

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
JESSE OWENS ELEMENTARY COMMUNITY ACADEMY**

APRIL 16, 2013

COMMENCING AT 5:30 P.M.

**HON. JOHN MORRISSEY
HEARING OFFICER**

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2. Notice Letter to Administrators, Faculty, Staff, and Local School Council Members at Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Jesse Owens Elementary Community Academy
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, Administrators, Faculty, Staff and Local School Council Members of Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School on or about March 21, 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 about October 31, 2012, (b) Guidelines for School Actions on or about November 30, 2012, (c) Proposals on or about March 21, 2013, and (d) Summaries from Community Meetings on or about April 13, 2013 and April 16, 2013
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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
Jesse Owens Elementary Community Academy
12450 S. State St.

Parent or Guardian of a Student at
Samuel Gompers Fine Arts Options ES
12302 S. State St.

Re: Proposed Closure of Jesse Owens Elementary Community Academy

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 Jesse Owens Elementary Community Academy (Owens). I am also recommending that Samuel Gompers Fine Arts Options ES (Gompers) serve as the dedicated welcoming school for students at Owens 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 Owens, located at 12450 S. State St., at the end of the current school year and welcome returning students at Gompers, located at 12302 S. State St. We are recommending this proposal because Owens and Gompers share each other's neighborhood boundaries and individually offer less than kindergarten through 8th grades. If approved, Gompers will operate in both facilities, located at 12450 S. State St. and 12302 S. State St. While the closure of Owens is not related to performance, it is important to note that Gompers 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 Owens

I am also proposing that the geographic boundary currently associated with Owens will be reassigned to Gompers. This means that Gompers will be the new neighborhood school for students living in the Owens boundary who are not currently enrolled at Owens.

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

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 Owens.

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, stylized initial 'B'.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN**For the Proposed Closure of Jesse Owens Elementary Community Academy****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 Jesse Owens Elementary Community Academy (Owens). This decision is based on the grade alignment of Owens, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Samuel Gompers Fine Arts Options Elementary School (Gompers), 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

Owens is a neighborhood elementary school located at 12450 S. State St., in the Lake Calumet Elementary Network of CPS. Owens currently serves 328 students in pre-kindergarten & kindergarten through 3th grades. CPS is proposing to close Owens because Owens and Gompers share each other's neighborhood boundaries and individually offer less than kindergarten through 8th grades. The proposed closure meets the criteria of the Guidelines.

As a result of this action, all returning Owens students will be welcomed at Gompers, located at 12302 S. State St. and currently serving 4th through 8th grades. If this action is approved, Gompers will operate in both facilities located at 12302 S. State St. and 12450 S. State St. 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 Owens and Gompers, 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 Owens will be reassigned to Gompers. This means that Gompers will be the new neighborhood school for students living in the Owens 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 Owens. 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 Gompers 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 Owens, and ensuring a successful transition to Gompers 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, Owens students will be welcomed at Gompers, which is a higher performing school. To ensure Owens students receive high-quality academic instruction throughout the transition, Owens and Gompers 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 Owens maintain academic rigor in the classroom and ensure a smooth transition to Gompers. The PTC will follow students to Gompers 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 Gompers 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, Owens and Gompers 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. Gompers 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 Owens 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 Owens 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 Gompers, 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 Gompers 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 Gompers, provide observations of classrooms when school has resumed, and train Gompers staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Gompers, targeting training based on the unique population of the students in the school.
- Gompers is not accessible to persons with disabilities according to the Americans with Disabilities Act. 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 Owens STLS students may choose to attend Gompers or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Owens 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 Gompers staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Gompers 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 Gompers 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.cpsoe.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

Monday, April 08, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

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
Jesse Owens Elementary Community Academy
12450 S. State St.

Administrators, Faculty, Staff, and LSC Members
Samuel Gompers Fine Arts Options Elementary School
12302 S. State St.

Re: Board of Education Proposed Closure of Jesse Owens Elementary Community Academy

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 Jesse Owens Elementary Community Academy (Owens). 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 Owens, located at 12450 S. State St., at the end of the current school year and welcome returning students at Samuel Gompers Fine Arts Options Elementary School (Gompers), located at 12302 S. State St. We are recommending this proposal because Owens and Gompers share each other's neighborhood boundaries and individually offer less than kindergarten through 8th grades. If approved, Gompers will operate in both facilities, located at 12450 S. State St. and 12302 S. State St. While the closure of Owens is not related to performance, it is important to note that Gompers 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 Owens

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

Monday, April 08, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

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 Owens.

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 long, sweeping underline.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN**For the Proposed Closure of Jesse Owens Elementary Community Academy****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 Jesse Owens Elementary Community Academy (Owens). This decision is based on the grade alignment of Owens, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Samuel Gompers Fine Arts Options Elementary School (Gompers), 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

Owens is a neighborhood elementary school located at 12450 S. State St., in the Lake Calumet Elementary Network of CPS. Owens currently serves 328 students in pre-kindergarten & kindergarten through 3th grades. CPS is proposing to close Owens because Owens and Gompers share each other's neighborhood boundaries and individually offer less than kindergarten through 8th grades. The proposed closure meets the criteria of the Guidelines.

As a result of this action, all returning Owens students will be welcomed at Gompers, located at 12302 S. State St. and currently serving 4th through 8th grades. If this action is approved, Gompers will operate in both facilities located at 12302 S. State St. and 12450 S. State St. 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 Owens and Gompers, 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 Owens will be reassigned to Gompers. This means that Gompers will be the new neighborhood school for students living in the Owens 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 Owens. 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 Gompers 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 Owens, and ensuring a successful transition to Gompers 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, Owens students will be welcomed at Gompers, which is a higher performing school. To ensure Owens students receive high-quality academic instruction throughout the transition, Owens and Gompers 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 Owens maintain academic rigor in the classroom and ensure a smooth transition to Gompers. The PTC will follow students to Gompers 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 Gompers 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, Owens and Gompers 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. Gompers 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 Owens 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 Owens 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 Gompers, 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 Gompers 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 Gompers, provide observations of classrooms when school has resumed, and train Gompers staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Gompers, targeting training based on the unique population of the students in the school.
- Gompers is not accessible to persons with disabilities according to the Americans with Disabilities Act. 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 Owens STLS students may choose to attend Gompers or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Owens 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 Gompers staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Gompers 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 Gompers 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.cpsoe.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

Monday, April 08, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

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.


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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 Natashia 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 Natashia 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 Moziah 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



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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 Mozhiah 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

- ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
 - ddd. Proposed Closure of Lyman Trumbull Elementary School
 - eee. Proposed Closure of Alexander von Humboldt Elementary School
 - fff. Proposed Closure of West Pullman Elementary School
 - ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
 - hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
 - iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - jjj. Proposed Closure of Elihu Yale Elementary School
6. 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 draft transition plans were published on the CPS website on March 22, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
- a. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School
7. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 6, 2013 community meetings detailed below were published on the CPS website on or before April 11, 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 10:00am-12:00pm
 - 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 10:00am-1:00pm
 - c. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
 - d. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 10:00am-12:00pm
 - e. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 12:30pm-2:30pm
 - f. 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, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
 - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 10:00am-12:00pm
 - h. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm
 - i. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
 - j. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
 - k. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
 - l. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm


- m. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm
8. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 8, 2013 community meetings detailed below were published on the CPS website on or before April 13, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
 - j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
 - k. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - l. 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
 - m. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - n. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - o. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - p. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
9. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 9, 2013 community meetings detailed below were published on the CPS website on or before April 14, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm

- 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



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Formerly cited as IL ST CH 122 ¶ 34-18



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-

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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.

LAW REVIEW AND JOURNAL COMMENTARIES

Access to government information. 68 Nw.U.L.Rev. 363 (1973).



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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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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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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

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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 PSAT 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 PSAT composite score requirement:
 - i. Elementary school minimum 2011 ISAT Composite score - 50% meeting or exceeding state standards
 - ii. High school minimum 2011 PSAT 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 PSAE administration and during the Spring 2011 PSAE 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.



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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:



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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

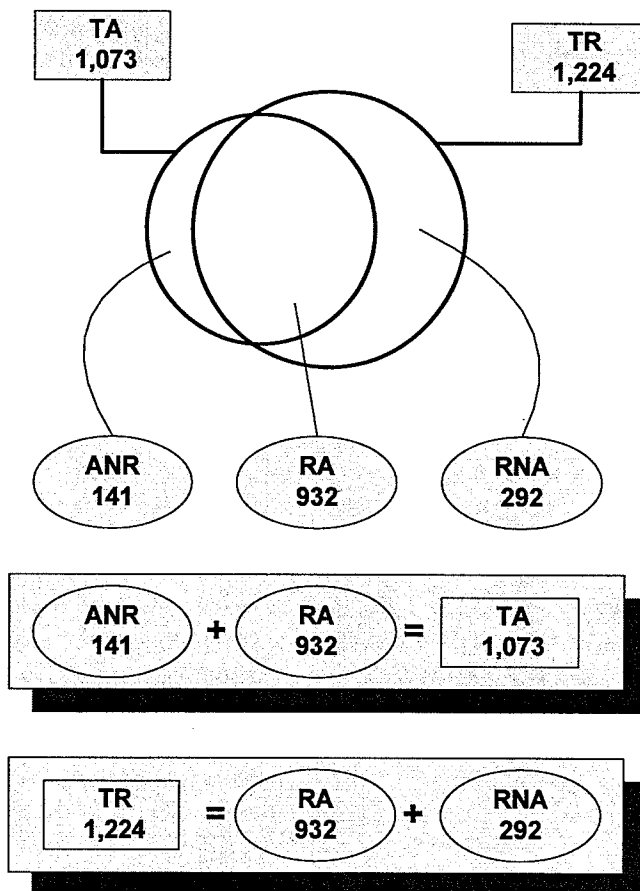
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities 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%).

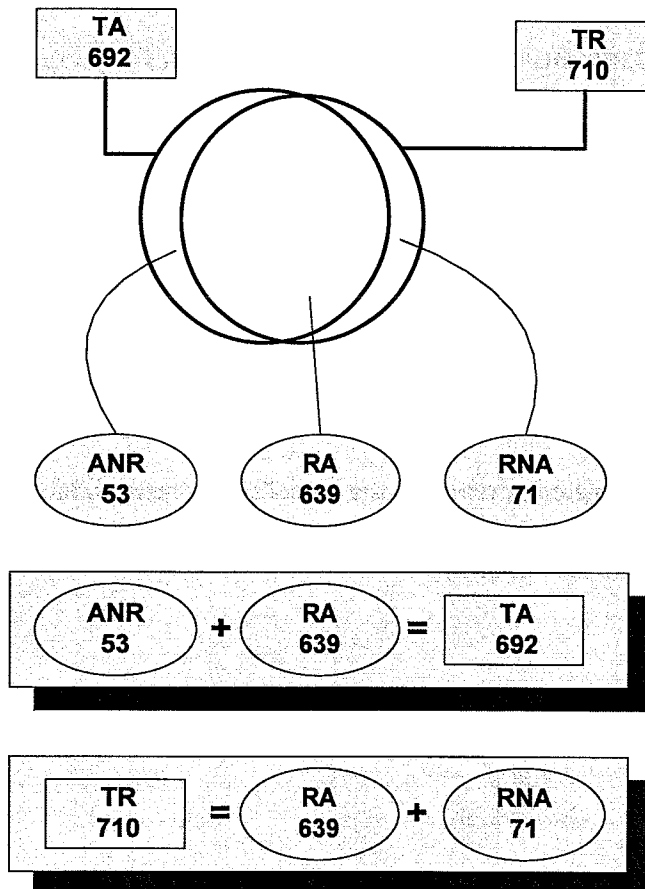
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

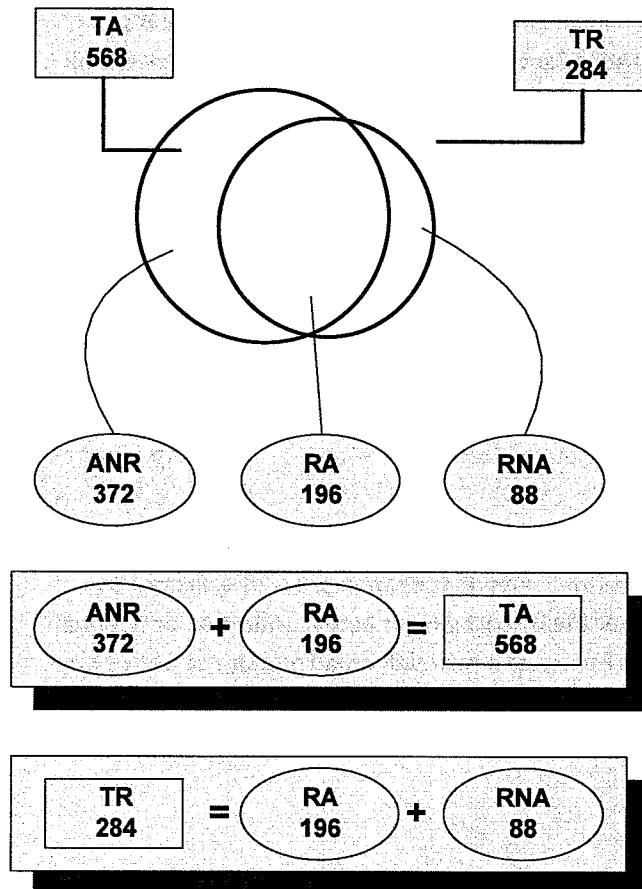
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

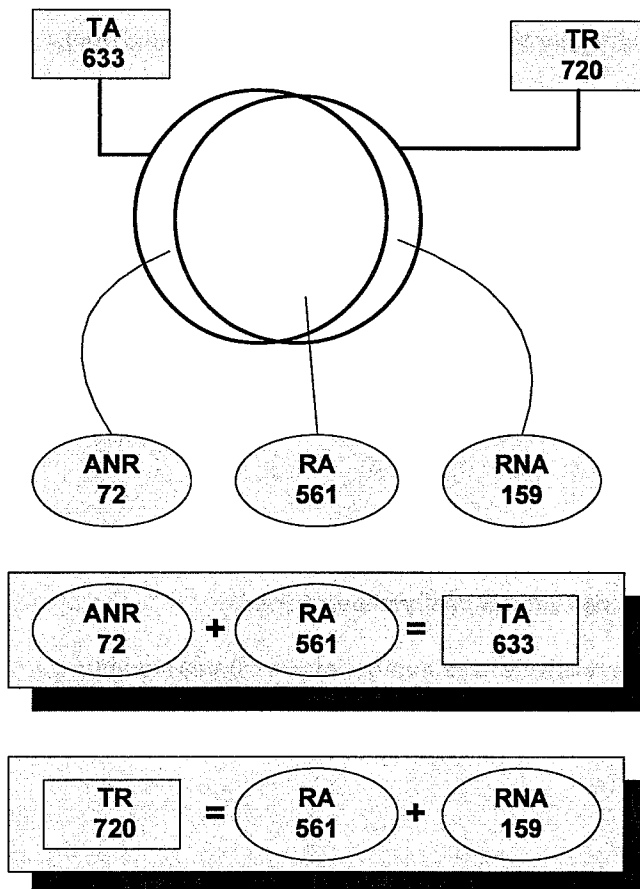
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<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).

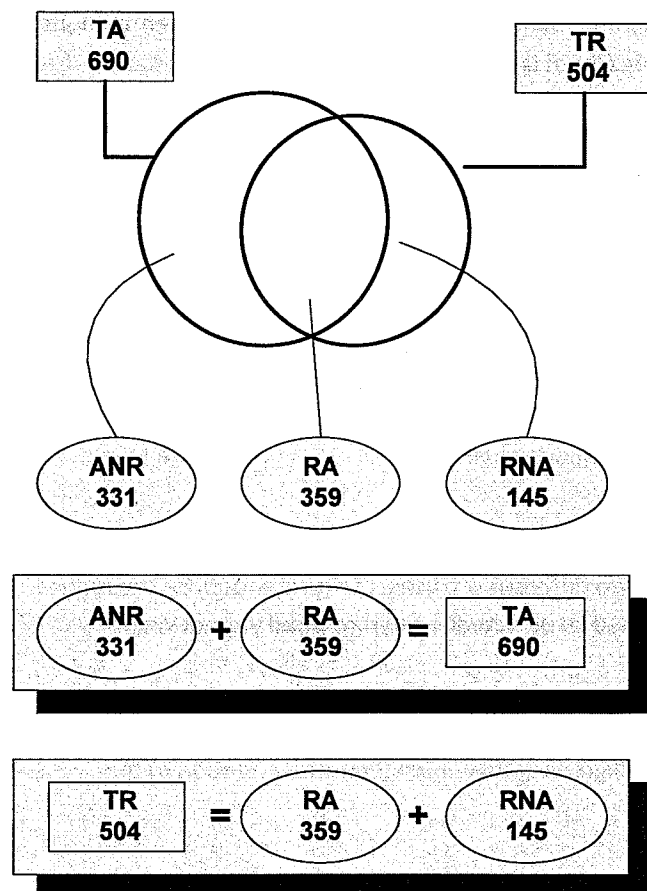
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<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).

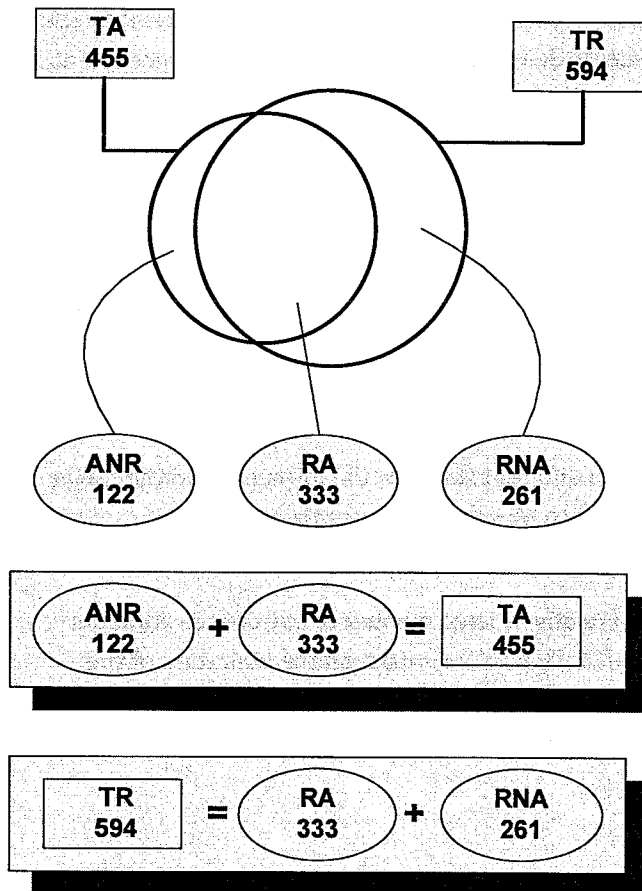
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<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]



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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](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

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**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.



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SB630 COMMUNITY MEETING
OWENS/GOMPERS

April 8th, 2013

5:00 o'clock p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 6th, 2013, at the hour of 5:00 o'clock p.m.

PRESENT:

MS. MELINDA GIDART, Controller
MR. TODD BABBITZ, Chief Transformation Officer
MR. HARRISON PETERS, Chief of Schools for the Lake
Calumet Network
MS. THYATIRIA TOWNS, FACE Manager
COMMANDER WALSH, CHICAGO POLICE DEPARTMENT

1 MR. BABBITZ: Good evening, everybody. Thank
2 you, everybody, for coming today. This meeting
3 tonight is the continuation of a process that's been
4 going on for over four months.

5 We've heard so far from over 20,000 people
6 throughout the city. We're excited to hear from
7 more of you today. My name is Todd Babbitz. I'm
8 Chief Transformation Officer for Chicago Public
9 Schools.

10 I'm here with fellow officer, Melinda
11 Gidart, Controller for CPS, who is going to be
12 leading the facilitation tonight.

13 We're here on behalf of the CEO
14 Dr. Byrd-Bennett to share some basic information and
15 to listen. I want to point out several additional
16 people that we have here today.

17 Harrison Peters, who leads the network.
18 We have commander Walsh, representing the Chicago
19 Police Department. We have a court reporter, who
20 will be recording every word that's spoken tonight
21 and taking that back to the CEO and the Board of
22 Education.

23 Similarly, we have a note taker at the
24 other end, who is also going to be providing a

1 summary of the discussion from today.

2 Is there anybody in the audience that
3 needs Spanish language translation? I don't see
4 anybody. Should anybody arrive that does need
5 Spanish language translation, we do have a Spanish
6 language translator here today who is in the front
7 of the room, and we do have somebody who will be
8 providing timekeeping services for us.

9 The purpose of this meeting is to allow
10 the CEO Dr. Byrd-Bennett, and the Board office, to
11 hear from those in attendance about one specific
12 proposal tonight; and you can be assured that she's
13 going to be reviewing all of the notes and the court
14 reporter, or the report from the meeting.

15 She'll also be taking a look at any
16 materials that you have, and we would ask that you
17 hand those to the timekeeper, if you speak, or if
18 you don't speak and choose to provide those.

19 This is the first of three meetings prior
20 to a Board vote related to the proposed closure of
21 Owens and the welcoming of students at Gompers.

22 Meeting No. 2 is scheduled for April 11th,
23 from 5:00 to 7:00 p.m. at this same location. There
24 will also be a public hearing at CPS central office

1 located at 125 South Clark on April 16th. That
2 meeting, that hearing, is from 5:30 to 7:30 p.m.

3 Everybody should have received handouts
4 before entering the room. They look like this. If
5 you did not receive them, please raise your hand,
6 we'll have somebody come and deliver them to you,
7 but I to orient you to the information that is in
8 those handouts.

9 Page 1, which looks like this, has a map
10 in the center of it. It shows the location of all
11 the schools involved in the proposal; and on both
12 sides of the map, there's an overview.

13 On the left-hand side, it shows historic
14 enrollment data; and on right-hand side, it has an
15 indication of how the students in this action are
16 going to benefit.

17 In this case, for example, Gompers will he
18 have a new STEM program, science, technology
19 engineering and math program, if this goes through.
20 You'll see other elements as well, including a new
21 pre-K, new engineering media labs and upgraded
22 science and computer labs.

23 On the bottom of the page is more
24 information about how to learn more, including

1 calling 311, or visiting cps.edu/qualityschools.

2 The second page of your handout contains
3 information regarding some frequently-asked
4 questions, including how to access this information
5 about enrollment, safety and security; for example,
6 how every school action will receive safe passage
7 with CPS and CPD working closely together, working
8 with communities. And also, how teachers will be
9 reassigned, if necessary, and programs will be
10 transferred.

11 The third page of your handout discusses
12 transition supports. It will be made available to
13 every school, and the investments that every
14 welcoming school will be receiving across the city,
15 including air conditioning in every classroom, if
16 they don't already have it, anterior improvements to
17 schools, iPads for all students in grades three
18 through eighth, safety and security plan, including
19 potential equipment upgrades.

20 And in addition, at the bottom of the
21 page, there's a box that identifies where you can
22 turn for more information regarding students with
23 disabilities for English language learners, and for
24 students in temporary living situations.

1 The final page shows the potential future
2 boundary if the proposal is approved. In this case,
3 Owens to Gompers had the same boundaries over time,
4 and there is a proposal not to change that.

5 The two schools, Owens and Gompers, today
6 would be combined under the Gompers School. It
7 would have the same boundary that they do today.

8 So, with that, I'm going to turn it over
9 to Ms. Gidart, who will be facilitating the rest of
10 the meeting.

11 MS. GIDART: I want to thank everyone for
12 attending. My name is Melinda Gidart, Controller
13 for Chicago Public Schools.

14 I want to reinforce that the purpose of
15 this meeting is to hear from you. Everyone that is
16 in attendance that has signed up to speak; and the
17 court reporter is capturing every remark, as well as
18 CPS note taker with will have a report that goes
19 back to CEO Byrd-Bennett and also the Board Office.

20 Everyone will be allowed two minutes to
21 speak. The timekeeper is stationed here in front of
22 me to my left. Anyone who has a written speech, or
23 other testimony materials that they would like to
24 leave with the court reporter, please do so, after

1 you conclude your remarks, and they will be made a
2 part of the permanent record.

3 Again, anyone who wishes to speak, needs
4 to sign up. So, anyone who has not done so, please
5 do so now.

6 I will call the first three speakers; and
7 again, I would like to encourage everyone to make
8- their remarks; and also, give their name and your
9 affiliation with the school, so that it is a part of
10 the official record.

11 So, our first speaker is Kathy Murray,
12 followed by speaker No. 2, Taylor Thomas, I'm sorry,
13 Thomas Taylor. No. 3, Andre Baker.

14 SPEAKER: Good evening. I'm Kathy Murray of
15 the Chicago Teachers Union. I'm here tonight to
16 speak out against the closing of Jesse Owens School
17 and turning it into a branch of Gompers.

18 Doing so completely changes the
19 environment of the school house. These staff
20 members have been with these children since their
21 early ages, and it's a way of wiping people out and
22 sending part of the program over to Gompers,
23 bringing Gompers into the school. You're going to
24 completely change the environment of Jesse Owens

1 Elementary School.

2 I'm not sure where the cost savings is at
3 turning this school into Gompers, since the original
4 message from CPS was that because of budgetary
5 billion dollar deficit, we have to close schools,
6 merge schools, consolidate schools.

7 I know you're not going to answer any
- 8 questions here, -because I've been to several of
9 these hearings already, but my question is: What is
10 the purpose of closing down the school house, yet
11 you're going to operate it as Gompers?

12 I do not understand the realization of
13 this. It makes absolutely no sense. On top of
14 that, you've had staff at this building for several,
15 several years that are invested in these children,
16 in these families at this early age, and to do so is
17 going to completely disrupt the school setting.

18 Thank you.

19 MS. GIDART: Our next speaker is Taylor Thomas.
20 Taylor Thomas.

21 SPEAKER: My name is Taylor Thomas. I been to
22 Jesse Owens for two years, and I think you shouldn't
23 close down this school, even though this is my last
24 year. These are my test scores, and we make

1 champions at Jesse Owens.

2 MS. GIDART: Thank you, Taylor. Next speaker
3 is Andre Baker. Andre Baker.

4 SPEAKER: Jesse Owens has been good to me
5 because they teach me great things. They teach me
6 how to read. They have great teachers like
7 Mrs. Griffin and Mr. Adelfinger.

8 They teach me math. Another great teacher
9 is Mrs. Hotson. Mr. Stewart teaches gym. They
10 teach us everything we need to know. I love Jesse
11 Owens and Mrs. Bradford, also Dr. Taylor.

12 MS. GIDART: Speak No. 4 is Loquan Griffin.

13 SPEAKER: Good evening. My name is Loquan
14 Griffin, and I'm a former student of Jesse Owens.

15 When I found out that they were trying to
16 close Jesse Owens, I was very upset. When I was
17 going to Jesse Owens, it was a lot of fun, because
18 they always had something going on like spirit week,
19 different fundraisers and the plays. They were the
20 best.

21 Even though I don't go there anymore,
22 they still open their doors to me. I sometimes go
23 and help some of the teachers with after. If they
24 combine Jesse Owens or change the name to Gompers, I

1 don't it's going to be a little frightening to the
2 students that Jesse Owens because I was.

3 When it was time for me to go to fourth
4 grade to Gompers, I was nervous because I knew there
5 were bigger kids there. So, I'm standing here
6 before you on behalf of Jesse Owens pleading that
7 you please leave them alone, and keep them as they
8 are. Thank-you.

9 MS. GIDART: The second meeting for the
10 proposed closure is April 11th. That's Thursday,
11 April 11th, from 5:00 to 7:00 p.m. Again, it's at
12 Harlan High School, 9652 South Michigan. The public
13 hearing is Tuesday, April 16th from 5:30 to 7:30
14 p.m. located at the central office of Chicago Public
15 Schools at 125 South Clark Street.

16 Our next three speakers, speaker No. 5
17 Derek Henderson. Speaker No. 6, Shaniyah Spears.
18 And speaker No. 7, Jordan Woods. Dedrek Henderson.

19 SPEAKER: Jesse Owens has been good to me
20 because they care about us learning and doing our
21 homework. First, I'm beginning to multiply.
22 Second, I know how to spell. Lastly, I know how to
23 divide.

24 MS. GIDART: When your name is called, please

1 line up in the order that you are assigned to speak.
2 Speaker No. 6, Shaniyah Spears. Speaker No. 7,
3 Jordan Woods. Speaker No. 8, Andre Tate. Please
4 line up. Excuse me, Andre Tate.

5 SPEAKER: Hi. Name is Shaniyah Spears. I
6 attend Jesse Owens Community Academy School.

7 I feel that Jesse Owens should not be
8 closed because the teachers are encouraging,
9 helpful, caring dedicated and understanding. Jesse
10 Owens is the site where dreams begin.

11 Take me for example, I am an honor-roll
12 with good scores. The teachers challenge you to do
13 your best. If you can believe it, you can achieve
14 it. Champions are made at Jesse Owens. Check out
15 my test scores.

16 MS. GIDART: Andre Tate.

17 SPEAKER: Champions are made at Jesse Owens.
18 Check out my test scores.

19 MS. GIDART: Our next three speakers will be
20 Tanya Saunders-Wolffe, Egypt Ewing, and Kaelynn
21 Spikes. Kaelynn Spikes.

22 SPEAKER: Good evening. My name is Andre Tate.
23 I'm the LSC president for Jesse Owens. Today I have
24 a little speech I want to read, and my speech says:

1 Hi, my name is Andre Tate. I'm the president of the
2 local school council of Jesse Owens Student Academy.

3 I am also the proud parent of a
4 third-grade student at Jesse Owens. My son attends
5 Jesse Owens School since he was in kindergarten. He
6 has always had teachers and staff at Jesse Owens who
7 cared about his well-being and academics, his social
8 ability, his physical ability and his emotional
9 ability.

10 I decided to become a member of the local
11 school council because I wanted to be more involved
12 in helping the school provide a quality education
13 for all of the students, not just my son.

14 I also became a member of the LSC because
15 the primary setting of Jesse Owens is ideal because
16 it allows the students, our children, to remain
17 children, if only a little while longer than if they
18 were exposed to older children and older problems.

19 Our children are allowed to express and
20 maintain their innocence for the years they remain
21 at Jesse Owens. Mayor Emanuel stated that it is an
22 injustice to keep open schools that are not
23 performing and fall short year after year.

24 Well, that is not Jesse Owens. This is

1 our first year on probation, and we do not intend to
2 stay there. The faculty and staff are dedicated to
3 the students; and, in turn, the students love
4 attending Jesse Owens.

5 Day after day every room is taken and walk
6 through the school, you'll see immediately, anyone
7 who has walked through the school would see the
8 children are friendly and development appropriate
9 environment is immediately.

10 My son has participated in projects that
11 are geared to his academic level, but that child --

12 MS. GIDART: Please conclude your remarks.

13 SPEAKER: Excuse me?

14 MS. GIDART: Please conclude your remarks.

15 SPEAKER: This is it. It challenges him beyond
16 his years. He has been introduced to many things
17 inside of school and out and has broad-banned his
18 worldwide view because of the attendance and
19 experience at the facility at Jesse Owens.

20 MS. GIDART: Thank you, Mr. Tate.

21 SPEAKER: Excuse me, I would like to know how
22 many speakers on the list because I would like to
23 request to go last if we still have a lot of time.

24 It's my understanding we have from 5:00 to

1 7:00 o'clock; and if we have just these few speakers
2 that you have on the list, I would like to go last
3 because I need more than two minutes.

4 MS. GIDART: Everyone is allotted two minutes.
5 Everyone who is here and signed up is allowed to
6 speak. We may allow people to sign up again and
7 speak, but we have to give everyone a chance.

8 SPEAKER: That is why I asked how many speakers
9 you have on the list currently?

10 MS. GIDART: I'm not aware of that.

11 SPEAKER: I request to go after the speakers
12 that you have signed up.

13 MS. GIDART: I will let you know.

14 SPEAKER: The simple the fact I've been at
15 other hearings, and they had a lot more than two
16 minutes. I think we deserve more than two minutes
17 to get our point across. I've been to several
18 hearings.

19 MS. GIDART: Thank you, ma'am.

20 SPEAKER: I would like more than two minutes.

21 MS. GIDART: Thank you ma'am.

22 SPEAKER: Jesse Owens has been good to me
23 because I won't be able to do the good things
24 anymore. I will miss my teachers. I will miss my

1 playground. I will miss my friends. I love my
2 school. Just leave us alone. The school was made
3 how it was made. I love my a school.

4 Jesse Owens is a great name for the
5 school. It is the best name. I love the assemblies
6 we have, the trip, our softball and last time we had
7 a scavenger hunt. This is the best school. I don't
8 want it to change.

9 MS. GIDART: Our next three speakers are
10 Kaelynn Spikes, Stanton Brandee, Lofton Quentin.

11 SPEAKER: My name is Kaelynn, and I love Jesse
12 Owens because our teachers let us read so good. I
13 love what our teachers say.

14 SPEAKER: My name is Quentin Lofton, and I go
15 to Jesse Owens. Jesse Owens is good for me because
16 I learned lots of things in physical education, like
17 the rules and it is good to go to computer class,
18 and I like basketball.

19 MS. GIDART: The last speaker name is Quentin
20 Lofton. Has everyone signed up to speak who wishes
21 to speak?

22 SPEAKER: Good evening, everybody. My name is
23 Brandee Stanton, and I'm the parent of Quentin
24 Lofton, the young gentleman you just heard speak.

1 I had the opportunity to speak at the
2 Chicago Board of Education meeting last week on
3 Wednesday, and I won't repeat the remarks that I
4 made there, but I just want to share some ideas that
5 I had.

6 One of the last questions that I posed to
7 the Board was where was there evidence-based
8 research, you know, indicating how this change would
9 be implemented? Like, where are they getting their
10 data from that this change would be successful?

11 I haven't seen anything on the CPS BOE
12 website that indicates that they consulted research.
13 So, I pulled up a few articles that I found on the
14 internet, and they all have the same tone.

15 You have to be careful when you decide to
16 close schools. You can't close schools just based
17 on, you know, fiscal numbers and, you know, just
18 digits that you get off a website.

19 They say it cost 8 point something million
20 dollars to fix up Jesse Owens; but whether you close
21 it, change the name, shut it or whatever, if you
22 give the school to Gompers, those renovations still
23 need to be made.

24 So, Jesse Owens was an African-American

1 athlete, and he's important to our community. We
2 educate about him all the time in black history
3 month and throughout. Who is Samuel Gompers? He
4 was an American cigar maker. I mean, what has he
5 done to contribute to the history of
6 African-American? Yet you chose to close Jesse
7 Owens and keep Gompers.

8 - Our school has been on academic warning
9 for one year, according to ISBE. However, Gompers
10 has been on academic warning for eight years. By no
11 means am I bashing Gompers. By no means am I
12 bashing Gompers, because they are the receiving
13 school for some of our students.

14 But instead of, you know, kind of pitting
15 one school against another, it would be best if we
16 came to a collaborative effort, instead of just
17 having to listen to our comments in these meetings.
18 We need to be at the table when we're making these
19 decisions.

20 MS. GIDART: Please conclude your remarks.

21 SPEAKER: That's all I have to say for right
22 now. Thank you.

23 MS. GIDART: Our next three speakers are Erica
24 Riley-Spears. Speaker No. 15, Hamyra Stazzone.

1 Excuse me if I didn't say that correctly. And
2 No. 16, Sahir Muhammod. Please line up, please.

3 SPEAKER: Hi. Name is Erica Riley-Spears, the
4 proud parent of Shaniyah Spears.

5 I want to say that I think that Jesse
6 Owens shouldn't closed because actually I have a
7 child, Shaniyah Spears, at Jesse Owens, and I have a
8 child at Gompers, and comparing the two is no
9 comparison.

10 I feel that Jesse Owens have laid the
11 groundwork for my children. I have a child Shaniyah
12 Spears and also Vatrell Spears that is over at
13 Gompers; and basically coming from Jesse Owens,
14 going to Gompers, Jesse Owens laid that groundwork.

15 When my child, both my children are
16 straight A students, but if it wasn't for Jesse
17 Owens, and also the help of me and my husband, I
18 don't think that my child would do as well as they
19 are doing now.

20 I just feel like if you close Jesse Owens,
21 it's a whole totally different environment and
22 culture at Gompers. Jesse Owens has extra programs
23 that they allow the children to participate in, and
24 that means the world to the children.

1 And I feel like listen to the parents,
2 listen to the children, you know, what they are
3 saying, because we are the ones that is living in
4 this. That's all I got to say. Thank you.

5 MS. GIDART: Hamyra Stazzone.

6 SPEAKER: Jesse Owens has been good to me
7 because I learn a lot. I will not want to go to any
8 other school. I learned a lot about Jesse Owens.

9 I really like the school, teachers and all
10 of my friends. I like the teachers, Ms. Loviolin
11 (phonetic), Ms. Atkin and Ms. Gerke (phonetic) and
12 all the other teachers. I learned a lot I didn't
13 know before. Please don't close the school down.

14 MS. GIDART: Sahir Muhammod.

15 SPEAKER: My name is Sahir Muhammod. Jesse
16 Owens make champions. Look at my test scores.

17 MS. GIDART: Our next speaker is Skky Muhammod.
18 Skky Muhammod.

19 Has everyone signed up who wishes to
20 speak? If everyone who wishes to speak has already
21 signed up, then we will let additional people who
22 have spoken already. Re-sign up, and you can speak
23 again, but please let everyone who is here already
24 have a chance.

1 Our next three speakers are Kaya Dismake,
2 Samuel Jordan, and Zion Matthews. Kaya, Samuels and
3 Zion, please line up.

4 SPEAKER: Hi. My name is Kaelynn Spears.

5 Jesse Owens has been good to me because it has
6 helped me sound out big words and spell them. I
7 also learned how it do timetables.

8 I love Jesse Owens because it helped me
9 with a lot of stuff. Jesse Owens let me think more
10 harder and harder. Ms. Maffiola helped me learn how
11 to play the piano when I wanted to.

12 So, I don't want our school to close, and
13 I love all the people in Jesse Owens.

14 MS. GIDART: Samuel Jordan.

15 SPEAKER: Good evening. My name is Samuel
16 Jordan. I am the recently retired principal of
17 Jesse Owens Community Academy.

18 When I heard that our school was on the
19 close list, I was devastated, as were the remaining
20 members of the offspring of Jesse Owens, himself,
21 Marlene Rankin, Gloria Hemphil and Beverly Praser.

22 Those are all daughters of Jesse Owens.
23 They are currently out of town, but they are
24 devastated as well with the news that the school

1 named after their beloved father is closing.

2 While I was principal of Jesse Owens for
3 15 years, three years before that as assistant
4 principal, I've watched and supervised the growth of
5 Jesse Owens, the growth of the after-school
6 programs, the many offerings that the school
7 provided our community.

8 We have programs such as sign language,
9 yoga, basketball, cheerleaders, choir, piano, free
10 piano lessons after school for anyone who wants
11 them.

12 We have dance, drama. We've done all
13 kinds of programs to involve the community; and for
14 most of the time that I was there, I noticed that
15 parents whose children would leave us and go to the
16 other school, would come back to me and say, "Why
17 don't they have all these things down at that other
18 school?"

19 And by the way, all of these things were
20 accomplished by way of grants that were written to
21 provide these services.

22 MS. GIDART: Please conclude, Mr. Jordan.

23 SPEAKER: Jesse Owens is on probation this
24 year, but I can't remember any other time that we've

1 been on probation. So, I would hope that you would
2 reconsider this drastic decision that's been made.
3 Thank you.

4 SPEAKER: My name is Zion Matthews. I don't
5 want Jesse Owens to close because I've been doing a
6 lot of things like yoga and dance, and I was in yoga
7 and cheerleading and all of the things. I don't
8- want to Jesse Owens to close.

9 MS. GIDART: Our next speaker is Hortence
10 Tyler.

11 SPEAKER: Hi. My name is Hortence Tyler. I'm
12 speaking from a different perspective. I'm a
13 certified school nurse, and Jesse Owens is my home
14 school.

15 I have been an employee of CPS for 28
16 years. In that time as a certified school nurse, I
17 have covered many schools, most of them all in
18 Region 6. So, what I speak about, and I didn't
19 prepare anything because it was not my intention to
20 speak, but I felt compelled that I needed to.

21 So, I want to speak on the culturing of
22 Jesse Owens as a primary building. There is
23 probably not a school within old Region 6 that I
24 have not serviced, so I have something to compare it

1 to.

2 When you walk into Jesse Owens, and it is
3 a primary building, you immediately get a sense of
4 warmth. You get a sense that the people there are
5 nurturing. They love their students, and I can tell
6 you for sure that doesn't happen in every school.

7 Of the eleven schools that I serve, I do
8 the staffings at ten other schools, five of those
9 schools are on that list; and not to say anything
10 about those schools, I'm just speaking about Jesse
11 Owens, and what it is that Jesse Owens provides as
12 far as their culture and climate of that building is
13 concerned.

14 And we always think about growing our
15 children and building them from the bottom up and
16 not from the top down. These children are able to
17 have a secure environment, where they can learn,
18 they can develop their self-esteem, their sense of
19 confidence, and they can move on.

20 And I'm afraid that when they are
21 inter-mixed with older children, they need to have
22 the chance to develop who they are, and then they
23 can then move on.

24 So, I think it's very important when you

1 think about closing Jesse Owens, and making it a
2 branch of Gompers, that you think about what Jesse
3 Owens has stood for all the years it's been there,
4 and what it has produced, and give a very serious
5 consideration to leaving Jesse Owens as it is.
6 Thank you.

7 MS. GIDART: Are there any additional speakers
8 that signed up that have not spoken yet?

9 SPEAKER: Jesse Owens has been good to me
10 because I've been here for three years, and I need
11 to go to third grade. I love Jesse Owens Community
12 Academy School.

13 I got all As on my report card here. We
14 have perfect teachers here. My favorite teacher is
15 Ms. McGinnis. She's my yoga teacher. Sometimes she
16 is my computer teacher. I love Jesse Owens
17 Community Academy School.

18 MS. GIDART: What's your name? What is her
19 name? What's your name?

20 SPEAKER: Shaniyah Spears.

21 MS. GIDART: The next speakers are Tarita
22 Scurlock-Thomas, Linda Maffiola, and Pre-K. Tartia,
23 Lind and Pre-K.

24 SPEAKER: Hi. My name is Tarita Scurlock

1 Thomas. I'm the parent of Taylor Thomas. She's
2 third grader at Jesse Owens.

3 I just want to say I totally disagree with
4 the closing of the school. Taylor has come from a
5 magnet school, Mount Zaves, which is in Englewood,
6 which would be considered an unprivileged area, just
7 as Roseland.

8 That school, you guys have invested so
9 much money into a science and engineering program
10 there, yet the school continues to have low
11 attendance. It has been on the school for violence
12 in the neighborhood, and it also has less-than-par
13 scores. The children have less-than-par scores.

14 You can put a shiny new building into a
15 neighborhood, but if you don't have the backing of
16 the community, if the children are not willing to do
17 the work, if you don't have the teachers, and just
18 parents that are willing to be there for the
19 children, it's not going to work.

20 I don't understand how you can think that
21 coming to the school and upgrading it, which you'll
22 have to do anyway, is something that you can sell us
23 on. You want to sell us on iPads and new
24 technology, but you should have offered that to

1 these students in the school already.

2 If the funding is the issue, you're going
3 to have to make the repairs anyway. I just don't
4 understand how you can say that it's plausible to
5 change both schools into Gompers.

6 If you change Jesse Owens into Gompers, if
7 you have ever visited Jesse Owens, it's not going to
8 hold-that-many-students. So, to try to say you can
9 mesh the two schools, it's just crazy.

10 You're going to provide air conditioning
11 because you're going to need it, if you're going to
12 try to stuff more children into a building to
13 accommodate two schools. It just doesn't make
14 sense. I think the way it is set up is how it
15 should be left. I just don't agree with the closing
16 of Jesse Owens.

17 MS. GIDART: Linda Maffiola, Pre-K and Venessa
18 Wiley. Just a reminder, please state your name and
19 affiliation with the school.

20 SPEAKER: Hi. I'm Linda Maffiola, and I have
21 worked for Jesse Owens for 11 years as a music
22 teacher from preschool to third grade; and in front
23 of you, you have all the stats about the math tests
24 and the science test, and the ISATs, but I come here

1 representing enrichment arts.

2 We all know that violence has is cut down
3 when there is after-school programs and enrichment
4 programs. Mr. Jordan was with me three years ago at
5 a meeting that the Office of Arts and Education had
6 their stats up showing all the schools in Chicago;
7 and the schools that had after-school programs and
8 enrichment programs, had the lowest violence in the
9 school.

10 So, it's even crazy. I feel crazy having
11 to stand here and defend our school, but let me tell
12 you what's not said on your papers, all the things
13 we have. We have, as Mr. Jordan said, an enrichment
14 program. It started with the Chicago Community
15 Trust, and right now it's Community Schools
16 Enrichment, basketball, cheerleading, choir, bell
17 choir, homework help, sign language, group piano
18 classes, yoga classes, and we're starting little
19 kids rock in two weeks.

20 This is Monday through Thursday, after
21 school until 5:00. This is the second home for
22 these children. We were just awarded a little kids
23 rock grant, where we're going to get 20 guitars,
24 drums, electric base, electric guitar for the kids

1 after school.

2 Second year Chicago Symphony Orchestra
3 grant, they give us 40 tickets three times a year
4 and a free bus to take Saturday, children on
5 Saturdays. I go. I don't get paid for that.
6 That's, you know, part of my job. I take the kids
7 on Saturday.

8 40 kids-get to-go for free for enrichment
9 programs at the Chicago Symphony. They're ending
10 it. They're bringing five of their members of CSO
11 to our school, and they say they've never been that
12 far south to our school.

13 MS. GIDART: Thank you. Please conclude your
14 remarks.

15 SPEAKER: VH-1 save the music, we have \$35,000
16 piano lamp. I'm telling you we have so much going
17 on that is not on your sheets, okay, for after
18 school. So, it breaks my heart literally if we
19 close. Thank you.

20 MS. GIDART: Next three speakers, Pre-K,
21 Venessa Wiley and Marty Gool.

22 SPEAKER: Hi. My name is Venessa Wiley. I'm
23 the parent of Hobsin, which is in the special
24 education program.

1 The thing that bothers me the most about
2 the school being closed, my child was at two
3 different schools. He was at Curtis elementary
4 school, which he was transferred out because they
5 couldn't provide the services he needed.

6 He was at a previous school, Barbara Vick,
7 which was not very welcoming for him. When he came
8 to Jesse Owens, throughout this year, he has learned
9 to spell, and he's able to really grasp things that
10 are going on in the classroom.

11 He works well with the teachers. He's
12 learning how to communicate. This is something that
13 we need in this area. Autistic children you can't
14 just stick them in a large classroom setting. Our
15 mayor is talking about offering iPad and things.

16 These children need -- they have to be
17 loved, and the teachers that are at Jesse Owens,
18 that's what they're doing for these children.

19 Furthermore, he's taking grant money and
20 you're building sidewalks downtown rather than
21 looking at our schools. Pay attention to our
22 schools rather than sidewalks downtown. Thank you.

23 MS. GIDART: Next speakers are Marty Gool,
24 Jalen Jones and Ronald Jones.

1 SPEAKER: My name is Marty Gool. I'm the
2 pastor of the principal, Trudy Taylor. One of the
3 concerns that I have is that black males they thrive
4 better when their image or self-image isn't
5 enhanced.

6 The mayor is talking about we have a
7 violence problem in the black community, as it
8 relates to black-males. Well, if the schools are
9 closing because of the lack of attendance, that
10 means that the classrooms will be smaller.

11 If the classrooms are smaller, that means
12 that there will be -- the children will be better
13 educated. It seems to me that when we look at what
14 the suburbs have, they have smaller classrooms.

15 Their facilities are underutilized, but
16 nobody is talking about closing them. I think we
17 need to look at where the dollars are going. If the
18 money is to be used, after Jesse Owens is closed, to
19 rebuilt to enhance it, why can't that money be used
20 now to give the school what it needs?

21 We're talking about giving people iPads.
22 These children don't need iPads, as much as they
23 need individualized attention that they're getting.

24 Now, you cannot substitute for that. You

1 cannot pay for that. You cannot -- the children
2 cannot get the love and the kind of programs that
3 you've heard, and that you're not willing to respond
4 to in any way, shape or form or fashion.

5 So, how do we even -- I guess what the
6 bottom line for me is how do we know, how will we
7 even know that you've heard what we've said, if you
8 don't respond to it? - - -

9 I wonder is this just a meeting to
10 alleviate some frustrated parents so that we could
11 go home and not feel bad because at least we said,
12 what, something.

13 MS. GIDART: Please conclude your remarks.

14 Thank you. Jalen Jones and then Lutricia Johnson.
15 I'm sorry, I skipped Pre-K.

16 SPEAKER: At Jesse Owens champions where we do
17 our best. At Jesse Owens we learn a lot. I love
18 it.

19 SPEAKER: Jesse Owens has been good to me. My
20 name is Jalen Jones. I feel that my school should
21 not close. I am champion two times, and we came to
22 school because we came to learn.

23 MS. GIDART: Lutricia Johnson, Rebecca Harris.

24 SPEAKER: My name is Ronald Jones. I'm the

1 father of Jalen Jones. He was diagnosed with
2 autism; and before he came to Jesse Owens, he was
3 not communicative, he couldn't communicate, and they
4 worked with him.

5 I seen the passion he has to learn every
6 day, and he loves Ms. Carter. He loves Jesse Owens.
7 As parents, when you see the kids with so much drive
8 and so much desire, you can't do nothing but get
9 behind that.

10 I'm not really a public speaker either,
11 but we were sitting back and watching everybody come
12 up, and he said, "I want to talk. I want to talk."
13 "Come on, son, let's talk then. Let's say
14 something. Let the world know you was here. To let
15 everybody know you care".

16 And if he cares, I care. He's been there
17 for three years, and they've been like family to us,
18 and you just can't get that anywhere. That's all I
19 have to say.

20 MS. GIDART: Debra Harris.

21 SPEAKER: Good evening. My name is Lutricia
22 Johnson, and I came compelled to say that I'm a
23 proud mother of students, alumni students, of Jesse
24 Owens.

1 Young pre-K you just heard, his mother
2 started at three years old at Jesse Owens; and I'm
3 proud to say as of today, she works for the United
4 States Government.

5 My son at 21 years old is the product of
6 Jesse Owens. He was taught music. He was taught
7 art. Today he's an excellent outstanding musician
8 at the church.

9 I stand before you to say for a lot of
10 years I volunteered at Jesse Owens, just because of
11 the love that they extended to everyone. They never
12 accepted big Is or little yous.

13 There was not a time when the principal
14 was too proud to pick up a mop and mop some spilled
15 milk, or a custodian workers would go around and
16 pass out fliers that he need to go home quickly. We
17 were one family. We are one family.

18 The new administrators that comes in, they
19 come in with the attitude, "Why fix something that's
20 not broken?" I've always heard that if it's not
21 broken, why change it, why fix it?

22 Jesse Owens is proud. We are a family.
23 They teach. You see our preschoolers right here,
24 that started out preschoolers.

1 If you close Jesse Owens, you closing good
2 stock, because that is all we know how to do is
3 produce good stock.

4 MS. GIDART: Please conclude your remarks.

5 SPEAKER: Okay. You have autism kids, just
6 like the dad said, that willingly, now we know
7 what's happening with our autism children, but
8 willingly wants to stand up and speak out.

9 That's what Jesse Owens produce. You all
10 will lose great students if you close our school.

11 MS. GIDART: Debra Harris.

12 SPEAKER: Yes, I am Debra Harris. I'm an
13 occupational therapist assigned to Jesse Owens. We
14 are, as a related service, small fish in a big pond
15 making a big impact; and I'm here because of my
16 students, and what I teach my students.

17 These are occupational beings. We are do
18 they work? Jesse Owens. What do they do? Read and
19 write. How do they get paid? As and Bs. And if
20 they do a great job, it equates to scholarships.

21 So, what are we teaching our children?
22 That someone can come into their communities and
23 close their jobs. It's not a good thing to break
24 down the dynamics of a community. These students,

1 these parents, these teachers, are a community, and
2 you are dividing a community by closing the schools.

3 So, again, these are these students, this
4 is their jobs, and this is what they are aspiring to
5 be. So, if we can just look beyond dollars and
6 start looking at the cents, I think we will all make
7 a big impact in this community.

-8- MS. GIDART: Is there anyone else that has
9 signed up that has not spoken yet? Do we have any
10 additional speakers that have not signed up yet?

11 Tanya Saunders-Wolffe.

12 SPEAKER: Good evening. My name is Tanya
13 Saunders-Wolffe, and I'm counselor and case manager
14 at Jesse Owens Community Academy.

15 I've been a member of the Jesse Owens
16 community for over 24 years. Well, nearly 24 years,
17 hopefully more. Will we all know the community is
18 made up of mortar and bricks. A community is made
19 of people within those buildings. I would like to
20 talk to you about this community. The people at
21 Jesse Owens.

22 I've seen generations of students attend
23 our school. I remember teaching the parents of some
24 of our current students. I may have some former

1 students here.

2 Not only have I been privileged to see
3 this new generation, I've also met their
4 grandparents. Some of them have made their
5 transitions. We have always offered a warm and
6 nurturing environment for our students we've taught.

7 We currently have four pre-kindergarten
8 ~~classes and two full-daycare~~ kindergarten

9 classrooms. I remember a time when we had as many
10 as five kindergarten classrooms. That's another
11 subject when we talk about charter schools.

12 I remember a time when we've had three,
13 four in every classroom, but again we'll talk about
14 charter schools later. Today we have only 66
15 students in our kindergarten classrooms, that's two
16 classrooms. We have 333 students overall.

17 CPS says that we're underutilized, because
18 we have a capacity for 480 students, and we did not
19 make the 70 percent utilization rate. We are
20 currently 68 percent utilized, according to your
21 data. That is three students away from making the
22 70 percent threshold.

23 You're willing to close our community for
24 three students that we don't have sitting in our

1 seats.

2 MS. GIDART: Please conclude your remarks.

3 SPEAKER: I'll give you a copy of what I have.

4 What I have shows the data that for years, we have
5 not been on probation. For years people have not
6 walked through the halls of Jesse Owens to see book
7 nooks, to see the children in action, to see them

8 -- doing community things.

9 You haven't come there to see that.

10 You've taken schools off of the list for lower
11 utilization rates, especially the school that you
12 are proposing to send us to.

13 MS. GIDART: Conclude your comments.

14 SPEAKER: They cannot accommodate us, and we
15 cannot accommodate them.

16 MS. GIDART: Please conclude your remarks and
17 close.

18 SPEAKER: You know, this is truly a disservice
19 because, like I said, I've been to other community
20 meetings, and people have had longer times speak.
21 Pull the data, you'll see.

22 CPS data is all wrong, because I've also
23 highlighted in the work that I'm going to give to
24 you, which shows that you said that you want to

1 close our school; however, Gompers cannot
2 accommodating us, and we cannot accommodate them.

3 MS. GIDART: You have long been past your time.

4 SPEAKER: I thought that was the purpose of me
5 speaking late. We have until 7:00 o'clock. There's
6 no one else left to speak.

7 MS. GIDART: We want to give everyone a chance
8 to speak. We want to give everyone a chance to
9 speak. We want to give everyone a chance to speak.

10 SPEAKER: No one else is signed up to speak.

11 MS. GIDART: Has everyone signed up to speak?

12 SPEAKER: Mayor Rahm Emanuel stated that next
13 year kindergarten classes will be full day. Well,
14 we've always had full-day kindergarten, as long as
15 I've been there.

16 They want to have libraries in every
17 school. We already have a library, which we turned
18 into a media center so the children can use
19 technology. President Obama stated that he wants to
20 make early childhood a priority. Well, he needs to
21 join our band wagon, because we've been making early
22 childhood a priority since I've been there.

23 MS. GIDART: Excuse me, we do have additional
24 speakers. So, if you wish to speak again, sign up

1 again. We do have additional speakers who have not
2 spoken yet.

3 SPEAKER: I'll sign up again.

4 MS. GIDART: The next speakers Nyesha Green and
5 Markell Summers. Nyesha Green.

6 SPEAKER: I am Nyesha Green.

7 MS. GIDART: Everyone, please let her speak.

8 SPEAKER: I-am-Nyesha Green, and I graduated
9 from Jesse Owens. I graduated from Jesse Owens. If
10 it wasn't for the teachers and the school, I would
11 never have graduated. Because I had As and Bs
12 because of the teachers, because of the teachers
13 teaching.

14 Jesse Owens is a wonderful school.
15 Without them I would never have graduated from Jesse
16 Owens.

17 MS. GIDART: Markell Summers.

18 SPEAKER: My name is Markell Summers. I love
19 Jesse Owens. I went from preschool to second grade.
20 I want my school to stay open. I'm finished.

21 MS. GIDART: Thank you, Markell. Brandee
22 Stanton.

23 SPEAKER: Good evening, everybody. Again, my
24 name is Brandee Stanton. I'm a parent of a first

1 grader in Jesse Owens, and I just want to bring up a
2 few more points that I had to think about; and I
3 don't have enough time to say, because two minutes
4 is ridiculous.

5 I press the Board to make their case in
6 two minutes, and I'm sure they wouldn't be able to
7 do it. So, I'm looking at this nice colored glossy
8 -that CPS-sent home to the parents with the Gompers
9 and Owens map, and they're talking about
10 underutilization and all this, blah, blah, blah.
11 It's just rhetoric.

12 And in the letter I got from the CEO, it
13 says something about, you know, accommodating the
14 welcoming students, special education needs and
15 everything, but you have to do that by law. I mean,
16 that's not a perk. That is something you have to
17 provide by law, and I've heard the other parents
18 speak about, you know, their children being on the
19 autism spectrum.

20 Anybody that knows anything about the
21 autism spectrum, knows that kids with autism, they
22 have to maintain structure. It's a consistency, you
23 know. If you break up the routine, that throws them
24 off.

1 So, all the success that we've maintained
2 with our students, you're going to disrupt it.
3 Also, safety plan, Gompers is less than a half a
4 block away, so we don't have a safety issue. We
5 don't have needles laying in the street or anything
6 like that.

7 We have crossing guards. We have parents.
8 Our pick up and drop is seamless. That is not an
9 issue. What about our teachers? I heard that the
10 Jesse Owens teachers and administrators won't be
11 maintained. Why not?

12 If you're going to have the same students,
13 why don't you keep the same students? That way it
14 would make the transition that much smoother. That
15 is only talking as if Jesse Owens were closed,
16 because we will not close.

17 You have to make the decision by May.
18 There is no way in God's Green earth that you can
19 make these changes from May to August and have our
20 students and teachers ready, no way.

21 MS. GIDART: Please conclude your remarks.

22 SPEAKER: You know, the African proverb is it
23 takes a village to raise a child; and we have a
24 village, but it seems like you're trying to destroy

1 our village.

2 You know, the president was mad. She was
3 offended by comments about racism, but it seems like
4 this is more when we list winless tactic, divide and
5 conquer.

6 MS. GIDART: Please conclude your remarks,

7 Ms. Stanton.

8 --SPEAKER: So, you may not know it, but how can
9 you explain to students, when you use your social
10 emotional things to explain to kids what's going on,
11 how can you explain to a child that because of red
12 tape and bureaucracy, that this is what is happening
13 to them?

14 Will you tell them to go to U.S. census
15 CPS website and check on those statistics, and how
16 they make these decisions? No, kids can't do that.
17 They'll never be able to understand why their school
18 is closing.

19 MS. GIDART: Ms. Stanton, you've gone past your
20 time.

21 SPEAKER: Is there anybody else that's willing
22 to speak right now?

23 MS. GIDART: Well, yes, we do have additional
24 speakers waiting to speak.

1 SPEAKER: Okay. I'll sign in again, and I'll
2 speak again.

3 MS. GIDART: Thank you, Ms. Stanton. The next
4 three speakers are Julian Harris, Cassandra Harts
5 and Kiara Reese. Julian Harris.

6 SPEAKER: Jesse Owens has been good to me, and
7 that's all.

8 MS. GIDART: Thank you, Julian. Cassandra
9 Harts.

10 SPEAKER: Hello. My name is Cassandra Harts
11 I'm a grandparent of students at Jesse Owens.

12 First of all, I would like to he say to
13 you all that I'm insulted because every meeting I
14 come to, Mrs. Byrd-Bennett is never here. Where is
15 our Mayor Emanuel?

16 Most of all, where is our aldermen to
17 stand up for us? Second of all, as we all know,
18 you're trying to, how could I say it, just demolish
19 or get rid of the union and these teachers.

20 You are privatizing these schools.
21 \$92,000,000 went into an organization called Uno.
22 Why couldn't you divide some of that money and put
23 it back into our community, our school? Then you
24 just recently gave a grant to another Latino

1 organization.

2 Don't get me wrong, I'm not racist,
3 because I also have Mexican and Latino decedents in
4 my family, so don't get that wrong. What I'm upset
5 about you have excellent teachers here that you are
6 getting rid of, and for what?

7 You bring someone in, and I'm so tired of
8 Mayor Emanuel bringing someone in to tell us about
9 what's going on in Chicago. We have people who are
10 qualified to do that job, who live in the City of
11 Chicago.

12 First of all, you said the utilization,
13 the money. Can you tell us where our state lottery
14 is going to? No, you can't answer those questions.

15 The money that they are giving you to sit
16 there and take notes and diddle, you can use that
17 money for our kids. You're taking away books from
18 our kids.

19 All you're doing is taking away from the
20 black community. You're not giving back to us.
21 Uh-huh, don't even try. Keep your two minutes.
22 It's no thank you. You are quite welcome.

23 What I want you to do is tell
24 Mrs. Byrd-Bennett or Bennet-Byrd, to come out, speak

1 to us one on one.

2 We're paying her salary. She's not paying
3 ours, and that's something you all need to
4 understand. We're paying your salary. Where is our
5 tax dollars going to in our community?

6 MS. GIDART: Thank you.

7 SPEAKER: No, you haven't answered anything.

8 Don't tell me "thank you," and you can't answer
9 questions. I came to the last two meetings.

10 You still can't answer a question. You
11 know why, because she has her little panel up here
12 doing absolutely nothing.

13 MS. GIDART: Thank you. If you wish to speak
14 again, please sign up again.

15 SPEAKER: I'll sign up. I will leave you with
16 this: If we pull all our kids out, what would the
17 state do with their funding then? They can't get
18 the money without our kids being there.

19 MS. GIDART: Ma'am, you can sign up again.

20 Thank you. Kiara Reese, and the next speaker
21 Emmanuel Ross. Please sign line up.

22 SPEAKER: Hi. My name is Kiara Reese, and I've
23 been to Jesse Owens for Pre-K through third grade.
24 That school has been very good to me.

1 I am very disappointed in the way you're
2 going to close our school. I have a little sister
3 who is in the school right now, and she needs to
4 learn. See needs to stay in this school. This
5 school is very special.

6 Everybody in that school taught me how to
7 learn. I need my sister to learn it. I can't
8 remember anything sometimes. We have to change it
9 to different classes.

10 I need my sister to learn everything she
11 needs to know. It's different things. If this
12 school closes, that means she's going to have to go
13 to a different school. I love that school.

14 If this school closes, what's going to
15 happen to my teachers? I love my teachers over
16 here. That's all I have to say.

17 MS. GIDART: The next three speakers are
18 Emmanuel Ross, Vontrel Spears, Michelle Stagger.

19 SPEAKER: My name is Emmanuel Ross. Good
20 morning, everybody. I live at 106, and I love Jesse
21 Owens. That's all I have to say.

22 MS. GIDART: Vontrel Spears, Michelle Stagger,
23 Kaylei Stazzone.

24 SPEAKER: Hi. My name is Vontrel Spears, and

1 I'm a former student of Jesse Owens. Also my sister
2 goes there.

3 As we know, our sisters and brothers are
4 dying in these streets every day. Jesse Owens
5 school is saving our lives. Closing Jesse Owens is
6 turning your back on us.

7 Dr. Martin Luther King said, "I have a
8 dream." --Jesse Owens students are living the dream.
9 They say that they care about us. Why can't they
10 prove it? P.S., save Jesse Owens.

11 MS. GIDART: Michelle Stagger.

12 SPEAKER: My name is Kaylei. Jesse Owens is a
13 great school. They should not close it because
14 everybody want it to stay open, and the people want
15 it closed. Kaylei Stazzone.

16 SPEAKER: Good evening. My name is Michelle
17 Stagger. I have a first grader at Jesse Owens.
18 She's been there since preschool.

19 I have determined since preschool that she
20 needed special education services. When we
21 determined that she needed the special education
22 services, I had to get her tested. It comes to find
23 out it was her speech. She has a loss of memory.

24 For the last three years, we have been

1 working with her; and if you close Jesse Owens,
2 where will my child go? There's no other school in
3 the neighborhood besides Gompers.

4 It doesn't make sense to close Jesse Owens
5 and rename Gompers, and put the budget over at
6 Gompers, when you still have to rehire teachers. It
7 doesn't make sense. Wherever you all got that idea
8 from.

9 Why not just keep the school open, leave
10 the teachers and the staff there, and you won't have
11 to revamp a new budget. To have two schools a half
12 a block away from each other, what in the world will
13 a principal do at Gompers with a whole nother
14 building sitting on 124th and state and cannot see
15 what's going on? She can't be in two places at one
16 time. It doesn't make sense.

17 Then you got to realize is that for
18 another safety hitch. You still got to be hired,
19 you still need security, and all the fault is still
20 going to fall on the principal. You still have six,
21 seven and eight, now she'll have third to worry
22 about on testing.

23 MS. GIDART: Please conclude your remarks.

24 SPEAKER: No. Let's talk about the common core

1 law that you all put in place. That was another
2 thing you all determined by your own.

3 MS. GIDART: Please conclude.

4 SPEAKER: I'll come back and talk again.

5 MS. GIDART: Thank you. You can come back
6 again. Kaylei Stazzone. Kaylei Stazzone.

7 SPEAKER: She spoke already.

8 MS. GIDART: There are several people that
9 spoke several times. Tanya Saunders-Wolffe. Ms.
10 Wolffe? Brandee Stanton.

11 Before you speak, Ms. Wolffe, I just want
12 to remind you again there is a two-minute time
13 limit.

14 SPEAKER: I'm aware of it. Thank you very
15 much.

16 MS. GIDART: Please be aware of the time limit.
17 Thank you.

18 SPEAKER: Will do. I just want to bring to
19 your attention the data. CPS is data driven. They
20 need to take a look at data, because your data is
21 wrong.

22 You're willing to close our schools for
23 three students, as I stated before. Not only that,
24 we only have one grade level in which our school



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Community Meeting for the Proposal to Close Owens Elementary School

Monday, April 8, 2013; 5pm-7pm

Location: Harlan High School

CPS Staff in Attendance: Todd Babbitz, Joseph Sobus, Tracey Redmond, Elizabeth England, Erin Nieukirk, Thyatterria Townes, Michele Taylor, Kelly Donohoe, Brenda Bell, Mark Klimesh, Melinda Gildart, and Board member Jesse Ruiz.

Brief Summary: The purpose of the meeting was to receive public comments on the proposal to close Owens Elementary School in accordance with Public Act 097-0474. CPS officials stated the purpose for today's meeting, introduced CPS staff, and reviewed the handouts provided to the community. There were about 177 community members.

CPS Presentation

At 5:05pm, Todd Babbitz, facilitator welcomed those in attendance and introduced the meeting. He gave an overview of the Owens-Gompers transition referring to the handout. He summarized the info in the handout in regards to funding, boundary approval, and other details.

Melinda Gildart welcomed everyone, invited participants to speak, and reviewed the time limits for speakers. She informed the audience that court reporters and note takers are present.

Public Comment

Kathy Murray, CTU representative

Ms. Murray expressed that closing Owens would change the environment. She does not think that there will be much cost savings and rather it will do more harm.

T.T, student

Student illustrates test score improvement in his chart.

A.B, student

Student stated how the teachers have taught him how to read and he has formed close relationships with the Assistant Principal and Principal.

L.G, former student

Student discussed that he does not want to leave his school.

Facilitator reminds audience of next community meeting-April 15-Central Office

D.H, student

Student expressed his passion to learn and do homework. He described how he knows how to multiply, spell and divide.

S.P., student

Student does not want Owen to close because teachers are encouraging and dedicated to all students.

J.W., student

Student expressed that champions are made at the school and displayed sign of test scores.

Andre Tate, LSC president at Owens

Mr. Tate's son attended the school since Kindergarten and discussed how the son's well-being, social and emotional needs have been supported by teachers and the administration.

Tanya Saunders-Wolff, counselor/case manager at Owens requests to speak last

E.E., student

Student expressed that she will miss her friends and believes Owens is the best school.

K.S., student

Student believes the teachers are great.

Q.S., student

Student discussed how he enjoys the computer classes and basketball sports offered at the school.

Brandi Stantoton, parent

Parent requested the evidence based research around how to measure whether the transition is successful. Parent does not believe that school should be closed based on fiscal numbers.

Erica Spears, parent

Ms. Spears discussed how she does not want Owens to close especially since Gompers offers an entirely different culture.

K.S., student

Student stated that Owens has been a positive influence and he likes the school, teachers and friends.

S.M., student

Student discussed how Owens makes champions.

K. D., student

Student has had a positive experience with the school and has learned how to do time tables.

Samuel Jordan, former principal

Mr. Jordan discussed how he was devastated especially since there were biological offspring of the real Jesse Owens. He has witnessed growth from the afterschool programs and is proud of the programs offered at the school.

Z.M., student

Student stated that she does not want the school to close because she enjoys yoga and cheerleading.

Hortense Tyler, nurse

Ms. Tyler expressed the unique culture and climate Owens has to offer. She is afraid of younger students mixing with older students.

S.S., student

Student expressed how she received great grades and has wonderful teachers. She also enjoys yoga and computer activities.

Tarita Thomas, parent

Ms. Thomas emphasized the fact that community/family members need to support the work for it to happen successfully. She discussed how technology will not be the only thing to provide students with a seamless transition. If you don't have the backing of the community and parents, the transition will not work.

Linda Moffiola, music teacher

Ms. Moffiola expressed that the relationships formed with partners are important. Chicago Community Trust has funded: basketball, cheerleading, sign language, yoga, Mon-Thurs after school until 5pm. This is a 2nd home for children.

Vanessa Wiley, parent

Ms. Wiley Child has been at 2 different schools that did not meet his needs. Owens has taught him how to spell and is he is now able to grasp things in the classroom. Her son has learned to communicate. Autistic children need to be loved. Teachers at Owens love the students.

Ronnie, pastor

Ronnie was concerned about the fate of African American Males and was not happy with his elected officials. He expressed that suburbs also have similar problems in that they are underutilized and have a small class size. He questioned where the money was coming from.

L.J., student

Student was proud of being a Champion.

D.H., student

Student expressed how he goes to school to learn.

Ronald Jones, parent

Mr. Jones cited his autistic student who had trouble communicating but now has made quite a bit of progress. He treats the staff members like family.

Lutricia Johnson, alumni parent

Ms. Johnson described how she is proud of her child because she works for the US government. She described how she has volunteered at Owens and believes they operate as a family.

Deborah Harris, Occupational Therapist

Ms. Harris stated that students get good grades and that dividing a community will ultimately happen when closing school.

Tanya Saunders Wolf, Counselor/Case Manager

Ms. Wolf is a member of the Owen community and believes that Owens is not underutilized yet because they are 3 students away from the goal. She discussed that the Gompers community can not accommodate them.

N.G., student

Student graduated from Owens and discussed that the teachers have helped him to achieve this.

M.S., student

Student wants the school to stay open.

Brandi Stanton, parent

Ms. Stanton referred to the handout and discussed that there are kids with autism and they need to maintain the structure because routines will be thrown off.

J.H., student

Student discussed that Owens has provided many opportunities

Cassandra Harts, parent

Ms. Harts was upset that officials were not in attendance and discussed how excellent teachers are going to lose the jobs.

K.R., student

Student was disappointed and wanted her sister to stay at Owens.

V.S, former student

Student expressed that Owens saved his life and closing the school means that students have been given up on.



Michele Stagger, parent of 1st grader

Ms. Stagger has a kid who needs special services and is concerned about what will happen to her child in regards to providing quality resources.

Tanya Saunders Wolf, counselor/case manager

Ms. Wolf described that CPS is data driven and skewed because they have only had one grade level for 3rd grade which ultimately skews the scores. She questioned whether NWEA scores have been looked at.

Facilitator acknowledges the sign language speaker.

Jeannine Valentine, parent

Ms. Valentine expressed how positive the environment has been with great teachers and staff. She is very impressed with the teachers and staff and is confident that students feel safe.

Secora Harris, parent

Ms. Harris's daughter struggled in the past and found she had a learning disability. She has been impressed with the feedback and informed responses for her child's progress.

Andria Carr, PreK teacher

Ms. Carr suggested that an elected official needs to place a library in the school. She discussed how the community should not be destroyed. She is concerned with space at Gompers.

Josephine Trentadue, 1st grade teacher

Ms. Trentadue discussed how their NWEA scores have risen and that research has shown that small class size is the best.

Wanda Turner, instructional assistant

Ms. Turner discussed how Owens should stay open because the faculty are highly qualified and enthusiastic. He claimed that the school is 3 students away from being utilized.

Parent and students

Parents and Students recite the pledge from the Girl Scouts.

Blissett, Girl Scout leader

The Girl Scout Leader expressed that the afterschool program has been very successful.

Dominique Grant, alumni parent

Ms. Grant acknowledged the former principal and teachers in the audience. She claims that she is willing to chain herself to the school so it does not close.

E. E, student

Student discussed how he learned how to count, multiply.

Erica Macneal

Ms. Macneal questioned why CPS is offering kids IPADS.

Student

Student discussed how Owens has been good to him and he has learned how to do the color words and spell.

Facilitator-the next hearing is Thursday at this location

Parent

Parent described how her daughters have excelled and she was very impressed by the teachers who take their time to my daughters have excelled. Teachers have taken the time to work with my children.

Cassandra Harts

Ms. Harts was frustrated that an elected official was not present and questioned where the tax money has gone.

Facilitator reminds audience of the next meeting Thursday at the same location.

Public Comment concluded at 7:00pm.



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COMMUNITY MEETING
OWENS/GOMPERS

April 11th, 2013

5:00 o'clock p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 11th, 2013, at the hour of 5:00 o'clock p.m.

PRESENT:

MS. MELINDA GIDART, Controller
MR. TODD BABBITZ, Chief Transformation Officer
MR. HARRISON PETERS, Chief of Schools for the Lake
Calumet Network
MS. THYATIRIA TOWNS, FACE Manager
COMMANDER WALSH, CHICAGO POLICE DEPARTMENT

1 MR. GILDART: Good evening, everyone. Thank
2 you for coming this evening. This is the second
3 community meeting for the proposed closure of Jesse
4 Owens Elementary.

5 This meeting is a continuation of the
6 process that has been underway for over four months.
7 My name is Melinda Gildart, Controller; and next to
8 me is Chief Transformation Officer Todd Babbatz.

9 We'll be sharing today's information with
10 you, but we're here to listen. We have Captain Daly
11 from Chicago Police Department also on hand. We
12 have a court reporter, a foreign language translator
13 and a timekeeper to record the events of this
14 meeting.

15 Again, the purpose of this meeting is to
16 allow CEO Byrd-Bennett and the Board Office to hear
17 from those in attendance about the specific proposal
18 under discussion this evening and make sure that we
19 will be reviewing the notes and documentation from
20 the meeting.

21 You can also go to
22 www.cps.edu/qualityschools; and within five days
23 from the first meeting, and also this meeting, will
24 be available online for your review.

1 Again this is second meting before a Board
2 vote. The public hearing will be on Tuesday,
3 April 16th, from 5:30 to 7:30 p.m. located at the
4 Central Office Chicago Public Schools, 125 South
5 Clark Street.

6 Does every one have handout? Does anyone
7 need Spanish language translation? We have
8 questions and comments from the last meeting, and
9 this meeting, and responses will be prepared.

10 Again, those responses and the information
11 will be available online before the public hearing
12 on Tuesday, April 16th, at cps.edu/qualityschools.

13 If you turn your attention to the handout,
14 it will give you more basic information; and as a
15 major common concern across the city, in regards to
16 safety, here is some additional information
17 available in regards to the welcoming school.

18 Every welcoming school will have safe
19 passage for it's children and we'll work with
20 parents before any routes are finalized.

21 Every welcoming school will get additional
22 security, and the security guard from the sending
23 school will follow students to their welcoming
24 school.

1 Every welcoming school will receive new or
2 upgraded school safety supports, such as alarms
3 entry screening equipment. CPS will hold ongoing
4 parent and student engagement forums at welcoming
5 school to gather feedback on the school-based safety
6 plans.

7 In addition, we are partnering with the
8 Chicago Police to perform checks of safe passage
9 routes with the Department of Buildings, Streets and
10 Sanitation, and Transportation Department, to
11 identify abandoned buildings, potholes, cracked
12 sidewalks, in addition to other things that need to
13 be addressed, so children have a safe walk to and
14 from school each day.

15 So, on page 1 of the handout, the map on
16 page 1 shows the location of all the schools
17 involved in the proposal. On both sides of the map
18 there is an overview of the historical data, as well
19 as a summary of how students in all schools involved
20 will benefit, if the school action is approved.

21 So, for Owens Elementary, it is a
22 higher-performing school with 68 percent of the
23 students meeting or exceeding ISAT standards.

24 It's a new STEM program that will

1 initiated and also a pre-K program.

2 MR. BABBITZ: Page 2 of the handout includes
3 some answers to some of the frequently-asked
4 questions, and also provides an indication of where
5 you can turn for more information.

6 The third page of your handout identifies
7 investments that we're making in all welcoming
8 schools, as part of this process, from safety plans
9 which Ms. Gildart just described in some additional
10 detail, the facility capital improvements to
11 supports for academic and social supports.

12 At the bottom of that third page, you'll
13 see additional information and how you can access
14 that additional information, if you have particular
15 concerns about students with disabilities, English
16 language learners, or for students in temporary
17 living situations.

18 And finally, the last page of your handout
19 shows the locations of Owens and Gompers, and the
20 boundaries of Owens and Gompers today, and what it
21 would look like if this proposal were approved.
22 You'll observe that there's no difference in the
23 neighborhood boundary.

24 It would just be one school under the

1 Gompers' name, with a main building and a branch
2 building. Again, my name is Todd Babbitz. I'm
3 Chief Transformation officer.

4 I just want to thank you all for attending
5 today. I want to reinforce that today's meeting is
6 about hearing from those of you who that are in
7 attendance. Some of you I recognize from the
8 previous meeting that we held, with respect to this
9 action.

10 I welcome you back, and I welcome you to
11 the microphone for additional comments you may have;
12 and for those of you that weren't able to make the
13 first meeting, we also appreciate your being here
14 today, and hope that you also will provide public
15 comment.

16 We do have a court reporter here to record
17 every word. It's important to note that the court
18 reporter can only record one conversation at a time.
19 So, we do ask that to be respectful to people at the
20 microphone and give them an opportunity to speak, so
21 that their words can be taken down and taken back to
22 both the CEO and to the Board of Directors.

23 In addition to the court reporter, we also
24 have a note taker taking notes on the laptop to my

1 right. As mentioned earlier, we also have Spanish
2 language translation, in case anybody needs it.

3 At the conclusion of my remarks, we'll ask
4 one more time whether there is anybody in the
5 audience that needs -- actually, why don't we ask
6 right now whether anybody needs Spanish language
7 translation. I don't see anybody that they need it
8 at this time.

9 We also have a sign language interpreter
10 signing at the front of the room. We'll have the
11 time keeper -- everybody will be provided with two
12 minutes to speak. After everybody has spoken, that
13 wishes to speak, we may, depending on the time
14 available, invite people to come up to the
15 microphone a second time.

16 We will have time cards available
17 indicating how far -- one minute into their two
18 minutes. And I ask if you have written materials,
19 that you would like to submit to the record, that
20 you provide those to the court reporter, after
21 you've spoken.

22 There are sign-up sheets out in the lobby.
23 We will keep sign-up open for the first hour of this
24 meeting. Please do sign up if you would like to

1 speak.

2 So far I've been handed a list I believe
3 of 12 speakers, and we will take those in order; and
4 we'll supplement to that, as we receive more names.

5 I would like to remind you this is the
6 second of three opportunities for comment. The
7 third meeting will be a public hearing. It will be
8 on Tuesday, April 16th, from 5:30 to 7:30 p.m.

9 That would be held at 125 South Clark at
10 CPS's central office. Again, Tuesday April 16th
11 from 5:30 to 7:30 p.m. at 125 South Clark Street.

12 Also, joining us at the podium is the
13 Network Chief for this area, Harrison Peters.
14 Welcome, Harrison. I would also like to acknowledge
15 any principals that we have in the room tonight.

16 With that, I'll begin calling up speakers
17 and we ask that when you come to the microphone,
18 that you begin by repeating your name and your
19 affiliation with the school.

20 The first speaker will be Akeirah Jones..

21 SPEAKER: Jesse Owens has been good to me
22 because I want to be a good speaker. I love Jesse
23 Owens so much. My teacher helps me learn to speak.
24 We love Jesse Owens, that's why we learn.

1 MS. TIEFENTHALER: The second speaker will be
2 Patricia Etsell.

3 SPEAKER: My name is Patricia Etsell. I am a
4 former social worker for Chicago Public Schools.
5 Jesse Owens School was one of the schools that I had
6 the opportunity to service.

7 One of the things that I recognized very
8 early was that this was a school that considered
9 itself a family, a community; and if you're looking
10 at doing some of the things that you're doing, you
11 need to look at what happens to our young people
12 developmentally. What happens to our children who
13 are coming very young, and many times from very
14 young families.

15 I had the opportunity to observe faculty
16 members who were very caring and very supporting, in
17 addition to being professional.

18 So, when you look at something, what you
19 really need to look at what actually happens. I'm
20 not sure that you want to destroy a family/community
21 situation.

22 I think that when you are looking at
23 what's going on, it's something that this is a
24 people business. Where you are looking at paper and

1 numbers, we're looking at what happens to us, what
2 happens to our people, what happens to our
3 youngsters, both academically, emotionally,
4 physically.

5 And then my next question, my main
6 question I think at this point is: How long are you
7 really looking at security? How long are you really
8 looking at police protection? Thank you.

9 How long are you looking at that kind of a
10 thing? Because we know -- I mean, I've served on a
11 lot, a lot, a lot of situations where the children
12 have been murdered, and the police protection was
13 there for a minute and then it was gone.

14 So, those are the kinds of things that I
15 ask you to look at and to consider. Jesse Owens is
16 a family. It's a community. Thank you.

17 MS. TIEFENTHALER: Thank you. The third
18 speaker will be Reverend Clyde White.

19 SPEAKER: My name is Reverend Clyde White, and
20 for the past ten years I've been a part of the
21 Friday readers group that goes to Jesse Owens once a
22 month.

23 I was a member of the inaugural LSC, and I
24 know the purpose of that organization when it first

1 started; and based off of that, I've been to a lot
2 of schools. I've been involved in a lot of politics
3 that goes on in schools.

4 The preceding person stated that
5 perfectly, Jesse Owens is a family; and it is not
6 just a family, it is a well-functioning family.

7 I have never been in any school in this
8 city where the students were as well behaved. You
9 walk through there, you don't hear no yelling, no
10 screaming. The kids are doing what they are to do;
11 and each year they put on a special show for the
12 people who are involved in Readers Friday.

13 They know how to play the violin. They
14 come and put a band together. When I went to school
15 in Chicago, you had a well-rounded education. Jesse
16 Owens is providing a well-rounded education.

17 My other concern, and it's coming out more
18 and more each day, some of these statistics are
19 incorrect. Jesse Owens, I think it was in 2010, we
20 saw something from their district which identified
21 them as one of the top-performing schools.

22 Then we just heard they are no longer a
23 top performer, but they were never given an
24 information report so they would know what they need

1 to work on.

2 I still don't know where they really fit
3 in the performance, and so I would hope that you
4 guys take another good look at the statistics, blend
5 that in with the social reality that these children
6 are in an excellent family, which is providing for
7 their wholesome life, not just one aspect. Thank
8 you.

9 MR. BABBITZ: The fourth speaker will be Tanya
10 Saunders-Wolffe.

11 SPEAKER: Good evening. My name is Tanya
12 Saunders-Wolffe. I'm the counselor and case manager
13 at Jesse Owens Community Academy.

14 We the faculty, staff, students, parents
15 and community members of Jesse Owens Community
16 Academy believe that there has been an error in the
17 decision-making process and feel Jesse Owens
18 Community Academy should not be closed or
19 consolidated with Gompers Elementary School, or any
20 other facility.

21 We feel that Jesse Owens should remain a
22 separate and autonomous academic institution within
23 the Chicago Public School System.

24 The following speakers will present facts

1 that are in rebuttal to the Chicago Public School
2 transition document presented to our parents that is
3 entitled "Providing a Better Education for all
4 Students," which is supposed to show a comparison of
5 Jesse Owens Community Academy and Gompers Elementary
6 School.

7 Our intent is not to discredit any of the
8 fine work that has occurred at Gompers. Our intent
9 is to show you the facts, just the facts, the true
10 facts. Data was retrieved from multiple Chicago
11 public school and Illinois School Board of Education
12 sources.

13 MR. BABBITZ: The next speaker is speaker
14 No. 5, Lasharon Carter.

15 SPEAKER: Lasharon Carte, and I'm a special
16 needs teacher from Jesse Owens Academy, as well as
17 an advocate for children.

18 The first interesting fact that I would
19 like to point out is according to your data,
20 enrollment has declined by 31 percent over the last
21 ten years at Jesse Owens. That's true.

22 Whose enrollment hasn't declined in
23 neighborhoods that have seen a growth in charter
24 schools and a flight to suburbia?

1 CPS continues to open charter schools that
2 take the student population and resources from our
3 neighborhood public schools. Also, according to
4 data retrieved from the CPS website, cps.edu,
5 Gompers' enrollment has declined by 45 percent in
6 the last ten years.

7 The next interesting fact that I would
8 like to point out is according to your document,
9 Jesse Owens is 68 percent under -- 68 percent
10 utilized. The true facts are on Monday, April 8th,
11 our enrollment was 333 students, 3 students away
12 from the 70 percent threshold instituted by CPS
13 today.

14 Our current enrollment is 335 students. I
15 am one student away from the 70 percent threshold
16 you are preposing to close our school because of a
17 lack of -- because of one student.

18 Planning to uproot students from a safe
19 child center, developmentally-appropriate setting,
20 that they are accustomed to, is not providing a
21 better education for our students.

22 The third interesting fact is your
23 documents state \$8.8 million are required to
24 maintain Jesse Owens building. Give us some facts.

1 We would like to formally request CPS to
2 provide us and the general public with an itemized
3 list of what the \$8.8 million proposed entail. The
4 Jesse Owens building is only 33 years old with a
5 sound structure.

6 We have good wiring, as evident by the new
7 state-of-the-art lighting and security system
8 installed just this year. We have central air
9 conditioning which received an estimate of \$30,000
10 to repair, and the maximum of 80,000 to replace it.

11 We currently have in place a gymnasium, a
12 library, a lunchroom, a playing ground and a
13 computer and science lab.

14 MR. BABBITZ: The sixth speaker will be Andria
15 Carr.

16 SPEAKER: Hello. My name is Mrs. Andria Carr.
17 I am a preschool teacher at Jesse Owens Community
18 Academy.

19 The next interesting fact, the CPS
20 document states that the future school will offer a
21 full K through eighth grade continuum with cohesive
22 vision and curriculum.

23 The fact is a shared vision and curriculum
24 can be accomplished through collaboration, as

1 evident when the Owens administration had
2 conversation with Gompers administration and asked
3 what they felt was needed to better prepare our
4 Jesse Owens students for Gompers.

5 It is through this conversation that we
6 hired a science teacher, and a science lab was
7 created. Furthermore, there are other schools
8 throughout the system that do not have a pool, K
9 through 8 continuum, like Poe, Decatur, McDade,
10 Brownell, Wilma Rudolph and Skinner North Elementary
11 Schools. All of these are Chicago Public Schools.

12 Additionally, Jesse Owens provides a
13 developmentally-appropriate setting and perspective
14 to instruction to early childhood students.

15 President Obama's comprehensive agenda
16 invests in and strengthens early childhood education
17 for our nation's youngest children. It helps to
18 prevent achievement gaps before they start, and
19 invests from an early age in children as our most
20 critical national resource.

21 Participation in high-quality
22 early-learning programs like ours provides children
23 from disadvantaged backgrounds with a strong start
24 and a foundation for school success. These programs

1 also generate a significant return on investment for
2 society.

3 Numerous economic studies have documented
4 a rate of return as high as 18 percent on the
5 program investment each year because of the reduced
6 need for spending on other services, such as
7 remedial education, grade repetition and special
8 education, as well as increased productivity and
9 earnings for these children as adults.

10 The president's program promotes building
11 a great early childhood education workforce,
12 supported by strategies to train and retain qualify
13 teachers, providers and administrators.

14 Early childhood and primary education is
15 what we do, and have always done at Jesse Owens.
16 CPS should be looking to replicate the Jesse Owens
17 program model as there are moneys tied to the
18 Obama's Race to the Top Program. CPS, for once, be
19 pro-active, not reactive.

20 MR. BABBITZ: Speaker No. 7, Wanda Turner.

21 SPEAKER: Hello. My name is Wanda Turner, and
22 I am an instructional assistant at Jesse Owens
23 working in the preschool department.

24 I would like to draw your attention to the

1 next interesting fact on the right side of the paper
2 regarding Gompers Elementary School.

3 First fact, Gompers is a higher-performing
4 school with 68 percent of the students meeting or
5 exceeding ISAT standards. That's what it says on
6 the paper.

7 Now, this would imply that Gompers is a
8 higher-performing school. You have taken data from
9 one year, one test, one grade level. Historically,
10 Jesse Owens has performed better than Gompers.

11 On the 2012 Illinois State Standard --
12 Illinois State Board of Education School Report Card
13 for Jesse Owens on the adequate yearly progress, it
14 is -- Jesse Owens is stated as being as on early
15 academic warning year one.

16 Did I make that clear? Okay, thank you.
17 I'm sorry, not facetiously. I kind of stumbled. I
18 just want to make sure. Okay.

19 Gompers ISBE Report Card for adequate
20 yearly progress is at the restructuring
21 implementation stage, and they have been on the
22 academic watch status for eight years. How is that
23 providing a better education for our students?

24 Interesting fact No. 2, CPS proposes a new

1 STEM program at Gompers next year. Well, as a
2 result of that Owens' administration outreach to
3 Gompers' administration, a science lab and a
4 full-day science position was created at Jesse
5 Owens. We already have a STEM program.

6 As for the science lab, which we already
7 have at Jesse Owens. T is for technology lab, which
8 we also have at Jesse Owens. E is for the
9 Engineering Degreed Science Teacher we have teaching
10 science to our students.

11 And M is for the math scores at Jesse
12 Owens, which has been at the 73rd to 87th percentile
13 for the last several years. Thank you.

14 MR. BABBITZ: Speaker 8, Audrey Ware.

15 SPEAKER: Good evening. My opinion is Audrey
16 Ware, first grade teacher at Jesse Owens School.

17 I now draw your attention to the third
18 interesting fact on the right side of the paper.
19 Gompers will have a few pre-K program.

20 The fact is: Jesse Owens already has a
21 four half-day pre-K classes with highly qualified
22 and certified staff with years of success.

23 Additionally, the Owens administration
24 applied for the full day preschool for all grant in

1 a 25-page application process. Is this a full-day
2 pre-K for Gompers referred to here, or did Gompers
3 also apply?

4 The next factor on your sheet, air
5 conditioning will be provided in every classroom.
6 The fact is that Jesse Owens already has central air
7 conditioning throughout the building, and in every
8 classroom, hallway, gymnasium, lunch room,
9 technology lab and any other place you can think of.

10 The first bullet point states that Gompers
11 is a building that recently received 5.6 million in
12 a recent facility investments. What updates were
13 made to Gompers? We would also like to formally
14 request an itemization for those updates.

15 The fact is: You spent this money, and
16 are proposing to spend another 8.8 million for Jesse
17 Owens' building next year.

18 Where are the savings, really? Thank you.

19 MR. BABBITZ: Speaker 9, James Sims.

20 SPEAKER: Hi. My name is James Sims. I'm
21 security at Jesse Owens. The final fact that I
22 would like to draw your attention to is that CPS
23 proposes that a school safety plan will be provided
24 for smooth and safe transition for all students.

1 The fact is that if the students are to
2 occupy both Gompers and Jesse Owens, as outlined in
3 the CPS transition letter sent to parents, then
4 there's no need for a safety plan for Jesse Owens.
5 We already have one in place.

6 We have always had the foresight to keep
7 our children safe, even prior to tragedy in Sandy
8 Hook. We have plans in place that insure the safety
9 of our students from the time they enter our doors
10 in the morning, to when they are delivered to
11 their parents or caregivers in the afternoon.

12 As we have demonstrated, CPS and CEO
13 Barbara Byrd-Bennett have made a huge error in their
14 decision to include Jesse Owens on the proposed list
15 of schools to be closed.

16 The faculty, staff, students, parents and
17 community members of Jesse Owens Community Academy
18 believe that there has been an error in the
19 decision-making process, and feel that Jesse Owens
20 Community Academy should not be closed or
21 consolidated with Gompers Elementary School, or any
22 other facility.

23 We feel that Jesse Owens should remain a
24 separate and autonomous academic institution within

1 the Chicago public school system. Thank you very
2 much.

3 MR. BABBITZ: Speaker 10, Quiana Singleton.

4 SPEAKER: Hello. My name is Quiana Singleton.
5 I love Jesse Owens because I keep reading. I listen
6 to become a better reader.

7 I want Jesse Owens to stay open because I
8 love my school so much. It keeps me help reading.
9 I like my teachers. I like my principal and my
10 school. I love it.

11 MR. BABBITZ: Speaker 11 is Skky Mohammod.

12 SPEAKER: My name is Skky Mohammod. Jesse
13 Owens has been good to me. Jesse Owens has been
14 good to me because I love cheerleading, making
15 progress and hanging out with my friends.

16 First cheerleading was scary, but then it
17 was fun, because we were learning new cheers and
18 that was my first time I ever smiled in front of a
19 real crowd, and now I'm a really good cheerleader.

20 Second, I always love doing fun things
21 when we projects with Ms. Chappell it is always fun,
22 like when we make popcorn for the project matter.

23 We popped the popcorn and we said that
24 popcorn will always stay a solid.

1 Third, my friends are funny cool fun; and
2 if we move to Gompers, I will never have friends
3 like them because we always laugh at each other and
4 do fun things together. So, please don't close
5 Jesse Owens.

6 MR. BABBITZ: Thank you. Speaker 12, Hortense
7 Tyler.

8 SPEAKER: Good evening. I am Hortence Tyler, a
9 certified school nurse for CPS. Jesse Owens is my
10 home school, and I service ten other schools as an
11 area nurse.

12 When I spoke at the community meeting on
13 Monday, I thought it was important to speak on the
14 climate and culture at Jesse Owens Community
15 Academy, as an objective observer who has worked and
16 serviced students, and many schools throughout
17 Region 6 and south cluster over a 28-year period.

18 I believe school culture and school
19 climate are two of the most critical factors that
20 directly impact academic achievement and school
21 success. On Monday, I spoke from the heart and had
22 not prepared a presentation.

23 Tonight I would like to continue that
24 discussion again from the heart, but in a more

1 formal presentation. I know that I'm going to be
2 out of town, so I'm going to leave this with you,
3 and I'm not going to go over the data that I have
4 included talking about school climate and culture.

5 But what I do want to say is that anyone
6 walking into Jesse Owens Community Academy will
7 immediately get a feel of the climate and culture of
8 the school.

9 Parents and visitor are warmly welcome.
10 The building is well lit and inviting. It is the
11 perfect setting for a school serving a pre-K through
12 third grade population.

13 Our new administrators have created a
14 visual train of the Dolch Words spray painted evenly
15 in bright vivid colors on the cement block squares
16 on the walls throughout the building.

17 Student work is prominently displayed all
18 through the building, and students can be observed
19 working collectively and collaboratively on the next
20 school-wide theme. The students are engaged,
21 excited and enthusiastic.

22 The current school-wide theme is the human
23 body. The climate and culture at Jesse Owens was
24 developed and has sustained over decades by

1 administrators and staff that have devoted a good
2 portion, if not all of their professional careers,
3 to Jesse Owens Community Academy.

4 As a result, there has been consistency
5 and stability within the school climate. When staff
6 members have stability, that stability is
7 transferred over to the student's sense of security
8 and well-being.

9 Administrators and staff -- if I have to
10 stop, I'll sign up answer again just to finish. I
11 don't have much more.

12 MR. BABBITZ: You can finish.

13 SPEAKER: I can finish? Oh, great. Thank you.
14 Administrators and staff treat each other with
15 dignity and respect, which is a modeled for the
16 students.

17 All staff are made to feel welcome and
18 included, even they are only there one or two days a
19 week. Students are able to develop and build their
20 self-esteem and self-confidence in a supporting and
21 nurturing environment, without the hindrance of
22 older students and discipline problems.

23 They have an opportunity to remain young
24 children for a longer period of time, before being

1 exposed to some of the problems that befall older
2 children in the upper grades.

3 As I stated on Monday night, I have
4 serviced over 30 schools during tenure with CPS.
5 I've been in school buildings where you instantly
6 get that good feeling when you walk through the
7 door, just as you do at Jesse Owens.

8 Unfortunately, in my observation, there
9 are more buildings that are not Jesse Owens. Our
10 children are our greatest assets. They deserve our
11 best.

12 The climate and culture of Jesse Owens has
13 helped to provide a good foundation, as we strive
14 for the best. Jesse Owens Community Academy should
15 be allowed to remain open, where that good feeling
16 can continue to shape the early years of our
17 children's educational experience.

18 That good feeling is more rare than you
19 know or that it should be. I invite you to come for
20 a visit, and you will experience that good feeling
21 as well. Thank you for your consideration.

22 MR. BABBITZ: Speaker 13 is Justin Boykin.

23 SPEAKER: Hello. My name is Justin Boykin.

24 Jesse Owens is a good school. I have been going to

1 the school for at least three years.

2 I really love this school. Don't close my
3 school. Jesse Owens is a good school. Jesse Owens
4 has very good after-school programs. I do two of
5 them, basketball and Yoga. I have been going to the
6 school for three years.

7 I started in kindergarten. My
8 kindergarten teacher name is Ms. Trenatadun. My
9 first grade teachers was Ms. Chappell, and my second
10 grade teachers was Ms. Baker. Don't close my school
11 it's a very God school.

12 The teachers are very, very good. The
13 principal and assistant principal is the best. Why
14 would you close Jesse Owens, but Gompers don't
15 hardly get homework, we do. They just sit in school
16 and throw paper at each other. We don't. Don't
17 close my school.

18 MR. BABBITZ: Speaker 14, Stevie Sams.

19 SPEAKER: My name is Steve Sams. I'm a parent
20 of a student at Jesse Owens School. Basically, what
21 I'm looking at here is really not even a closure,
22 it's a consolidation.

23 Everything that you're giving to a plus at
24 Gompers is already in place at Owens. So, why would

1 you take and -- my problem, my personal problem, is
2 taking the name Jesse Owens off the school and
3 putting Samuel Gompers up there.

4 Who is Samuel Gompers? A cigar man.

5 Jesse Owens is black historian in a black
6 neighborhood. Why would you close that school? Why
7 would you take a vision from the kids to give, for
8 what? What is this about?

9 This is not about saving money. You're
10 using the same school. You're not closing the
11 building, you're just consolidating. So, you're not
12 saving no money.

13 My problem is that you're not doing
14 anything that's benefiting the kids. This is
15 benefiting the Board. This ain't benefiting them.
16 This does nothing for them at all. That's all I
17 have to say.

18 MR. BABBITZ: Thank you. Speaker 15 is Erica
19 MacNeal.

20 SPEAKER: Hi. My name is Erica MacNeal, and I
21 am an alumni at Jesse Owens. I prepared something
22 for this occasion instead of speaking from the
23 heart, but I did prepare something.

24 What happens to our children? Jesse Owens

1 Community Academy was built in 1958, and has been
2 around for over 50 years servicing the community
3 with the best public education with their allotted
4 resources.

5 I, myself, am an alumni of this school.
6 The closing of this school can be detrimental to the
7 youth in our community. We want answers to why they
8 choose to close this school.

9 Underutilization, the plan is to overcrowd
10 our classes because they think that will help their
11 budget. Do they stop and take our children and
12 their learning requirements into consideration?
13 Absolutely not.

14 Studies prove that a smaller classroom
15 setting is helpful. An inclusive classroom setting
16 creates a constructive and equipped class for
17 diverse learning needs of the children. Where is
18 our funding going?

19 Making this transition from Jesse Owens to
20 Gompers benefit who? Barbara Bennett Byrd and the
21 lining of her pocket, because it surely won't be our
22 children.

23 It is a shown fact that African-Americans
24 have been oppressed for many years. And you tell us

1 you want to once again enslave us. Give our
2 children the same opportunity as children of
3 different race.

4 This is not a matter of underutilization,
5 but of SES, social economic status. Because I did
6 gross \$100,000 in the tax year 2012, my child
7 shouldn't be after afforded the same opportunity as
8 your child, the best.

9 No child left behind, really? You are
10 leaving our entire black community behind. In fact,
11 they spend more money housing a single inmate for 17
12 to \$20,000 compared to 6100 that they spend for one
13 child.

14 That says to me you can send three
15 children for each inmate. You prioritize an inmate
16 before a child that could be the next doctor to save
17 your life.

18 What you say to us is that you don't care
19 about the future or welfare of our children. What
20 matters to Barbara Bennett Byrd and Mayor Emanuel is
21 a salary reduction.

22 How would they send their children to the
23 private institutions? Well, to answer that, it
24 would be off of our backs. The struggles and

1 triumph our community to make sure you get to stay
2 in the lavish lifestyle you have been afforded by
3 the work of our community.

4 If Barbara was given the opportunity to
5 reform two of the lowest school districts in
6 Cleveland and Detroit, don't stop there. Don't
7 close our school. Reform and make revisions that
8 would allow the black community the same budget as
9 all of the other well-performing predominantly white
10 schools.

11 We have news for mayor and superintendent.
12 We are with these children day in and day out.
13 These teachers have been with most of these kids not
14 just one year, but a couple of years.

15 We have will formed bonds, and you don't
16 have an idea of their best interest, because if you
17 did, you would have not let the deficit get to the
18 point where you decide to give up on their future.

19 Save our children, because your future
20 depends on their future. Give them a chance in
21 life. You had one.

22 And at the end of this, our children
23 shouldn't be proving themselves to you. You all
24 should be proving yourself to them. Prove to them

1 that they are best, and there is hope for their
2 future.

3 MR. BABBITZ: Speaker 16, Cassandra Harts.

4 SPEAKER: My name is Cassandra Harts. Good
5 evening to the panel. Again, I'm insulted that your
6 superintendent isn't here again, but she took time
7 out to be on TV to lie to the community of what
8 she's doing.

9 Second of all, I'm here for the closing of
10 Jesse Owens. I could go on and on and on about why
11 we should keep it open. You already know why it
12 should stay open. Now it's up to you to do
13 something about it.

14 Now, for you all to continue to sit up
15 there, and again I'm just dumbfounded, because your
16 panel, and I never seen a pen or pencil writing
17 anything down.

18 Yes, you are taking notes, but you need
19 also their notes to continue to take your notes,
20 because we're going too fast for you. I'm sorry.

21 But anyhow, what I would propose is that
22 Mrs. Bennett take time out to come out and talk to
23 us. She can take time out to spend our money that
24 we're paying her salary for. Don't do that.

1 Anyhow, what I'm trying to focus on is
2 letting you guys know we will do everything
3 possible, and I'm staying calm this time, to keep
4 Jesse Owens open.

5 We will put every student out, and we will
6 link hands together and keep our kids out. I guess
7 the State of Illinois will go broke when we finish
8 with them, because you need us, as well as the
9 government.

10 What you're doing is an injustice to the
11 black community. I heard Bennett talk about
12 Lavizzo. I used to tutor there. What she didn't
13 tell you she's sending the kids from one war zone to
14 another war zone.

15 How is she putting 600 kids in one school
16 and saving money? No, you're overcrowding. You're
17 not giving our kids the best education, just like
18 you're doing not. You're trying to consolidate.

19 No, you're not consolidating, you're not
20 saving money. Because in the end, the only thing
21 you're doing is, again, like I said, breaking up the
22 union, privatizing these schools, which we can thank
23 our mayor for, who I hope don't return or get
24 another term in, because he's not for the people.

1 He's for his damn pockets. When we all
2 wake up and see how they are treating us as human
3 beings, we will be better off, because what you're
4 doing to Jesse Owens, I won't allow, and I'm quite
5 sure everyone here won't allow.

6 We're going to fight until we can't fight
7 anymore; and if Mrs. Bennett have a problem with
8 that, she can go to Jesse Owens and ask for
9 Cassandra Harts. They know how to reach me, and
10 I'll be glad to meet with her.

11 MR. BABBITZ: Speaker 17, Egypt Ewing.

12 SPEAKER: Hi. Name is Egypt Ewing, and I go to
13 Jesse Owens.

14 I learned how to count. I learned how to
15 write, read and do social studies.

16 I learned about the human body. I learns
17 about the brain, the skull, the pelvis, the tibia.
18 I learned how to draw pictures. I learned how to do
19 all my work. I learn all the stuff I need to learn,
20 so please don't close my school.

21 MR. BABBITZ: Speaker new 18, Gilde Ballard.

22 SPEAKER: Hi, everyone. How are you? My name
23 is Gilde Ballard, and I'm a substitute teacher at
24 Jesse Owens.

1 My first day as a substitute teacher was
2 4-22-03, and that was at Curtis, where I really
3 learned a lot from some pretty rough children.

4 I was blessed to step in Jesse Owens as a
5 substitute on November 7 on a Monday 2003, and I've
6 been blessed to return time and time again.

7 I know the children, love the children,
8 wonderful children, intelligent children. I know
9 the staff, open-door policy. Anything I need to
10 know any time I'm in doubt, I've got professionals
11 to go to, because it's all about the children.

12 If you have been around for black history
13 month, and you would have saw some of the dynamic
14 projects that they did. It was just mind blowing.

15 Some of the work that they brought in, and
16 it was the children, the teachers, the parents, big
17 brothers, big sister, it was a community thing.

18 The children also sing in Chicago
19 Children's Choir, but what I want to say one day
20 when the third graders came, you know when you do a
21 job well done and how you feel, and this little boy
22 came in and he said, "We just finished performing at
23 the Chicago's Children's Choir," and he went around
24 and explained to all the other children.

1 The other children, "Ooh, I wish I could.
2 have been, ooh." They give them something to strive
3 for. They know they have it going on at four, five,
4 six and seven.

5 If they've got this in them at a young
6 age, imagine as they go through life. It is really
7 something. There's a lot of dynamic stuff going on
8 at Jesse Owens; and like the parents said, you would
9 be doing an injustice to close this school.

10 I have been in about 20 schools, and I
11 would say Jesse Owens, since I've been there, in the
12 nine years that I've been blessed, they don't have
13 any outside fighting where you got to run and break
14 up fights.

15 They don't have any inside fighting in the
16 building where I have to get up like a referee, time
17 and time again, breaking up fights.

18 Now, they do love one other, because they
19 talk, talk, talk, talk, talk, talk, but wouldn't you
20 rather be in an environment where people are getting
21 along and harmonizing together, as opposed to all
22 this bickering and shuffling and stuff. They don't
23 have that there.

24 The children get along very, very well.

1 The staff is dynamic. They couldn't have selected a
2 better group of professionals to work with these
3 children. It's only two schools I've been in that's
4 too much notch, and that is Poe and Owens, and Owens
5 first. Amen. Amen.

6 MR. BABBITZ: Speaker 19, Prince Alexander,
7 III.

8 SPEAKER: Good evening, everyone. My name is
9 Prince Alexander, III, and this is the staff, the
10 Board.

11 I have one thing to say to you. I can't
12 say anything better for any of these children's, the
13 message that they're sending to you.

14 If you close down Jesse Owens, which I
15 happen to like Jesse Owens, I have a few grand kids
16 that go there; and Jesse Owens was a very famous
17 black man at a very hard time in this country, and
18 he got the chance. I want you to give our community
19 a chance.

20 MR. BABBITZ: Speak No. 20, Norine Gutehanst.

21 SPEAKER: Hello, everybody. My name is Norine
22 Gutehanst. I'm a teacher on leave. I'm an
23 organizer for the Chicago Teachers Union, and I want
24 to thank you for standing up.

1 I'm standing up here for Jesse Owens
2 Community Academy. I'm wondering why the Board of
3 Education is going through this charade tonight,
4 because Barbara Byrd-Bennett and Rahm Emanuel have
5 been going around saying, "We've already decided the
6 time for input is over."

7 So, and another question I have is why is
8 this being held here at Harlan High School and not
9 at Jesse Owens Community Academy? Didn't everybody
10 have to go through a lot to get here, and the
11 previous one, and the next one?

12 And really, this is just to let us feel
13 like we're being heard, to let you feel like you're
14 being heard, but it's really they already made up
15 their minds.

16 So, I also want to say what is the
17 educational rationale for this, because what it
18 looks like to me is an excuse to destroy a school,
19 to destroy the relationships between the faculty,
20 the parents and the children that have been
21 established over years.

22 A school is a living thing. These
23 relationships are living, breathing things that
24 exist over time, over years, and sometimes over

1 generations.

2 If the Board of Education, their excuse
3 for doing this action is that they want to save
4 money, why are they opening up 13 up 13 new charter
5 schools in September?

6 Why don't they take those \$500,000,000
7 that they are spending every single year on charter
8 schools, and why don't they use it to actually
9 improve everything inside Jesse Owens Academy and
10 the other 580 schools at our Chicago Public Schools.

11 So, I'm planning to fight, and I hope
12 everybody here is planning to keep the fight up.

13 MR. BABBITZ: Speaker 21, Jennifer Nichols.

14 SPEAKER: Hi, everyone. My name is irrelevant.
15 The names of my son or Jalin and Jacob Nichols, and
16 they wanted to speak today, but I'm representing
17 them.

18 I just wanted to say that as a community,
19 we deserve better, we do. The name of the school is
20 Jesse Owens Community Academy. It's not just a
21 school, it's a landmark; and when I first decided to
22 enroll my children in the school, I got information
23 from my grandmother.

24 She was 90 years old, and she passed away,

1 and her name is Christine Lofton. She told me how
2 great Jesse Owens Community Academy is. So, I just
3 wanted to represent our children, because they
4 wanted to speak, but I'm here for them. Thank you.

5 MR. BABBITZ: Speaker 22, Davion Winslow.
6 Davion Winslow.

7 SPEAKER: My name is Davion Winslow, and I go
8 to Jesse Owens. Jesse Owens is a Community Academy
9 is a good school for me because it is named after a
10 famous black man. He ran track and made it to the
11 Olympics.

12 He ran track all over the U.S.A. He was a
13 champion of running track. Jesse Owens is a fun
14 school for me because I learn new things every day.

15 Another reason I love Jesse Owens is that
16 I love learning. Jesse Owens is a great school to
17 learn because people can grow up to be a track
18 runner just like him. Anybody can be famous, if
19 they just learn.

20 When teachers at Jesse Owens are smart,
21 and they are talented, anybody can learn at Jesse
22 Owens. I have two little sisters and one little
23 brother that that goes here, and they need this
24 school, also me.

1 MR. BABBITZ: Thank you. Speaker 23 is Tyier
2 Tate. Tyier Tate.

3 We'll move to speaker 24, Patricia
4 Johnson.

5 SPEAKER: Good evening. My name is Lutricia
6 Johnson. I am a bus aide for Jesse Owens. I'm also
7 a volunteer. I actually do more volunteering than I
8 actually do work, get paid for work.

9 I just want to come tonight and leave you
10 this little message, according to CPS data, Owens
11 performs academically higher than Gompers, one year
12 versus eight years of probation.

13 Owens has a higher utilization rate than
14 Gompers, 68 versus 55 percent. Gompers students
15 feel weak about their safety, that's my voice, my
16 school survey.

17 So, really, should Owens be the school to
18 close? Hum. I also would like to say I have a
19 relative that was taken away from their parents
20 because of bad choices that their parents made,
21 one-time choice.

22 My cousin has never recovered. That's
23 exactly what you're going to do. We had a bad year
24 at CPS. Have you ever not had a bad year? We all

1 have, but didn't nobody take your life away from you
2 because you had one bad year.

3 We deserve better. I stand before you
4 saying that this community doesn't do anything but
5 embrace one another. You start dividing the family
6 up, you destroy lives.

7 These kids doesn't know anything but Jesse
8 Owens, and Jesse Owens -- I like to leave you with
9 when I say "Jesse," you say "Owens."

10 Jesse Owens. Jesse Owens. Jess Owens.
11 When I say "Jesse," you say "Owens." Jesse Owens.
12 Jesse Owens. That's what we all about.

13 MR. BABBITZ: Speaker 25, Andre Tate. Andre
14 Tate.

15 SPEAKER: My name Andre Tate. I'm the LSC
16 president at Jesse Owens. I have two things to say.

17 This panel that's here don't represent
18 nothing, but we're going to close the schools on the
19 kids, but we got 150,000, probably 100,000, probably
20 90,000, probably 80,000.

21 All this money that we're wasting having
22 people that's like irrelevant to us. The school
23 system needs to stop at the top first. The kids are
24 not where the cuts should come from.

1 We have promised our kids that we're going
2 to send them to a better school. Nobody wants to
3 say Gompers eight years straight unperforming, Owens
4 one year. Our old principal was here. He did 15
5 years there.

6 Out of 15 years, he had one year that was
7 below level. Gompers' principal she was here.
8 She's probably here tonight. She's had eight years,
9 but our kids are going to a better situation, not
10 for real.

11 Let's talk about where is all this extra
12 money going. All of you all got Board cell phones
13 that we're wasting money on. All of you all have
14 iPads that we're spending money on, that we're
15 wasting money on that has to go on to a network.

16 My kids have iPads. I have iPads. I know
17 what it cost to put data plans on these devices.
18 We're wasting a whole lot of money, but we're
19 putting the kids first. We're keeping us happy, but
20 we're not keeping the kids happy, and that's what
21 comes down first.

22 I can say possibly two or three of you
23 all, your kids don't go to public school. One of
24 you all I can say Mr. Peters, his son goes to public

1 school. I did my homework. I checked. So, I can't
2 knock the man. His kid does go to a public school,
3 but most of you all, they are in private
4 institutions.

5 So, let's put the kids first. Let's tell
6 the truth. Let's deal with the facts, and let's get
7 it done. Thank you.

8 MR. BABBITZ: Speaker 26, Davion Winslow.

9 SPEAKER: I, too, sing America by Langston
10 Hughes. I, too, sing America. I am the darker
11 brother. They send me to eat in the kitchen when
12 company becomes, but I laugh and eat well.

13 Tomorrow I will be at the table when
14 company comes. Nobody will dare say to me, "Eat in
15 the kitchen" again. Besides, they'll see how
16 beautiful I am and be ashamed. I, too, sing
17 America.

18 MR. BABBITZ: Speaker 27, Kayla Wick.

19 SPEAKER: My name is Kayla Wick. I, too, sing
20 America by Langston Hughes. I am the darker
21 brother. They send me to eat in the kitchen when
22 company comes, but I laugh to eat well.

23 Tomorrow I will be at the table when
24 company comes. Nobody will dare say to me, "Eat in

1 the kitchen." Besides, they'll see how beautiful I
2 am and be ashamed. I, too, sing America.

3 MR. BABBITZ: Speaker 28, Connie Bell.

4 SPEAKER: Hello. My name is Connie Bell, and I
5 am the grandmother of the student Zion Matthews
6 which he's getting an excellent education here at
7 Jesse Owens School. I just have a few things to
8 say.

9 The CPS system got it all wrong. Closing
10 Jesse Owens School is absolutely ridiculous. How
11 dare CPS and Mrs. Barbara Byrd-Bennett send a panel
12 here to hear the concerns of teachers, parents, and
13 students. This is an absolute insult to our
14 community.

15 How can a panel go back and express our
16 concerns when you're only taking notes? What
17 guarantee do we have that these notes will ever be
18 read? Jesse Owens School is named after the world
19 greatest athlete, Jesse Cleveland Owens, who said,
20 "To make dreams come into reality, it takes an awful
21 lot of determination, dedication, self-discipline
22 and effort," which is taught here at Jesse Owens
23 School.

24 By closing Jesse Owens School, you just

1 killed a dream. Keep Jesse Owens open.

2 MR. BABBITZ: While I wait for some additional
3 names to be handed to me, just a reminder that the
4 hearing on this action at central office will be on
5 Tuesday, April 16th from 5:30 to 7:30 p.m. Again,
6 the address of CPS central offices 125 South Clark
7 Street.

8 Speaker No. 29, Zakiyah Dodson.

9 SPEAKER: My name is Zakiyah. I do not want my
10 school Jesse Owens to close. I like my teachers Ms.
11 Chappell and Ms. Lucas. I like the building.

12 I don't want no one to lose a job. Please
13 save my school. I had been -- I mean, I have
14 learned so much there.

15 MR. BABBITZ: Thank you. Speaker 30, Malik
16 Courtney.

17 SPEAKER: My name is Malik Courtney. I am a
18 student at Jesse Owens Community Academy. This
19 school teaches me math, science, algebra, reading,
20 writing.

21 My teacher, Ms. Williams, is very nice,
22 and Principal Dr. Taylor, Assistant Principal
23 Ms. Bradford are the best. That is why you should
24 not close Jesse Owens Community Academy.

1 MR. BABBITZ: Speaker No. 31, I'm having a
2 little trouble reading the name. It looks like it
3 may be Greg Goodman.

4 SPEAKER: All right. They're telling me that I
5 have to talk to them. I wanted to turn around and
6 face you and talk to you guys. I don't have a
7 message for them.

8 MR. BABBITZ: State your name, please.

9 SPEAKER: Name is Greg Goodman. The Board of
10 Education wants to close Jesse Owens and 53 other
11 schools in the city.

12 They say these closings are about
13 underutilization and underperformance. You know
14 that's not true. I know that's not true, and the
15 Board of Education that's not true.

16 This is about a city government with
17 misplaced priorities. It's about a city government
18 that gives away billions of dollars every year in
19 tax breaks and TIF funds to wealthy corporations but
20 says they can't afford to provide free quality
21 public education to all of its kids.

22 It's about a city government that doesn't
23 treat all schools and all communities equally. It's
24 about a Board of Education made up of millionaires

1 that isn't elected by the people, and isn't
2 accountable to the people it serves, because it's
3 appointed by our mayor.

4 I'm working with a group called Occupied
5 CPS. We want to lend our support in any way we can
6 in your struggle to help keep these schools open.
7 Right now we're working with schools across the city
8 to help them develop resistance plans.

9 We feel that no school by itself strong
10 enough to stop this. We all need to come together
11 to do this, and that's why we want to help
12 coordinate.

13 I'm going to be standing in the back with
14 sign-in sheets and more information. If you want to
15 come talk to me, that's great. Some of the things
16 we're going to be doing over the next couple weeks,
17 we're going to be hosting courses on direct actions,
18 school occupations.

19 We're going to be teaching you how to
20 write press releases, use your own social media, and
21 we're also working on putting together a citywide
22 school council so that the people, the delegates
23 from actual schools, can start writing their own
24 education policy, instead of this Board of Ed that

1 we need to get rid. Thanks a lot, Owens.

2 Solidarity.

3 MR. BABBITZ: Mr. Goodman, could you leave your
4 remarks with the court reporter? Thank you.

5 Speaker 32, Erica MacNeal.

6 SPEAKER: My name is Erica MacNeal. I felt
7 that it would be unjust not to give the all stars
8 who teach our children their recognize.

9 Ms. Hudson, Ms. Chappell, just to name a
10 few, that were there who taught me. We have good
11 teachers in. We have the principal Ms. Taylor, Ms.
12 Bradford, Ms. Trenatadun, Ms. Adelfinger.

13 My children love all of them. I'm on a
14 very personal level where I can go and speak to them
15 and talk to them. And the end of the day, we did
16 U.S. Constitution.

17 We did all of this for our people to be
18 equal, but what happened to one nation under God,
19 indivisible with liberty and justice for all.

20 This has become a race thing, and although
21 they try to hide this and put this to the back, it
22 is known you're closing the schools in the black
23 communities. That is all.

24 It is no reason to change the name of

1 Jesse Owens and make it Gompers, if you're still
2 going to give Jesse Owens more money to build this
3 Gompers.

4 Why can't we leave it at Jesse Owens,
5 where it's a historic black model for our children?
6 Give our children the same chance that we give
7 Caucasian children, Asian children, African
8 children. Give them the same chance.

9 If you don't have hope for them, we have
10 hope for them. If we have to stand outside these
11 schools and protest day in and day out, and take
12 them out of school, because we know that the system
13 loses money, we'll do that. We'll take them out.

14 MR. BABBITZ: Speaker 34, Jalen Jones. Jalen
15 Jones.

16 SPEAKER: Jesse Owens has been good -- oh,
17 yeah. My name is Jalen Jones. Jesse Owens has been
18 good to me because the assemblies has been good.
19 The teachers been good. So, don't close our school.

20 MR. BABBITZ: Speaker 35, Ronald Jones.

21 SPEAKER: My name is Ronald Jones. I'm the
22 father of Jalen Jones. Once again, I want to come
23 show my support for the teachers who put in so much
24 work with my child over the years.

1 He has autism and he didn't speak at all.
2 They put in so much time and so much work with him;
3 and really, he made me show up today.

4 I came home from work today. He's, like,
5 "We got to go to the rally." I'm, like, "I'm tired
6 son." But I said for all the work they did with him
7 over the last three years, I got to get, tired or
8 not, I have to come show the support to the teachers
9 and Jesse Owens Community, because they did so much
10 for me and my family that I can't even put into
11 words.

12 I said when you find your kid that has
13 autism, you don't think he'll be able to do
14 anything, how he's speaking. He wants to come to
15 the mic. He wants to give his voice, so I have to
16 back him up as a father.

17 You all know, you're parents, too.. So, I
18 like to just thank you all for listening, and thanks
19 to Jesse Owens for being there for us when we needed
20 you all.

21 MR. BABBITZ: Speaker 36, Shamari Jernogin.

22 SPEAKER: Hello. My name is Shamari Jernogin.
23 I am in room 212, Ms. Beasley's classroom. I do not
24 want my school to close because Ms. Beasley helps me

1 learn a lot. I love my school and my teachers.

2 Please do not close my school.

3 MR. BABBITZ: Speaker 37, Kameron Reynolds.

4 SPEAKER: Hello. My name is Kameron Reynolds.

5 I am a former student of both Jesse Owens and

6 Gompers. I went to Jesse Owens for kindergarten to

7 third grade. I went to Gompers for fourth grade.

8 I didn't feel the same in the two schools.

9 At Jesse Owens, I was in multiple activities, such

10 as flag football, basketball, drum club, choir,

11 violin, piano. I've been in several plays and

12 followup my teacher's and parent's directions to

13 keep my grades up.

14 At Gompers, I didn't have that many

15 activities. I was just in choir and drum club.

16 Another reason I didn't feel the same is because

17 there were a lot of fights at Gompers and a lot of

18 people throwing up gangs.

19 Jesse Owens is a good school and others

20 need the experience, the Jesse Owens experience.

21 Thank you.

22 MR. BABBITZ: Speaker 38, Brea Montgomery.

23 SPEAKER: My name is Brea Montgomery. Jesse

24 Owens has been good to me for these two reasons:

1 First, I started school here at Jesse Owens in
2 kindergarten.

3 My teachers work with me diligently, with
4 me. Next, they have fun activities to do, and here
5 are some of my favorite activities: Dance class,
6 cheerleading and music class.

7 Also, I like the fun field trips we went
8 on, like the Brookfield Zoo, the pumpkin patch,
9 Shedd Aquarium, the apple orchard and many, many
10 more.

11 This school has provided me with a head
12 start on my education. My teachers have taught
13 me in all subjects; however, writing is my best
14 subject. They make me work hard also.

15 In conclusion, my teachers work diligently
16 with me providing me with a good start in my life,
17 education, and we have fun in enrichment programs
18 all at Jesse Owens School.

19 MR. BABBITZ: As a reminder, the public hearing
20 will be Tuesday, April 16th from 5:30 to 7:30 p.m.
21 down at our central office at 125 South Clark
22 Street.

23 I would now like to invite speaker No. 39,
24 Lilly Evans.

1 SPEAKER: Good evening. My name is Lilly
2 Evans. I'm the mother of six children, five of
3 which are in a CPS school, two of them attend Jesse
4 Owens.

5 I have one that's a second grader that's
6 been attending Jesse Owens for three years. She's
7 made marvelous progress. She is an excellent honor
8 roll student from kindergarten to third grade -- to
9 second grade.

10 She has nothing but straight As, and that
11 is due to the time and education that her teachers
12 have put into my child.

13 I also have a preschooler this year.
14 Before she attended Jesse Owens this year, she was
15 struggling with her A, B, Cs. I was working with
16 her, but she was struggling.

17 She got to Jesse Owens this September, and
18 she has made an amazing, amazing progress. She can
19 spell her name, last name, A, B, C is, numbers, and
20 this is all to the time and dedication these
21 teachers are putting into my children.

22 This is the future here. This is our
23 future. This is our future right here, a future
24 doctor, a lawyer. So, I ask today, and I'm speaking

1 from my heart, is to keep the school open.

2 I'm used to the community. I moved from
3 California to Chicago. So, I'm new out here, but
4 the time I have been out here, my children have just
5 made marvelous progress, from my preschooler to my
6 senior in high school at Simeon.

7 So, I just ask that he continue to hear us
8 out, and just know that I'm speaking from my heart
9 today, that my children are wonderfully taken care
10 of at Jesse Owens. The teachers are awesome.

11 MR. BABBITZ: Speaker 40 is Malik Courtney.

12 SPEAKER: My name is Christina Ellis. These
13 are some of the letter I learned. It is F, I, A, U.

14 MR. BABBITZ: Speaker 40 Malik Courtney. Is
15 Malik here?

16 SPEAKER: My name is Malik. May we please
17 stand up and bow our head to prayer? God, please
18 help us with the core of the days in our community.

19 We want Jesse Owens to stay up because
20 Jesse Owens was a track runner, and he had four
21 championships award. We want this school to be
22 memories in our head when we grow up and bring our
23 children here. Thank you.

24 SPEAKER: Malik was the last speaker for which

1 I have signed in. Is there anybody else who has
2 already signed in or wishes to speak?

3 We have about 30 minutes left. We'll
4 invite people to come and sign in up here, if
5 they're interested in speaking for the first time or
6 speaking again.

7 Please try to indicate whether you'll be a
8 first-time speaker, or speaking for a second or
9 third time. We'll try to give preference to people
10 who have not had an opportunity to speak, and we
11 will need to stop at 7:00 p.m., because we have
12 another meeting tonight.

13 SPEAKER: Hi. My name is Deshon. Please don't
14 close Jesse Owens. Jesse Owens is good for me
15 because my mom comes picks me up. I like my
16 teachers. They like me. Thank you.

17 SPEAKER: My name is Aniah Radler. I go to my
18 school, and I love my teachers. Please don't close
19 our school. Thank you.

20 MR. BABBITZ: The next speaker will be Egypt
21 Ewing.

22 SPEAKER: My name is Tamagani (phonetic).
23 Don't close my school. Thank you.

24 SPEAKER: My name is Gerald White, and I don't

1 want my school to close. And my teacher is
2 Ms. Culani (phonetic), and is now Ms. Culani and I
3 was just spreading the word. Thank you.

4 SPEAKER: My name is Lydia Ewing. I don't want
5 Jesse Owens to close because Dr. Taylor and
6 Ms. Bradford are the best at everything.

7 They let us go on long field trips. They
8 let us have scavenger hunts. They let us have fun
9 time when we turn in our homework, and I love the
10 school very much. So, please don't close it.

11 SPEAKER: My name is Carol Winslow, and my
12 principal is so nice to me; and that's why I don't
13 want my school to close, because I want my teacher
14 to teach me.

15 SPEAKER: My name is Demarco Gradson. We are a
16 champion Jesse Owens, so don't close it. At Jesse
17 Owens we love it.

18 MR. BABBITZ: I have two more speakers that are
19 signed in. The first one listed has spoken twice
20 already. Why don't you give us one moment. We have
21 Brandee Stanton.

22 SPEAKER: Good evening, everybody. My name is
23 Brandee Stanton, and I'm a parent of a first grader
24 at Jesse Owens, and I'm here to comment about a

1 brief article that I saw published in the Sun Times
2 on April 9th about our April 8th meeting that was
3 just held Monday, and I just like to comment to any
4 media people present that I didn't appreciate the
5 tone of the article.

6 In specific, they described the Jesse
7 Owens meeting as being roucous, and I looked up the
8 definition of the word, and it said, "Rough sounding
9 harsh, boisterous, disorderly, noisy, rowdy," which
10 I think does not describe what we're doing here.

11 I'd like to offer two words. I'd like to
12 offer the word motivated. We're motivated to
13 stimulate the Board to do something for us. We're
14 motivated to encourage the Board to cease and desist
15 on attempting to close Jesse Owens.

16 I offer another word. The word is
17 adamant. We are adamant. We are refusing to be
18 persuaded or change our minds.

19 So, in closing, I just like to say to the
20 media if you want to publish something about Jess
21 Owens, make sure it's correct. Make sure it's
22 accurate, and make sure it reflects our school.
23 Thank you.

24 SPEAKER: My name is Juanita Johnson. I want

1 to keep my school open because I love my school. I
2 don't want to close my school down.

3 MR. BABBITZ: Cassandra Harts.

4 SPEAKER: Yes, I would like to address Jesse
5 Owens as a grandparent. Mrs. Taylor and
6 Mrs. Bradford, awesome job. We're behind you
7 100 percent.

8 Don't think you're forgotten, because
9 we're not going to let you be forgotten. As far as
10 the next meeting, I would greatly appreciate if you
11 could extend the invitation to Ms. Byrd to talk to
12 us, personally, and Mayor Emanuel.

13 Because talking to you guys, we're not
14 getting anything accomplished. Like the lady said,
15 you know what you want to do already; but before we
16 will allow you to do it, we will fight you until we
17 have no more fight in us.

18 I would also like you parents to get on
19 the websites. We will be starting a petition this
20 weekend. I'm going to pass out fliers of the
21 website addressed to you.

22 We need all the names to help us keep
23 Jesse Owens open as Jesse Owens, not Gompers, but as
24 Jesse Owens. I will be bringing petitions down to

1 the Board headquarters personally of signatures of
2 people who would like to keep Jesse Owens open.

3 So, if Mrs. Byrd would like to talk to me
4 again, my name is Cassandra Harts, instead of always
5 glorifying herself on TV with a bunch of, as the
6 media said, roudous, because what she's doing is
7 lying to the people, and it's not fair.

8 And some of the money that you all are
9 taking from our communities, we should have had when
10 the last superintendent was there, because you gave
11 him a severance pay, which didn't make sense.

12 And one of the reasons we all know you got
13 rid of them, he didn't leave on his own, you got rid
14 of him because he didn't oblige to the Mayor
15 Emanuel, because he didn't come in agreement of what
16 the mayor had instilled for the school system.

17 So, he tried it again and brought in
18 Ms. Byrd, but you will kindly let Ms. Byrd know we
19 will fight to the end?

20 MR. BABBITZ: The next speaker is Debra
21 Windham.

22 SPEAKER: My name is Debra Windham. I'm a
23 third-grade teacher at Jesse Owens.

24 First, I would like to say we have the

1 most awesome students in the world. We've heard a
2 lot of compliments, but our students love Jesse
3 Owens.

4 But one question I have for Dr. Barbara
5 Byrd-Bennett, maybe you can have an answer for us on
6 Tuesday, our students start instruction in
7 September; however, they're tested the first week in
8 March, which is only five months of instruction,
9 which tells me that they're not being evaluated on a
10 full year's instruction, and they are expected to
11 make a full year's gain.

12 So, the gains that our children get tell
13 me that they are really getting that half of year
14 instruction; and then they're even smarter, because
15 many of them are overachieving, because they only
16 have five months of instruction.

17 So, we have the smartest children in the
18 world, even though we're being told that we are
19 underachievers, but I say we have the smartest
20 children in the world. And let's give our children
21 a hand with five months of instruction.

22 So, we need to have CPS explain to us why
23 this is so. Thank you.

24 MR. BABBITZ: Is there anything else who is

1 interested in speaking tonight?

2 SPEAKER: Hi. Once again, my name is Gilde
3 Ballard. Like I said, I'm a substitute teacher.

4 I just want to throw it in if it hadn't
5 been Jesse Owens, and you know substituting is a
6 really hard job, mentally and physically, but I
7 walked into a village.

8 I walked into a place where the children
9 were doing wrong when I first got there. It was
10 always somebody behind me or around me to help me
11 correct their behavior.

12 Now, you know as a substitute, you walk
13 into some schools and you're pretty much on your
14 own; but when I walked into Jesse Owens, I was
15 greeted with respect this person, respect this
16 teacher, do what she tells you to do.

17 Now we have no problems. The children
18 know me, the parents know me, and it's a wonderful
19 experience as a substitute teacher.

20 Thank God for Jesse Owens, because I would
21 have never lasted ten years in the CPS system as a
22 substitute teacher; and if any of you had ever done
23 it before, you know I'm telling you it is a job.
24 Okay? All capital letters.

1 I love the family. I love all the
2 teachers. I'm able to go and ask anything that I
3 need to know, and they don't mind. So, I just want
4 you to please keep Jesse Owens open.

5 It is a wonderful school. They have a lot
6 of dynamic things going on. If you could see the
7 children in the music room when they're getting the
8 piano lessons from Ms. Maffiola, and you see the
9 expressions on their face.

10 You don't know what future musicians we
11 may have coming from that school. You really don't
12 know. When they take the trip down to 220 South
13 Michigan, and they get a chance to be in the company
14 of professional musicians, well I'll have you know
15 there are a few down there that actually look just
16 like us, that look like the children.

17 And, you know, whatever God will do for
18 one man, he will do it for what, another; and the
19 children need to just be in an environment where
20 they can grow and where they are learning, and that
21 is going on.

22 I couldn't think of a better place when I
23 went to sub, and I wanted my granddaughter to be a
24 part of it, and she is. Her name is Egypt Ewing.

1 Dynamite student, and all the rest of you are
2 dynamite as well, but please do not close Jesse
3 Owens.

4 Come back, take all this information, all
5 this wonderful information that you got, and we need
6 some help. We need your help, because we spilled
7 out our guts and told you everything, and you've
8 seen our children.

9 I mean, how many children actually get a
10 chance to go down and be around those type of
11 musicians, 220 South Michigan, it is a wonderful
12 place. Ms. Maffiola is an excellent teacher,
13 excellent music teacher.

14 You know, we live in a community where
15 there is a lot of high crime and a lot of things
16 going on in the evenings, but they provide a safe
17 educational environment for the children, where they
18 are learning; and they're learning something that
19 they can take with them for the rest of their lives.
20 Thank you.

21 MR. BABBITZ: Hank you. Have about ten minutes
22 left. Is there anybody else interested in speaking?

23 SPEAKER: My name is Nyesha Green.

24 SPEAKER: My name is Malhayla Green.

1 SPEAKER: My name is Cerenity Harris.

2 SPEAKERS IN UNISON: Jesse Owens School is
3 cool. Did you know it rules? Jesse Owens is the
4 best. Check out our scores, I passed all my tests.

5 MR. BABBITZ: Kyier Reynolds.

6 SPEAKER: Yes. My name is Kyier Reynolds.
7 Hello. My name is Kyier Reynolds, and I am a former
8 student of Jesse Owens.

9 I believe I got a foundation second to
10 none, because I succeeded at Turner Drew grade four
11 through six, and now I have a 4.0G PA at Morgan Park
12 High School Academic Center as a seventh grader.

13 I know where I came from, and now I go
14 back and volunteer often at the after school because
15 I think it is important to keep the Jesse Owens
16 Olympic flame alive and burning. Thank you.

17 MR. BABBITZ: Thank you. The name of the
18 speaker is? This will be our last speaker of the
19 evening of those that signed in.

20 First we'll have Tanya Saunders-Wolffe.

21 SPEAKER: Again, my name is Saunders-Wolffe.
22 I'm a counselor and case manager at Jesse Owens
23 Community Academy.

24 We gave you this data on Monday, but I

1 would just like to leave with you again, just in
2 case you missed it the first time, and it's in
3 regards to the NWEA scores of our students from
4 September -- students who have made gains from
5 September to February of this year.

6 The first grade gains from September 2012
7 to February 2013, 74.6 percent in reading,
8 82.1 percent in math. Second grade gain from
9 September to February, 77.5 percent in reading, and
10 82.5 percent in math.

11 The third grade gains in September to
12 February, 61 percent in reading, and 75.6 percent in
13 math. I would like to know how many schools across
14 the system can boast the data like that.

15 MR. BABBITZ: Malik Courtney, Kayla Wicks and
16 Davion Winslow.

17 SPEAKER: And Cerenity and Justin.

18 SPEAKER: My name is Malik.

19 SPEAKER: My name is Davion.

20 SPEAKER: My name is Cerenity.

21 SPEAKER: My name is Kala.

22 SPEAKER: My name is Justin.

23 SPEAKER: And we are going to sing Jesse Owens
24 "We will not forget." Will everybody stand up and

1 help us sing the song that Ms. Hudson wrote?

2 SPEAKERS IN UNISON: Jesse Owens we will not
3 forget. We remember the wonderful man. He was a
4 star trackman. He was a high-flying man and forever
5 in our memories will be.

6 He was the champion of the land we love.
7 The records he set you have seen. Every story told
8 under red, white and blue, and we always boast and
9 brag. Jesse Owens we will not forget. We'll
10 remember the patriotic, high-flying star track
11 record-breaking Superman. Who? Jesse Owens.

12 MR. BABBITZ: That is all the speakers that we
13 had sign up. Just a reminder that the public
14 hearing is the third opportunity for comments on
15 this action is Tuesday, April 16th, from 5:30 to
16 7:30 at CPS central office located at 125 South
17 Clark Street.

18 I'd like to than everybody for coming out
19 tonight and for providing the comments. Please
20 travel safely home.

21 (WHICH WERE ALL THE PROCEEDINGS HAD.)

22

23

24

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

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

11
12 PAMELA A. MARZULLO
License No. 084-001624

13
14 SUBSCRIBED AND SWORN TO
15 before me this _____ day
of _____ 2013.

16 Notary Public
17
18
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20
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Community Meeting for the Proposal to Close Owens Elementary School

April 11, 2013; 5:00-7:00 p.m.

Location: Harlan HS, 9652 South Michigan

CPS Staff in Attendance

Melinda Gidart, Controller

Todd Babbitz, Chief Transformation Officer

Harrison Peters, Chief of Schools, Far South Side K-12 Network

CPS Presentation

Melinda Gidart, CPS Controller, welcomed those in attendance and then introduced CPS staff. She presented an overview of the proposal, explaining the meeting rules and procedures. Todd Babbitz explained the information on the handouts and reminded the audience of the upcoming hearing related to this proposal.

Brief Summary

The purpose of the meeting was to receive public comment on the proposal to close Jesse Owens Elementary School, in accordance with 105 ILCS 5/34-230. There were about 58 community members in attendance and 43 speakers. The speaker comments focused on a variety of topics including:

- Perceived lack of support for failing schools
- Concern over lack of funding for the school
- Concern regarding student safety
- Claim that there has been an error in the decision making process
- Claim that the proliferation of charter schools are to blame given CPS enrollment is declining
- Support for early childhood programs and desire for the program to continue at the new school
- Claim that Owens has historically performed better than Gompers
- Claim that Owens already has air conditioning throughout the building
- Statement that a safety plan at Owens is already in place and an additional one is not needed

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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

**Proposed Closure of Jesse Owens Elementary Community Academy
Statement of Harrison Peters, Chief of Schools for the Lake Calumet Elementary
School Network and the Far South Side High School Network
Tuesday, April 16, 2013**

Good evening Your Honor. My name is Harrison Peters. I am the Chief of Schools for the Chicago Public Schools, Lake Calumet Elementary School and Far South Side High School Networks. 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 Chief Executive Officer, or CEO. Owens and Gompers are within the Lake Calumet Elementary School Network and I am responsible for the support and oversight of both schools on behalf of the CEO. I have been the Chief of both schools since August of 2011.

By way of background, prior to being appointed to my current role, I served as the Chief Area Officer for Area 24. My experiences in education include teacher, dean, assistant principal and principal at both the middle and high school levels. I have spent my entire educational career, since 1999, working in large urban school districts, including public school districts in Orlando, Florida and Charlotte, North Carolina. I have a Bachelors of Science in Elementary Education, a Masters of Education in Educational Leadership, and I am currently working on my doctorate in Education and Organizational Leadership.

The CEO has asked me to appear at this hearing today to convey to you, and to the parents, staff members and Local School Council members, as well as interested members of the public in attendance, information relevant to the proposal to close Owens and welcome students at Gompers.

This proposal fits the criteria of the CEO's Guidelines for School Actions because Owens and Gompers are two elementary schools that share 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.

Owens is located at 12450 South State Street and currently serves 328 students in pre-kindergarten and kindergarten through third grades. Gompers is located at 12302 South State Street and currently serves 246 students in fourth through eighth grades. Owens and Gompers share attendance area boundaries. Specifically, students living in the attendance area enroll at Owens for kindergarten through third grade and transition to Gompers for fourth through eighth grade.

When Owens students are welcomed by the Gompers administration, staff, and students, they will be attending a higher performing school based on the CEO's

Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing elementary school to be a school receiving a higher level on the Performance Policy for the 2011-2012 school year. The CEO's Guidelines also define a higher performing elementary school, if the Performance Policy level is equal, to be a school performing higher on the percentage of points the school received on the Performance Policy and the ISAT composite meets or exceeds score. Both Owens and Gompers received a Level 3 rating in 2011-2012. Thus, the higher performing school under the Guidelines is the one that performed higher on the two metrics identified above.

The first metric to compare is the schools' percentage of points received on the Performance Policy. The Performance Policy bases its rating on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. For 2011-2012, Gompers received 42.9% of available points and Owens received 26.7% of available points. Thus, Gompers received a higher percentage of points on the Performance Policy.

The second metric is the ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments. Gompers' ISAT Meets or Exceeds Composite score was 67.9%, while Owens' Meets or Exceeds Composite score was 56.8%.

To summarize, Gompers performed higher than Owens in 2011-2012 on both of the metrics identified in the CEO's Guidelines for School Actions, and thus, Gompers is a higher performing school.

The CEO believes that welcoming all Owens students at Gompers will provide students with better educational opportunities by allowing them to attend a single kindergarten through eighth grade school. A single school campus allows students to benefit from continuity throughout their elementary grades and supports stronger articulation and curricular coherence. A single administration encourages a stronger learning community across teachers, and a single school fosters a stronger school and campus identity for families. By combining budgets, a single school will be able to afford more choices for programming during the school day and after school. The CEO believes that welcoming all students at Gompers in a single kindergarten through eighth grade school will provide for a more efficient use of resources and improve educational outcomes for students.

If this proposal is approved, students will receive additional supports at Owens during the remainder of this school year and at Gompers 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.

Further, beginning this fall, CPS will offer students attending Gompers with an opportunity to participate in the Science, Technology, Engineering, and Mathematics, or STEM, program. The STEM program aims to build engaging learning environments and trains students to become problem solvers and critical thinkers on a global level, capable of developing and designing multiple solutions for complex real-world situations and grounding their decisions in evidence-based reasoning.

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 Gompers 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 Owens maintain academic rigor for the remainder of the school year and ensure a smooth transition to Gompers. 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 Gompers 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 provide dates for which I am available for "office hours" and welcome families and students affected by this action to discuss concerns and educational options.

- 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 Gompers 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 Owens 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, Owens and Gompers are two elementary schools that share 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. Gompers is a higher performing school, and the CEO believes that this proposed school closure will provide better educational opportunities for students and allocate District resources more efficiently. Finally, the Network is prepared to assist students with additional supports as they transition.

Next you will hear from my colleague, Ashley Richardson, who will discuss the space utilization of the Gompers campus and the attendance area boundaries.

Thank you for your time and attention. This concludes my statement.

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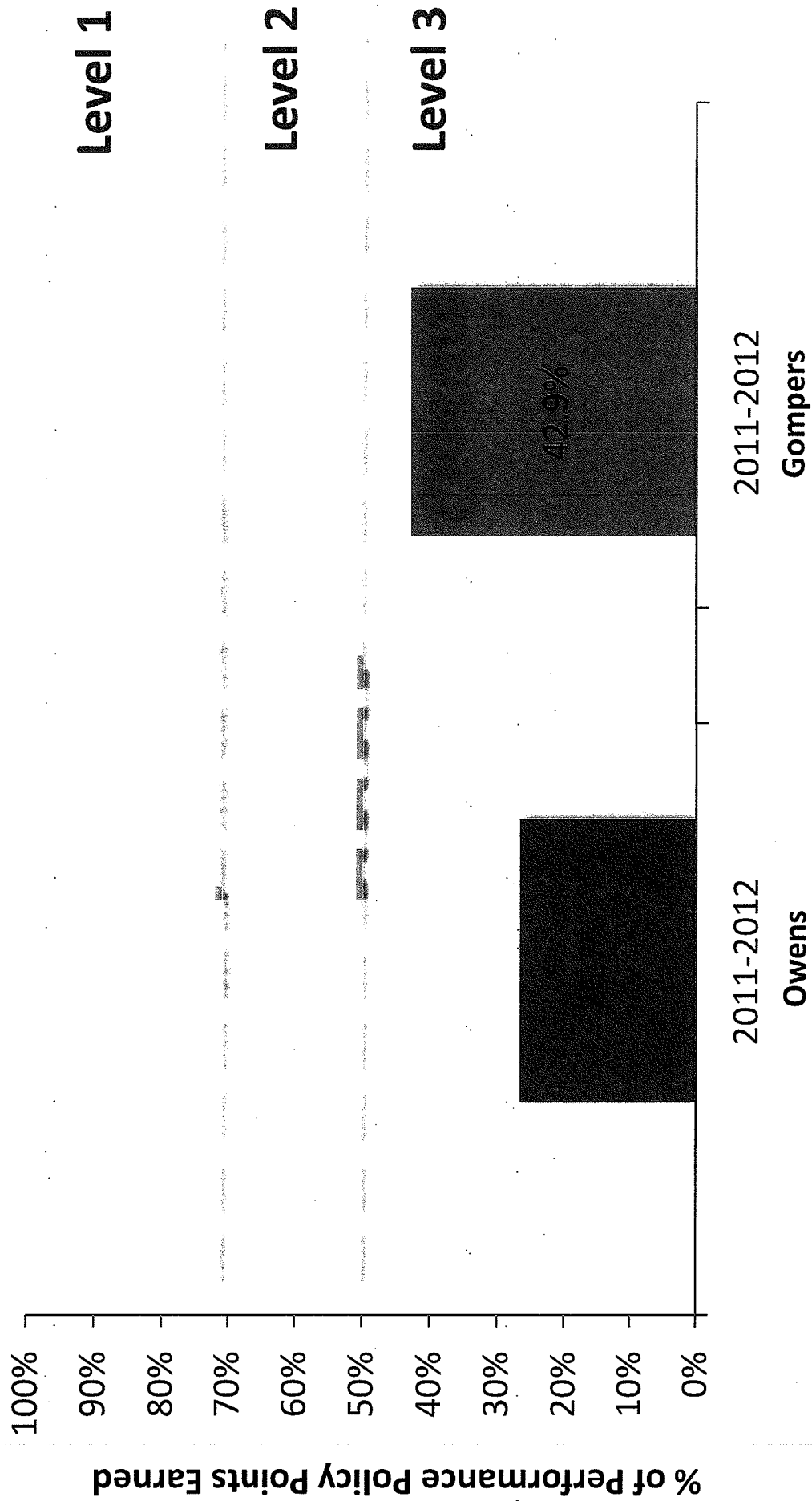


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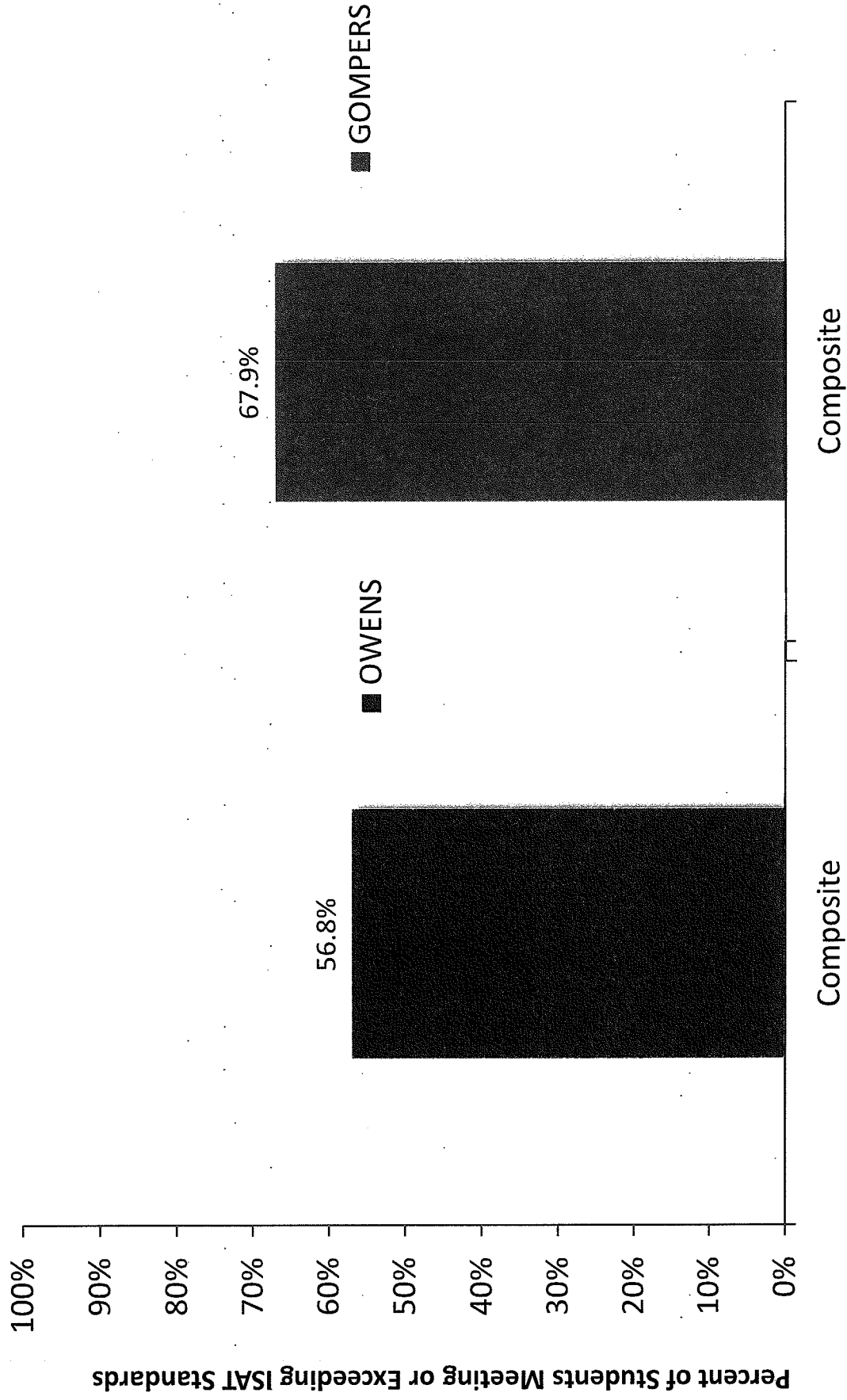
Proposal for School Closure

Owens Elementary School

Performance Policy



2012 ISAT Scores





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Performance Policy



2012 Elementary School Performance Policy Report

Jesse Owens Elementary Community Academy

School ID: 609932

Network: Lake Calumet Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	52.4%	70.6%	52.5%	42.4%	52.4% (1 point)	-20.6 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	57.3%	84.3%	87.5%	71.2%	79.4% (2 points)	-5.2 (0 points)	2 of 6
ISAT Science Meets/Exceeds %							
ISAT Composite Exceeds %	18.6%	35.6%	25.5%	16.7%	20.6% (2 points)	-9.5 (0 points)	2 of 6
3th Grade ISAT Composite Exceeds %	18.6%	35.6%	25.5%	16.7%	21.1% (2 points)	-9.9 (0 points)	2 of 6
Adjusted Attendance Rate	93.2%	93.1%	91.3%	92.4%	91.9% (1 point)	-0.1 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading			
Value-Added Math			

Overall Rating			
Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	8 of 30 (26.7%)	17 of 30 (56.7%)	23 of 30 (76.7%)
Performance Rating	Level 3	Level 2	Level 1
ISAT Composite Meets/Exceeds %	56.8% (2012)	70.6% (2011)	79.2% (2010)
Probation Status	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	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

Samuel Gompers Fine Arts Options ES

School ID: 609943

Network: Lake Calumet Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	61.2%	61.1%	64.9%	63.2%	64.4% (1 point)	+2.3 (1 point)	2 of 6
ISAT Math Meets/Exceeds %	67.7%	72.1%	78.4%	74.8%	76.6% (2 points)	+2.1 (1 point)	3 of 6
ISAT Science Meets/Exceeds %	47.1%	52.3%	70.1%	60.0%	65.1% (1 point)	+5.2 (2 points)	3 of 6
ISAT Composite Exceeds %	5.8%	7.0%	10.0%	9.8%	9.9% (1 point)	+2.2 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	7.8%	3.4%	12.0%	12.5%	12.3% (1 point)	+4.8 (2 points)	3 of 6
Adjusted Attendance Rate	94.0%	95.1%	94.5%	94.6%	94.3% (2 points)	+0.3 (1 point)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.9	17th	1 of 3
Value-Added Math	-0.6	26th	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating	18 of 42 (42.9%)	24 of 42 (57.1%)	21 of 42 (50%)
Performance Policy Points Earned	Level 3	Level 2	Level 2
ISAT Composite Meets/Exceeds %	67.9% (2012)	71.3% (2011)	64.0% (2010)
Probation Status	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.
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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.
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Scoring

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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 Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	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:
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.



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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Jesse Owens Elementary Community Academy

Statement of Ashley Richardson, Portfolio Planner

Tuesday, April 16, 2013

Good evening, Your Honor. My name is Ashley Richardson, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since June of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to joining CPS, I worked as an analyst and manager at Kraft Foods before obtaining my Masters of Education in Education Policy and Management at the Harvard Graduate School of Education.

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 Gompers campus and the Owens and Gompers attendance area boundaries with respect to the proposal to close Owens.

As you have already heard, this proposal fits the criteria of the CEO's Guidelines for School Actions because Owens and Gompers are two elementary schools that share 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. Under the Guidelines, 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.

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 facilities, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76 -77% 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 or compromised. As an elementary school's enrollment decreases below the efficiency range, a school may be 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 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. 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 overcrowded.

If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed the projected Gompers campus enrollment efficiency range as defined by the CPS Space Utilization Standards.

Today, the Gompers main facility has 20.5 total classrooms. For the 2013-2014 school year, Gompers will operate a 21.5 classroom branch at the 12450 South State Street location in addition to its main facility at 12302 South State Street. This new branch will increase the total number of classrooms on the Gompers campus to 42. As an aside, I want to note that the .5 classroom indicates the presence of one or more small classrooms.

Approximately 76 - 77% of 42 is 32, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the campus, which is 960. As such, the enrollment efficiency range of the Gompers campus will be between 768 - 1,152 students.

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 Owens and Gompers, green hashed lines showing the enrollment efficiency range of the Gompers campus, and a circle representing the combined projected enrollment for 2013-2014. Owens' current enrollment of 328 students and Gompers' current enrollment of 246 students combines to a total of 574 students, below the enrollment efficiency range of the Gompers campus. Further the projected enrollment of both schools is 560, which is also below the enrollment efficiency range of the Gompers campus. Thus, there is enough space within the Gompers campus for students from Owens and students from Gompers.

It is important to note that students should not be required to walk an additional distance to their welcoming school, since the Gompers and Owens students will essentially be returning to the same school buildings they currently travel to. One city block separates the two buildings.

If Owens is closed, the CEO is also proposing that Owens' attendance area be reassigned to Gompers at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 26 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 capacity of Gompers, geographic barriers, travel time, distance traveled, and program considerations.

Thank you, Your Honor. This concludes my statement.



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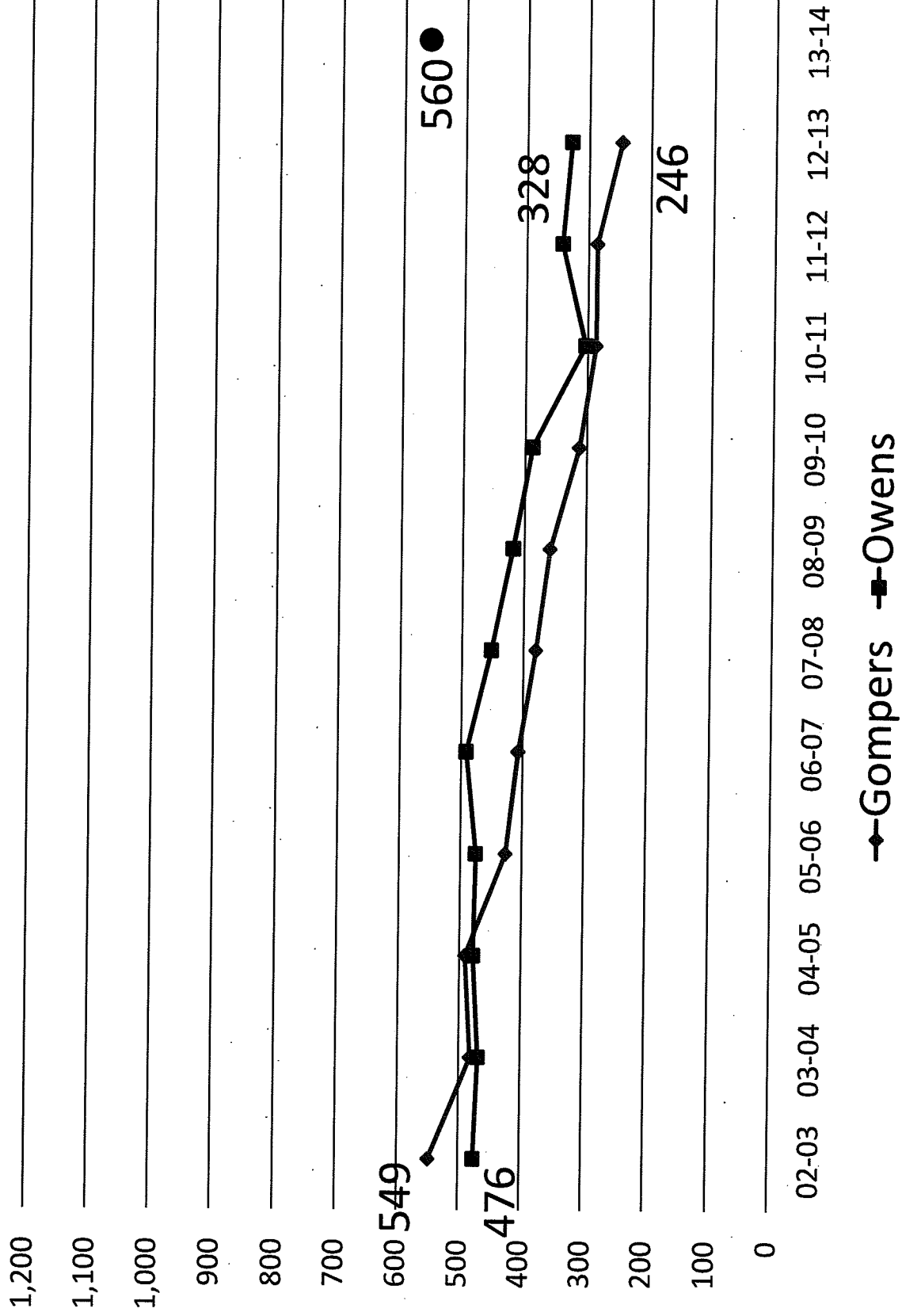
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