May 1st, 8th, and 15th between 1pm - 3pm at 2908 West Washington.
- Fourth, the principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

Students will also receive social and emotional supports to help them adjust to a new school environment, including the following:

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Cather leadership to implement culture-building activities, such as staff luncheons and team- and trust-building activities. Resources will also be provided to sponsor activities such as school visits for families, coffee chats with the principal, picnics, field trips, or parent meetings to help transitioning families get to know their new school.

Finally, additional transition supports will be provided to ensure that Calhoun students who have unique needs or circumstances are adequately supported in this transition, including students with diverse learning needs, students in temporary living situations, English language learners, and early childhood participants. These additional supports are described in more detail in the draft transition plan, located in your binder at tab 1.

In conclusion, Calhoun is underutilized, the combined enrollment of Calhoun and Cather students at the 2908 West Washington Boulevard facility will not exceed the facility's enrollment efficiency range, and Cather is a higher performing school. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

Thank you for your time and attention. This concludes my statement.







Performance Policy

2012 Elementary School Performance Policy Report

John Calhoun North Elementary School

School ID: 610243

Network: Garfield-Humboldt Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					77.9% (2 points)	+1.1 (1 point)	3 of 6
ISAT Math Meets/Exceeds %					92.3% (3 points)	+5.1 (3 points)	6 of 6
ISAT Science Meets/Exceeds %					79.7% (2 points)	+11.9 (3 points)	5 of 6
ISAT Composite Exceeds %		14.1%	12.5%		20.2% (2 points)	+1.4 (1 point)	3 of 6
8th Grade ISAT Composite Exceeds %		11.0%	16.3%		27.7% (3 points)	+1.6 (1 point)	4 of 6
Adjusted Attendance Rate					96.0% (3 points)	+1.0 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.3	9th	0 of 3
Value-Added Math	+0.1	54th	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	29 of 42 (69%)	38 of 42 (90.5%)	18 of 42 (42.9%)
Performance Rating	Level 2	Level 1	Level 3
ISAT Composite Meets/Exceeds %	82.0% (2012)	86.7% (2011)	72.2% (2010)
Probation Status	Not on Probation	Not on Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite	Less than 5.0%	0 points	Less than 0.1	0 points
Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT	Less than 5.0%	0 points	Less than 0.1	0 points
Composite Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate	Less than 90.0%	0 points	Less than 0.1	0 points
(Ceiling = 95%)	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		
Value-Added Mathematics	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:

Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.





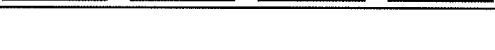

Performance Policy

2012 Elementary School Performance Policy Report

Willa Cather Elementary School

School ID: 610251

Network: Garfield-Humboldt Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					73.4% (2 points)	+7.2 (3 points)	5 of 6
ISAT Math Meets/Exceeds %					88.3% (3 points)	+5.9 (2 points)	5 of 6
ISAT Science Meets/Exceeds %					92.5% (3 points)	+18.4 (3 points)	6 of 6
ISAT Composite Exceeds %		6.3%	9.4%		20.8% (2 points)	+2.3 (1 point)	3 of 6
8th Grade ISAT Composite Exceeds %	0.0%		4.7%		13.1% (1 point)	+15.7 (3 points)	4 of 6
Adjusted Attendance Rate					95.9% (3 points)	+2.4 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.3	36th	1 of 3
Value-Added Math	+0.3	63rd	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating	32 of 42 (76.2%)	33 of 42 (78.6%)	30 of 42 (71.4%)
Performance Policy Points Earned	Level 1	Level 1	Level 1
ISAT Composite Meets/Exceeds %	81.0% (2012)	83.7% (2011)	71.3% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite	Less than 5.0%	0 points	Less than 0.1	0 points
Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT	Less than 5.0%	0 points	Less than 0.1	0 points
Composite Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		
Value-Added Mathematics	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
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Less than 50%	Level 3 (Probation*)

*Notes on Probation:

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