

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
WEST PULLMAN ELEMENTARY SCHOOL**

APRIL 16, 2013

COMMENCING AT 8:00 P.M.

**HON. JOHN MORRISSEY
HEARING OFFICER**

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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 West Pullman Elementary School and Alex Haley Elementary Academy 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
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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 21st, 2013

Parent or Guardian of a Student at
West Pullman Elementary School
11941 S. Parnell Ave

Parent or Guardian of a Student at
Alex Haley Elementary Academy
11411 S. Eggleston Ave

Re: **Proposed Closure of West Pullman Elementary School**

Dear Parent or Guardian:

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

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

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

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

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

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

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close West Pullman Elementary School (West Pullman). I am also recommending that Alex Haley Elementary Academy (Haley) serve as the dedicated welcoming school for students at West Pullman 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 West Pullman, located at 11941 S. Parnell Ave., at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, West Pullman had 301 students enrolled on the 20th day of attendance, but has the capacity to serve 690 students. West Pullman students will be welcomed by Haley, located at 11411 S. Eggleston Ave. While the closure of West Pullman is not related to performance, it is important to note that Haley 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 West Pullman

I am also proposing that the geographic boundary currently associated with West Pullman be reassigned to Haley and Ralph H. Metcalfe Elementary School (Metcalfe), located at 12339 S. Normal Ave. This means that Haley or Metcalfe, depending on the student's home address, will be the new neighborhood school for students living in the West Pullman boundary who are not currently enrolled at West Pullman.

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
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 16, 2013
8:00pm-10:00pm
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 West Pullman.

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, appearing to read "Barbara Byrd-Bennett", with a stylized flourish at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN**For the Proposed Closure of West Pullman Elementary School****I. Introduction**

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close West Pullman Elementary School (West Pullman). This decision is based on the underutilization of West Pullman, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Alex Haley Elementary Academy (Haley), 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

West Pullman is a neighborhood elementary school located at 11941 S. Parnell Ave., in the Lake Calumet Elementary Network of CPS. West Pullman currently serves 301 students in PE, PK & K-8th grades. CPS is proposing to close West Pullman based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning West Pullman students will be welcomed at Haley, located at 11411 S. Eggleston Ave. 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 West Pullman and Haley, 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 West Pullman will be reassigned to Haley and Ralph H. Metcalfe Elementary Community Academy (Metcalfe), located at 12339 S. Normal Ave. This means that Haley

or Metcalfe, depending on the student's home address, will be the new neighborhood school for students living in the West Pullman boundary who are not currently enrolled at West Pullman.

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 West Pullman. 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 Haley 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 West Pullman, and ensuring a successful transition to Haley 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, West Pullman students will be welcomed at Haley, which is a higher performing school. To ensure West Pullman students receive high-quality academic instruction throughout the transition, West Pullman and Haley 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 West Pullman maintain academic rigor in the classroom and ensure a smooth transition to Haley. The PTC will follow students to Haley 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 Haley 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, West Pullman and Haley 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. Haley 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 West Pullman 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 West Pullman 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 Haley, 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 Haley 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 Haley, provide observations of classrooms when school has resumed, and train Haley staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Haley, targeting training based on the unique population of the students in the school.
- Haley 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 West Pullman STLS students may choose to attend Haley or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the West Pullman 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 Haley staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Haley 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 Haley 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.cpsoae.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
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 16, 2013
8:00pm-10:00pm
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](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
West Pullman Elementary School
11941 S. Parnell Ave.

Administrators, Faculty, Staff, and LSC Members
Alex Haley Elementary Academy
11411 S. Eggleston Ave.

Re: Board of Education Proposed Closure of West Pullman Elementary School

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

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

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

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

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

I want to assure you that I have heard the concerns of parents, teachers, and school leaders and I have taken them to head and 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 West Pullman Elementary School (West Pullman). 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 West Pullman, located at 11941 S. Parnell Ave. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, West Pullman had 301 students enrolled on the 20th day of attendance, but has the capacity to serve 690 students. West Pullman students will be welcomed by Alex Haley Elementary Academy (Haley), located at 11411 S. Eggleston Ave. While the closure of West Pullman is not related to performance, it is important to note that Haley 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 West Pullman

I am also proposing that the geographic boundary currently associated with West Pullman be reassigned to Haley and Ralph H. Metcalfe Elementary School (Metcalfe), located at 12339 S. Normal Ave. This means that Haley or Metcalfe, depending on the student's home address, will be the new neighborhood school for students living in the West Pullman boundary who are not currently enrolled at West Pullman.

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 West Pullman 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
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 16, 2013
8:00pm-10:00pm
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 West Pullman.

Further Questions and Concerns:

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

Sincerely,

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

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN**For the Proposed Closure of West Pullman Elementary School****I. Introduction**

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close West Pullman Elementary School (West Pullman). This decision is based on the underutilization of West Pullman, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Alex Haley Elementary Academy (Haley), 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

West Pullman is a neighborhood elementary school located at 11941 S. Parnell Ave., in the Lake Calumet Elementary Network of CPS. West Pullman currently serves 301 students in PE, PK & K-8th grades. CPS is proposing to close West Pullman based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning West Pullman students will be welcomed at Haley, located at 11411 S. Eggleston Ave. 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 West Pullman and Haley, 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 West Pullman will be reassigned to Haley and Ralph H. Metcalfe Elementary Community Academy (Metcalfe), located at 12339 S. Normal Ave. This means that Haley

or Metcalfe, depending on the student's home address, will be the new neighborhood school for students living in the West Pullman boundary who are not currently enrolled at West Pullman.

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 West Pullman. 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 Haley 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 West Pullman, and ensuring a successful transition to Haley 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, West Pullman students will be welcomed at Haley, which is a higher performing school. To ensure West Pullman students receive high-quality academic instruction throughout the transition, West Pullman and Haley 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 West Pullman maintain academic rigor in the classroom and ensure a smooth transition to Haley. The PTC will follow students to Haley 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 Haley 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, West Pullman and Haley 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. Haley 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 West Pullman 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 West Pullman 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 Haley, 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 Haley 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 Haley, provide observations of classrooms when school has resumed, and train Haley staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Haley, targeting training based on the unique population of the students in the school.
- Haley 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 West Pullman STLS students may choose to attend Haley or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the West Pullman 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 Haley staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Haley 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 Haley 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.cpscae.edu),
- By email (cae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013

7:30pm-9:30pm

Harlan HS

9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013

7:30pm-9:30pm

Harlan HS

9652 South Michigan Avenue

Public Hearing

Tuesday, April 16, 2013

8:00pm-10:00pm

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. Ignace Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignace Paderewski Elementary Learning Academy
 - gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School
 - hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
 - ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute
 - jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School
 - kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School
 - mm. Mary Mapes Dodge Elementary Renaissance Academy and Morton School of Excellence regarding the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence
9. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified on March 22, 2013:
- a. John P. Altgeld Elementary School and Daniel S. Wentworth Elementary School regarding Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Elaine O. Goodlow Elementary Magnet School and Charles W. Earle Elementary School regarding the Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School
10. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, the following schools for the proposals specified:

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

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

VERIFICATION BY CERTIFICATION

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


JEFF BROOM



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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 Ignance 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 Moziah Garvey Elementary School
- w. Proposed Closure of Nathan R. Goldblatt Elementary School
- x. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
- y. Proposed Closure of Matthew A. Henson Elementary School
- z. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
- aa. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School
- bb. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
- cc. Proposed Closure of Francis Scott Key Elementary School
- dd. Proposed Closure of William H. King Elementary School
- ee. Proposed Closure of Alfred David Kohn Elementary School
- ff. Proposed Closure of Jean D. Lafayette Elementary School
- gg. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
- hh. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
- ii. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School
- jj. Proposed Closure of Mahalia Jackson Elementary School
- kk. Proposed Closure of George Manierre Elementary School
- ll. Proposed Closure of Guglielmo Marconi Elementary Community Academy
- mm. Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
- nn. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
- oo. Proposed Closure of Garrett A. Morgan Elementary School
- pp. Proposed Closure of Near North Elementary School
- qq. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
- rr. Proposed Closure of Anthony Overton Elementary School
- ss. Proposed Closure of Jesse Owens Elementary Community Academy
- tt. Proposed Closure of Ignance Paderewski Elementary Learning Academy
- uu. Proposed Closure of Francis Parkman Elementary School
- vv. Proposed Closure of Elizabeth Peabody Elementary School
- ww. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
- xx. Proposed Closure of Nathaniel Pope Elementary School
- yy. Proposed Closure of Betsy Ross Elementary School
- zz. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
- aaa. Proposed Closure of Songhai Elementary Learning Institute
- bbb. Proposed Closure of Graeme Stewart Elementary School

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

▣ School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

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

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

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Chicago Public Schools Policy Manual

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

Section: 302.6A

Board Report: 10-0728-PO4

Date Adopted: July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

POLICY TEXT:

I. Purpose and Goals

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

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

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

II. Scope of the Policy

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

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

III. Definitions

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

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

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

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

Achievement Level 1: Shall mean the rating for:

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

Achievement Level 2: Shall mean the rating for:

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

Achievement Level 3: Shall mean the rating for:

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

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

ISAT: means the Illinois Standards Achievement Test.

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

PSAE: means the Prairie State Achievement Examination.

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

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

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

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

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

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

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

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

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

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

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

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

B. Determinations

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

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

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

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

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

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

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

1. ISAT Mathematics – 6 possible points

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

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

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

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

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

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

2. ISAT Reading – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Attendance – 6 possible points

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

B. High School Indicators, Standards and Scoring

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

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

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

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

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

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

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

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

2. Freshmen On-Track – 6 possible points

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points
- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. ACT Score – 6 possible points

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points
- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

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

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

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

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

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

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

5. PSAE Mathematics Score– 2 possible points

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

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

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

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

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

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

6. PSAE Science Score– 2 possible points

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

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

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

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

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

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

7. Attendance – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

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

A. Schools Placed on Remediation

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

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

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

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

B. Schools Placed on Probation

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

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

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

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

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

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

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

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

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

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

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

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

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

Amends/Rescinds:	Adopted 10-0728-PO4 (2011-2012 School Year)
Cross References:	10-0728-PO3; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2; 06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2
Legal References:	105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.



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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

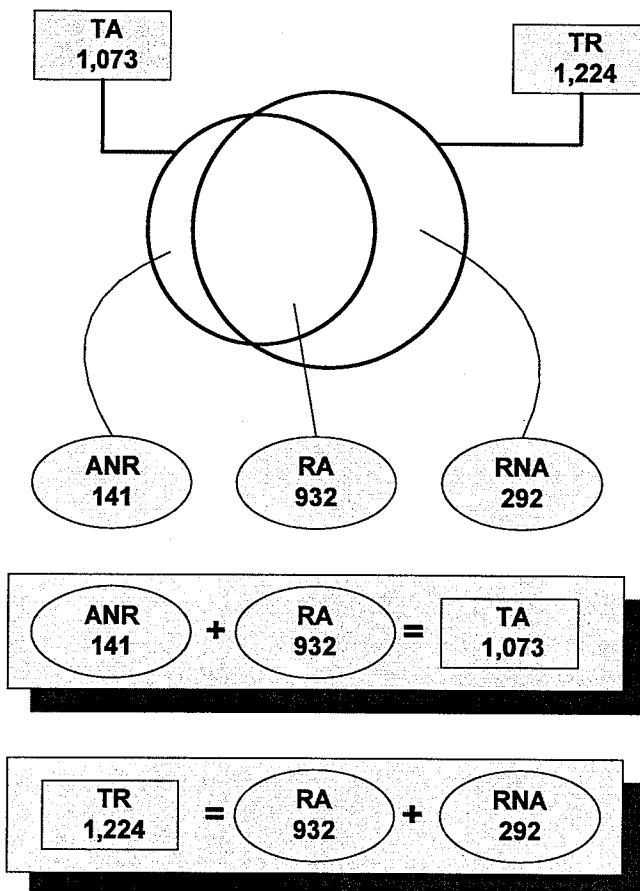
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

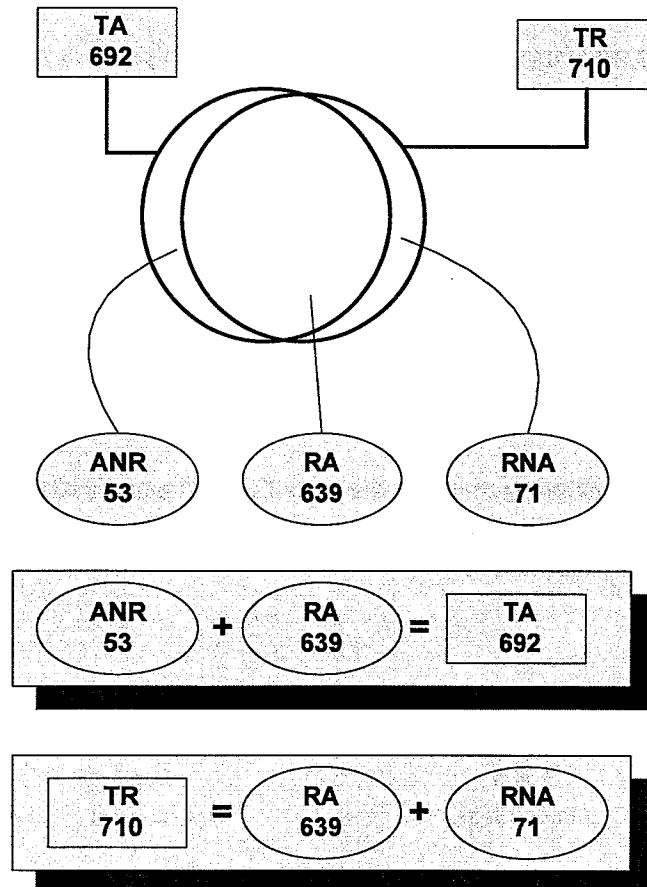
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

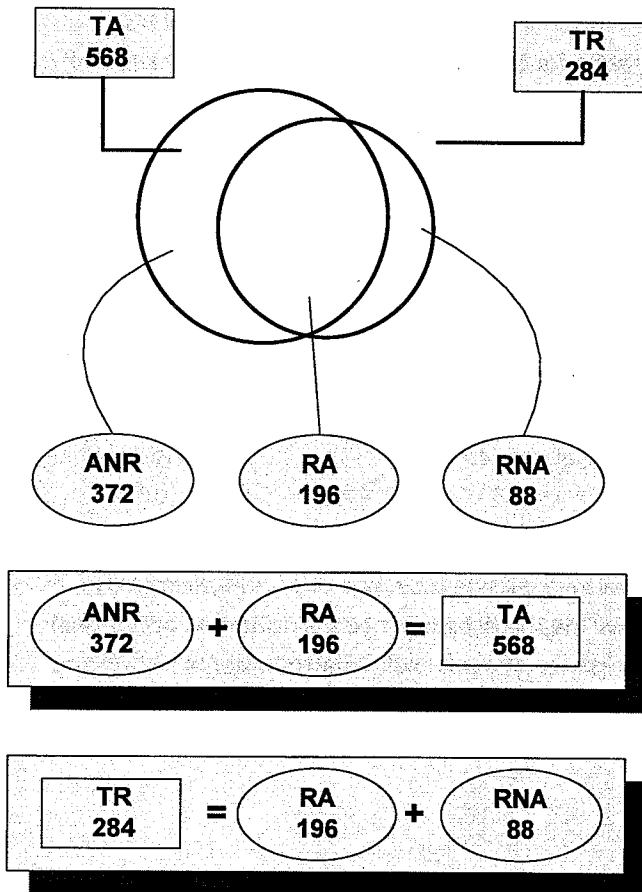
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

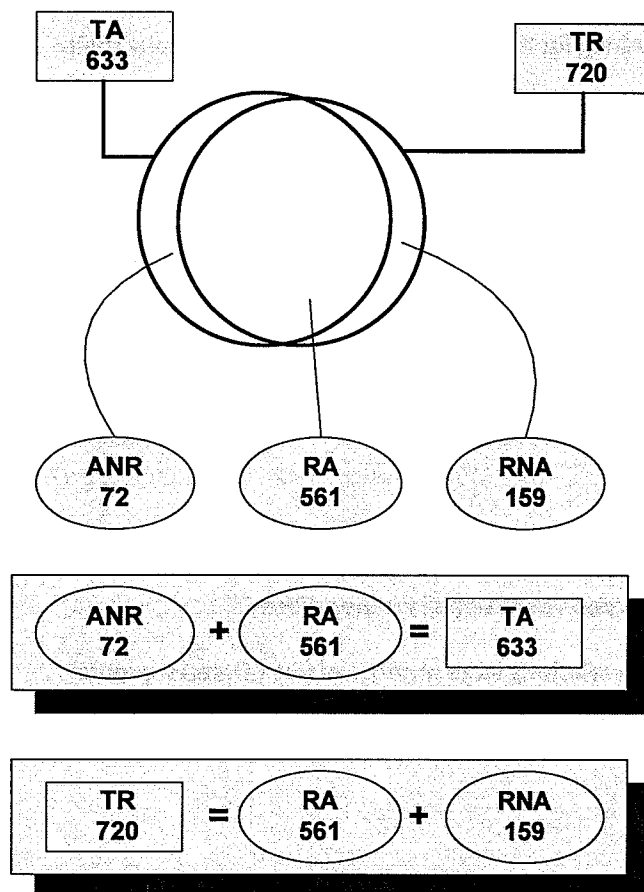
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<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).

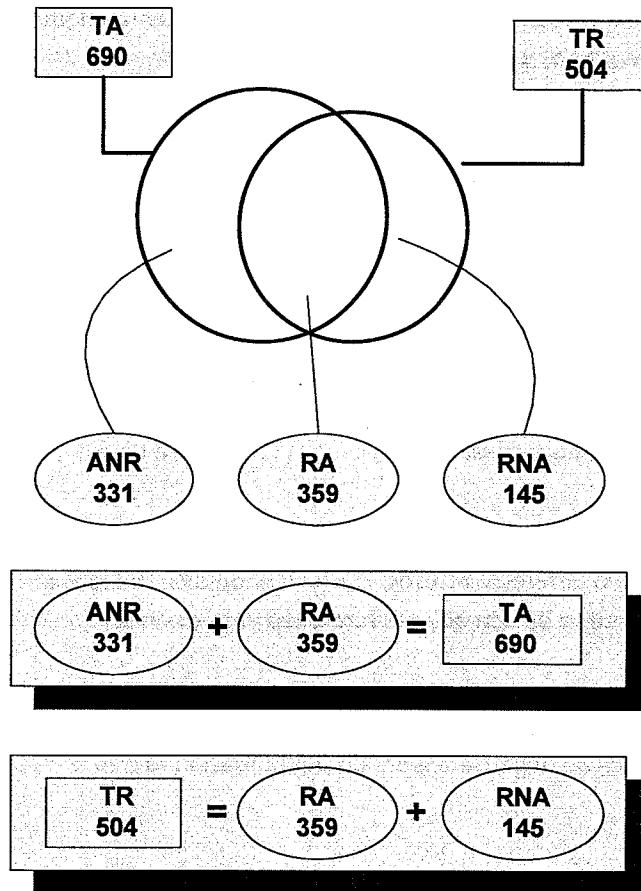
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<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).

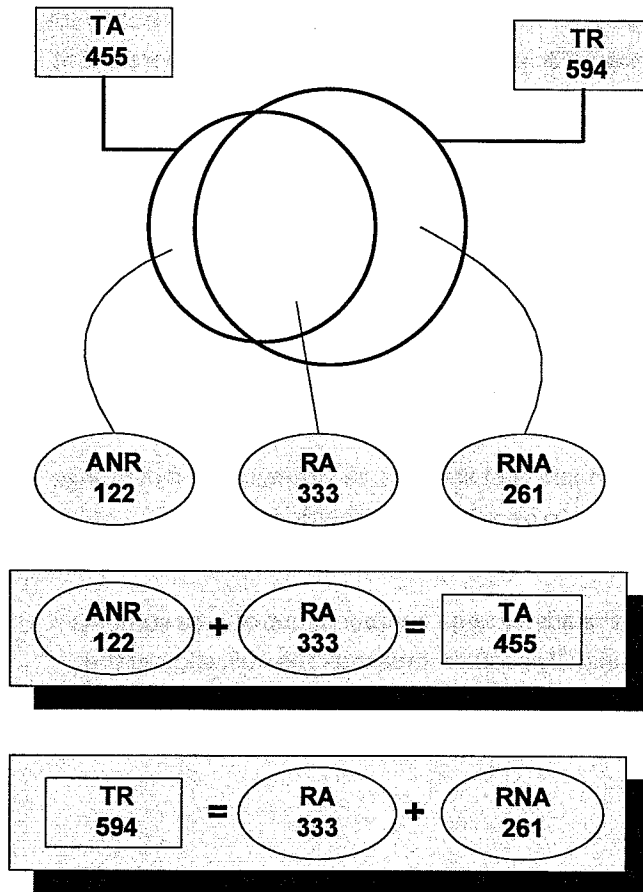
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<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, 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.

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

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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
WEST PULMAN/HALEY

April 8th, 2013

7:30 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 7:30 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, everyone. Thank
2 you for coming. This meeting is a continuation of a
3 four-month process that's been underway.

4 We've heard so far from over 20,000 people
5 across the city, and we're excited to hear from you
6 today as well. My name is Todd Babbitz, Chief
7 Transformation Officer of Chicago Public Schools.

8 I'm here with one of our fellow officers,
9 Melinda Gidart, Controller for CPS, who will be
10 leading the facilitation of this session today, in
11 which anybody who signs up will have two minutes to
12 speak.

13 I do encourage you if you're interested in
14 speaking today, make sure you have signed up at the
15 sign-in desk. We're here on behalf of the CEO
16 Barbara Byrd-Bennett, and the Board of Education.

17 Also with me today at the front table are
18 Harrison Peters, our Network Chief. We have a
19 representative from the Chicago Police Department,
20 Commander Walsh. We have a court reporter here that
21 is recording every word that is motioned today, and
22 will be taking it back to both the CEO and to our
23 Board.

24 We have sign language here for the hearing

1 impaired; and if anybody needs Spanish translation,
2 we have a Spanish translator, who will be
3 translating every word that is spoken.

4 Can I just see by a show of hands whether
5 there is anybody here that needs Spanish
6 translation? I don't see any. We'll ask you again,
7 after the meeting is underway, to make sure that has
8 not changed. We can provide that service if it is
9 needed.

10 This is the first of three meetings with
11 respect to the proposed closure of West Pulman and
12 students being welcomed at Haley. The second
13 meeting is scheduled for April 11th from 7:30 to
14 9:30. It will also be held in this location.

15 There also will be a public hearing on
16 April 16th from 8:00 to 10:00 p.m. That meeting is
17 held at CPS's central office, which is located at
18 125 South Clark Street.

19 Everyone who is here today should have
20 received these handouts. Is there anybody that did
21 not receive this handout? You did not? We'll get
22 someone to bring a copy to you.

23 I just want to orient you to the
24 information that is on here. Page 1 shows a map

1 that shows the location of West Pulman and Haley.
2 You'll see on the left-hand side information about
3 West Pulman and enrollment trends over the past
4 several years.

5 On the right-hand side, you'll see
6 information about Haley and investments that are
7 going to be made into the Haley School, if this
8 action does go forward.

9 On the second page, you will see some
10 answers to frequently-asked questions. If you're
11 looking for additional information about attendance
12 area boundaries, enrollment options, safety and
13 security, teachers, LSCs and partnerships. There is
14 some additional information here, and also an
15 indication of other places one can turn for even
16 more information.

17 The third page identifies supports on a
18 number of different levels, including safety,
19 facility capital improvement, academic supports and
20 social and emotional supports that will be made
21 available.

22 There's also indication in the box at the
23 bottom of the page about where to look for
24 additional information for students with

1 disabilities, for English language learners, and for
2 students in temporary living situations.

3 The final page shows the proposed changes
4 to the attendance boundaries of Haley and West
5 Pulman and Metcalfe. Those would be the proposed
6 future boundaries, if this action is approved.

7 Now I'm going to turn the microphone over
8 to our facilitator, Ms. Gidart, who will briefly
9 talk about how the rest of the meeting will proceed,
10 and then we will invite speakers up to the
11 microphone. Thank you.

12 MS. GIDART: Thank you again, everyone, for
13 attending. Again, I'm Melinda Gidart, Controller
14 for Chicago Public Schools; and the purpose of the
15 meeting is to hear from those in attendance.

16 And just to let you know that there is
17 again a court reporter capturing every remark, as
18 well as a CPS note taker. This information will be
19 included in a report back to the CEO Byrd-Bennett
20 and also our Board Office.

21 Please note that the court reporter can
22 only capture speaker's remarks. If there is
23 additional noise, that will not be recorded. I also
24 ask you to please respect each speaker, so that

1 everyone's voice can be heard and recorded.

2 Again, everyone will have two minutes to
3 speak, to share your thoughts. If there are any
4 written materials that you would like to have added
5 to the record, please leave them with the court
6 reporter.

7 When you come in, when you come up to
8 speak, please state your name and your affiliation
9 with the school. And again, we encourage everyone
10 to sign so their voice can be heard.

11 Our first three speakers are Kathy Murray,
12 Towanda Thaxton and Nina Stoner. Please line up.
13 Thank you.

14 SPEAKER: Good evening, I'm back again. I'm
15 Kathy Murray from the Chicago Teachers Union, and my
16 territory that I cover is Lake Calumet, Rock Island
17 and the O'Hare network.

18 So, I'm not here to talk about the O'Hare
19 network, considering none of those schools are
20 closing. However, Lake Calumet, I have a long
21 history down here. I taught in Songhai for years
22 ago. I taught at Songhai and Roseland, and I'm well
23 familiar with West Pulman Elementary School.

24 I have driven passed it for many, many

1 years, and I service those members. I also deal
2 with Alex Haley School and Metcalfe. Alex Haley met
3 with those teachers, since your school has been
4 marked for closure, and they would be the receiving
5 school. The Alex Haley teachers will, of course,
6 welcome your children, but they are very, very
7 concerned.

8 First of all, they are concerned about the
9 closing of another school nearby; and secondly, they
10 are concerned because, the fact that I know this,
11 there is a gangster Disciple problem between the two
12 schools, a terrible rivalry in gangster Disciple.

13 Shake your head yes if you understand you
14 know what I'm talking about. Okay? There has been
15 at Mr. G's at 87th Street a few weeks ago, there was
16 a terrible fight between the students at Haley and
17 at West Pulman.

18 Are you all aware that there was a
19 terrible fight a few weeks ago? Are you aware there
20 was a terrible fight a few weeks ago? And it had to
21 do with Little Mouse. We all know who Little Mouse
22 is, the rapper. He was playing at Mr. G's, and
23 there was a terrible fight between the two schools.

24 The very next day, the very next morning

1 after the fight, it was on a Thursday, Friday it
2 came out the list that West Pulman kids are going to
3 Alex Haley. Okay?

4 Supposedly there has been some text
5 messages and tweets and some threats between the two
6 schools, between the kids. Is anyone aware of that
7 here? Shake your head yes.

8 Okay. So, I'm putting it on record. I'm
9 not sure if you are aware of the terrible gang
10 rivalry between the two schools, and that there are
11 have been some problems, and I'm looking at the
12 police officer sitting here, terrible threats and
13 rivalries between the two schools.

14 MS. GIDART: Please conclude your remarks.

15 SPEAKER: I will. Thank you. One thing I do
16 want to say, talking to these parents here, they are
17 very committed to West Pulman Elementary School.

18 They are very worried about their children
19 walking to this new school, this riflery; and at the
20 very same time I'm opposed, the Chicago Teachers
21 Union is opposed and the teaches are opposed to the
22 fact that another charter school is opening right
23 down here right when you are closing another
24 neighborhood school. Okay? Thank you.

1 MS. GIDART: Thank you, Ms. Murray. Towanda
2 Thaxton.

3 SPEAKER: Good evening, everyone. My name is
4 Towanda Thaxton. I'm an alumni of West Pulman
5 Elementary School. I graduated in 1975. I know it
6 doesn't look like it, but I did, as well as my
7 brother.

8 I have two children who also graduated
9 from West Pulman: One came out in 2002 and 2010.
10 So, West Pulman, the community has -- the school is
11 a very valuable school. Yes, it has its challenges;
12 but over the years, it has improved. It really has
13 improved.

14 I'm also been a resident of West Pulman.
15 I don't have any small children, but I have a great
16 concern because of the gang rivalry.

17 I was very fortunate enough to live across
18 the street from West Pulman Elementary School, and
19 my mother never worried about me going to school,
20 because we were right across the street; and that
21 was a blessing, and my children didn't have to
22 worry.

23 When I was at work, I didn't have to worry
24 if my children were going to get home safely, .

1 because we were right across the street from West
2 Pulman; and now that our children have to travel to
3 Haley, even though they are not my biological
4 children, but they are my children, and I worry
5 because as everyone knows in Chicago, when one child
6 dies, my heart aches. My heart aches.

7 Whatever we could do at this moment to
8 keep this school open for safety reasons, and bring
9 more resources to West Pulman, because I would hate
10 for one child to get hurt or shot while traveling to
11 Alex Haley.

12 MS. GIDART: Please conclude your remarks.

13 SPEAKER: We will have to live with that for
14 the rest of our lives, with that agony. It may not
15 be our child, but no other mother or father or
16 grandmother should have to suffer ever again. Thank
17 you very much.

18 MS. GIDART: Thank you. Nina Stoner, and the
19 next speaker is Trevone Dobine and Lanaja Dobine.
20 Sorry.

21 SPEAKER: Hi. Name is Nina Stoner. I'm a
22 parent for West Pulman Elementary LSC and No Child
23 Left Behind. I have volunteered over the last 19
24 years.

1 My oldest son graduated. My name is Nina
2 Stone. I'm a volunteer parent at West Pulman. I
3 have volunteered for over 18 years. I have
4 struggled right along with our babies, getting them
5 an education.

6 It's time for us to stop telling our kids
7 what they can't do, and start telling them what they
8 can do; and what we can do is keep West Pulman
9 Elementary School open for our babies. It's not
10 safe.

11 I have seen plenty of our babies die out
12 on the street with this gang rivalry. It's awful,
13 and for you to all try to close West Pulman, no, no,
14 I'm sorry. You all promised our kids a good and
15 safe institution. Let's keep that promise to our
16 kids. Thank you.

17 MS. GIDART: Thank you, Ms. Stoner. Trevone.

18 SPEAKER: Hello. My name is Trevone Dobine and
19 I'm student at West Pulman Elementary. I don't want
20 West Pulman to close because I've been there since I
21 was a little kid, and it's a good school to me.

22 I don't want to travel all the way to
23 Haley and get killed over something I didn't do.
24 That's it.

1 SPEAKER: My name is Lanaja Dobine. I don't
2 want West Pulman to close.

3 MS. GIDART: Please be quiet. Give her a
4 chance to speak.

5 SPEAKER: I was a little baby in preschool.

6 MS. GIDART: Thank you. Then can we have
7 Davonda Buck and Barb Smith?

8 SPEAKER: Good evening. My name is a Davonda
9 Buck, and I'm LSC chairperson for West Pulman
10 Elementary School. I'm here tonight to speak out
11 against the school closings.

12 I hear everybody talking about numbers and
13 data, and things like that, but I don't hear anybody
14 talking about actual families and the actual
15 children who will be affected by the closing of West
16 Pulman School.

17 West Pulman is an area that is lacking in
18 activity. We need this school. We need this flux
19 of activity for the families, for the children. I
20 don't know why you won't use the resources that you
21 are going to take and close the schools, and use
22 that to assist the teachers and parents and students
23 with stepping up to the national levels.

24 There is already very little to do; and if

1 you close down that beacon of activity, West Pulman
2 will surely die. Thank you.

3 MS. GIDART: Thank you. Ms. Smith.

4 SPEAKER: Good evening. I'm Barbara Smith.
5 I'm the case manager and also a special educator at
6 West Pulman School.

7 I'm coming because I'm really concerned
8 that you're willing to close a school because you
9 say because it has lack of performance or it's
10 underutilized.

11 My question is: Isn't Alex Haley? See, I
12 was a teacher at Alex Haley, so I'm very familiar.
13 I know what we're working with.

14 See, I am a teacher who was a special
15 educator who you are asking my children to walk
16 eighth blocks, when some of those children have
17 physical disabilities. Some of them have mental
18 challenges.

19 Their potential and functionality may be a
20 little low. So, you're asking parents to assist
21 these kids, in my case, to come to schools at 7:30
22 in the morning, when it is still dark outside; and
23 if they stay after school, it is dark outside.

24 And if you haven't noticed, when you hear

1 on the news the violence level, where do you hear
2 it? Roseland and Englewood.

3 See, if you can't remember, I can remember
4 Eric Carson, see, because I was one of the educator
5 who educated Eric Carson; and we were talking, when
6 he was yet a student at Alex Haley, and we were
7 trying to get him alternative placement and
8 assistance, nobody gave us assistance.

9 So, Eric Carson became a statistic at
10 Fenger High School, but not before he became another
11 statistic where another child that I know died at
12 the Agame Center.

13 So, what I'm trying to tell you is be
14 concerned about our children, and what they can do,
15 and how their safety is important. Put the dollars
16 into the classroom.

17 I saw from your report that you had West
18 Pulman did not have a science lab. We don't have a
19 science lab because nobody bothered to give us the
20 money for one. It's not because we don't have
21 science-endorsed teachers, because I'm one of those.

22 It's not because I'm not putting my own
23 dollars to help my children, but because you're not
24 putting the dollars in to help my children.

1 MS. GIDART: Please conclude.

2 SPEAKER: I'm just going to leave you with that
3 fact. If you say children are first, then let
4 children truly be first; and if you are really
5 concerned about children with special needs,
6 consider that walk that's eight blocks.

7 Consider those people who are sitting in
8 those neighborhoods who have, what we call rapers,
9 you know, who are out there in action in the area.

10 If you look at the police report, and you
11 see how many rapists are in the general area, that
12 area is loaded, especially on Halsted. Thank you
13 for your time.

14 MS. GIDART: Thank you. Our next speaker is
15 Erica Rooks. Anyone else wish to speak, please sign
16 up. Erica Rooks.

17 SPEAKER: Thank you. I'm a fifth grade teacher
18 at West Pulman. This is my first year there. I'm
19 going to speak from the perspective of a teacher.

20 This year has been a very rewarding year.
21 The kids I have been really wonderful. I've been at
22 CPS for 11 years, but I really love my students, and
23 I feel like we're just making some serious progress.

24 I feel like if I had just a little more

1 time, maybe three or four years, five years, six
2 years, see, people, I could get the progress that I
3 needed, and some of the kids are here with me today.

4 So, I really need the time that I would be
5 allotted if we went to another school, if they went
6 to Alex Haley. I know Alex Haley has wonderful
7 teacher. CPS has wonderful teachers, but I do feel
8 that my students has become like my own children to
9 me.

10 And just like if my own children had to be
11 sent away, or sent to another place to be with
12 another family, it would be difficult.

13 So, though I know they will go to another
14 school and get another teacher, or I'll get another
15 teaching job, I still feel that I still have more
16 progress that I can make, if I had more time with
17 them, that I feel that CPS is taking away at this
18 particular this time. Thank you.

19 MS. GIDART: Thank you, Ms. Rooks. Again, is
20 there anyone else that wishes to speak, please go
21 ahead and sign up.

22 I'll take this time again to announce our
23 second public meeting. It starts at this location
24 at Harlan High school, 9652 South Michigan, from

1 5:30 to 7:30; and the public hearing is on
2 April 16th, at 125 South Clark the central office
3 from 8:00 to 10:00. I'm sorry 8:00 to 10:00 p.m.

4 Again, we're here to listen to your
5 comments, so anyone that wants to be heard, please
6 sign up and feel free to come and speak. We will be
7 here. There will be a lot of time until 9:30 this
8 evening.

9 Also, anyone who has spoken and wishes to
10 speak again, you may sign up again.

11 Our next speaker is Deanna Buck.

12 SPEAKER: Hi. My name is Deanna Buck. I'm an
13 eighth grader at West Pulman Elementary. Hi. My
14 name is Deanna Buck. I'm an eighth grader at West
15 Pulman Elementary.

16 I believe that we deserve a second chance
17 to, you know, improve our, you know. I like
18 everything about my school. I like the teachers,
19 you know, everything that we do, you know. We do
20 things that other schools don't do.

21 We have fun. What she says about science,
22 we have fun at science class. We do experiments and
23 a lot of other things, like chemicals, like chemical
24 reactions and stuff like that.

1 My teachers are great. I love them a lot
2 like they're my own parents, even though I sometimes
3 treat them a little bad. I apologize for that. You
4 know, I love my principal. She's been there, you
5 know, since I was there. I'm thankful for her being
6 there, and that's about it.

7 MS. GIDART: Thank you, sweetie. Anybody else
8 wish to speak?

9 Our next three speakers are Emanuel Price,
10 Kychen Price. I'm sorry if I mispronounce that.
11 And Genice Price. Kychen and Genice Price.

12 SPEAKER: My name is Emanuel Price. I've been
13 at West Pulman since pre-K, and I don't want West
14 Pulman to close down, because I care about West
15 Pulman, and my assistant principal, and my
16 principal. And I learn there, and I come back
17 sometime after school to get my education there.

18 MS. GIDART: Kychen and Genice.

19 SPEAKER: My name is Kychen Price, and I'm a
20 student at West Pulman. I've been in West Pulman
21 since preschool, and I like my school.

22 The teachers teach me different stuff,
23 like my assistant principal, she is here for a math
24 teacher, and she let us understand more about math

1 and multiplication and add and subtract.

2 I like my teachers because they help me
3 every time I need help. When my work is hard for
4 me, they help me, and I understand it more. Thank
5 you.

6 MS. GIDART: Thank you, Kychen. Genice and
7 Erica Fox is next.

8 SPEAKER: Hi. My name is Genice Price, and the
9 reason why I'm here is I feel that the school should
10 stay open because they are walking too far. Five
11 blocks, that's too far, especially for mine and
12 everyone else, the parents.

13 It's too far, and it's too much violence
14 going on. Actually, also, I feel that the kids is
15 doing well, especially in after school the SES, you
16 know, the grades scoring and all that stuff. I do
17 feel that the school should stay open. Thank you.

18 MS. GIDART: Thank you, Ms. Price.

19 SPEAKER: Good evening. I'm Erica Fox. I've
20 been at West Pulman since 2001, and I have seen
21 these children grow from pre-K all the way to eighth
22 grade.

23 I feel like closing West Pulman is like
24 losing a part of me. I had been involved with the

1 kids, the parents, the teaching staff, the
2 principals. I mean, it's just so much. It's like a
3 family.

4 Yes, every family has their problems,
5 every family, and we're working on it. We're trying
6 to make a lot of changes, and you all talk about be
7 career college ready.

8 We have our program that started called
9 Wild Cat University, where our kids are actually
10 going to different classrooms; and they at first
11 were amazed like, "Okay, why are there little kids
12 in my classroom and then big kids?"

13 But they have to realize when you are in a
14 university, there are all different ages in a
15 classroom. So, I mean, that's something that we
16 definitely have implemented, and it's working, as we
17 increase our NWEA scores.

18 Our security officer, he walks through the
19 neighborhood every day to get to work, and he knows
20 how dangerous it is. The threats that these
21 parents, like the union rep have mentioned, they are
22 very much alive and well.

23 It's, like, there are sharks in the pool
24 waiting for my babies to come across there; and once

1 they come across, blood shed. We don't need that.

2 We don't need it.

3 Already we've had too many CPS kids that
4 have passed or just children, period, for nonsense.
5 Like our union rep mentioned, the whole Little Mouse
6 thing, it's real. It's not just made up. It is
7 absolutely real.

8 So, I just ask that you all consider all
9 the statements that everyone makes; and before the
10 final decision is made to close West Pulman forever,
11 and just remember historically West Pulman has been
12 there since 1894, and it needs to stay there open as
13 a school. Thank you.

14 MS. GIDART: Thank you, Ms. Fox. Towanda
15 Thaxton.

16 SPEAKER: She spoke already.

17 SPEAKER: I just wanted to make a second point.
18 By the way, Ms. Fox was my son's teacher. She is
19 excellent.

20 He did very well. After first he was
21 struggling, but she got him right on track. I
22 really appreciate that, Ms. Fox.

23 She also mentioned that West Pulman is
24 also a historical school, 1894; and online I had a

1 chance to speak with some of the alumni from years
2 back who have very fond memories of West Pulman
3 School.

4 When they heard about the closing, some of
5 them live in other cities, they were saddened by it.
6 They said, "No, they can't close West Pulman." Also
7 at the school, you also have portraits, and a lot of
8 history is there from all the generations.

9 So, I just want to mention, that, too,
10 because I am a history person. I love history, and
11 West Pulman carries fond memories from many, many
12 years. We even have someone who comes to our school
13 once a year to see the students. He graduated in
14 1905, what's that, Ms. Fox?

15 The alumni that comes, 1955. He graduated
16 in 1955. He's always doing some beautiful things
17 for the students. So, I just wanted to mention
18 that. Thank you so much.

19 MS. GIDART: Our next two speakers are Trevone
20 Dobine and Samuel Haywood.

21 SPEAKER: Hello. My name Trevone Dobine. This
22 is my second time. I would like to thank my
23 teacher. We've have our choice. We have what we
24 call learner kids and social studies, and we get

1 along back in the days; and I've been loving it, and
2 I've been watching it.

3 My teacher, she is excellent at teaching.
4 I want to learn more about it from her about and
5 Martin Luther King University. I love it. We work
6 on the record card, and I hope West Pulman can stay
7 open.

8 MS. GIDART: Samuel Haywood.

9 SPEAKER: I would just like to say I hope they
10 don't close our school down, because I need to be in
11 it another year, because the way they teach us is,
12 like, another way they don't other school teach us.

13 Because the way they teach us, they give
14 us time. They don't rush us; and, like, I know
15 we're disrespectful to the teacher and all; but at
16 end of the day, we love them because, like, I like
17 to see a smile on the teacher's face when I come,
18 like, when I come to school.

19 I don't like leaving the wrong impression,
20 but I promised my counselor, "I'll do good. I'll do
21 good," knowing I will do bad.

22 When I do work, it's like I sit there and
23 they see I'm having a long time, they'll just come
24 and help me; but, like, Ms. Fox, will come. She get

1 on my nerves sometimes; but at the end of the day,
2 she always come get me and cheer me up.

3 I like my principal. I would like my
4 school to stay open again because she have encourage
5 us the things she wanted us to do, because last year
6 we really wanted a uniform; but when she came, she
7 changed it all. Like, I like the discipline she
8 give us. That's all I have to say.

9 MS. GIDART: Thank you, Samuel. Nina Stoner.

10 SPEAKER: Hi. My name is Nine Stoner. Yes,
11 I'm back up here for a second time to plead to keep
12 our school open.

13 Our school, it's not even a school, I'll
14 say my babies. My concern, my heart, is hurting
15 because it's like I have seen this babies grow from
16 preschool. My babies come up here and let you all
17 know she was introduced to West Pulman when she was
18 in the womb.

19 She's been in it since she's been born.
20 She's in preschool now. I have a 19 year old that
21 has graduated from West Pulman and now graduated
22 from Fenger. It's not the learning environment,
23 it's the institution that you all given our kids.

24 It needs to be better. I have seen

1 numerous babies being killed trying to make it. Our
2 kids want to learn. They want to be safe and walk
3 to school, come to school. Our kids are not feeling
4 safe.

5 Just about the drop-out rate, what you
6 think it's going to be when you all close West
7 Pulman down? You're going to have kids dropping out
8 of grammar school instead of high school now.

9 Again, I'm crying. My tears are real
10 tears, because my heart my soul is crying. Please
11 don't close our school. West Pulman is a thriving
12 school, and we're still thriving. So, please keep
13 our school open.

14 MS. GIDART: Again, anyone who wishes to speak,
15 please sign up. Our next speaker is Karen
16 Hollingsworth.

17 SPEAKER: Hello. I'm Karen Hollingsworth. I
18 am the middle school science teacher. I was reading
19 the paraphernalia here, and we do have a science
20 lab. We do have one. We are doing experiments.

21 We're not just sitting in classroom doing
22 nothing. They are learning. They are being
23 quizative. This is what we do.

24 So, I did not like what I saw in this

1 paper. It is not true. We are doing science at
2 school, and not just in my classroom, but throughout
3 the building. There's not only just one teacher
4 that is doing science, there's everybody is doing
5 science. So, we need to clear that up right now.
6 Thank you.

7 MS. GIDART: Thank you, Ms. Hollingsworth. Do
8 we have anyone else that wishes to speak? Does
9 anyone else wish to speak again? Please sign up
10 again. Make sure you have signed up, if you wish to
11 speak.

12 Again, our next meeting is Thursday,
13 April 11th, 5:30 to 7:30. I'm sorry, 7:30 to 9:30;
14 and the public hearing is April 16th at 125 South
15 Clark Street from 8:00 to 10:00 p.m.

16 Our next three speakers are Kathy Murray,
17 Kenneth Hall and Marc Qusley.

18 SPEAKER: Okay. Let's see, what am I going to
19 talk now. Let's just continue this.

20 Well, one thing I've noticed with a lot of
21 these school closings, first of all, the message was
22 we have a deficit. None of it evolved until the
23 last year, and we're all reasonable taxpayers of the
24 city. There is a deficit.

1 So, there is a deficit, we're going to
2 have to close schools. Now I've been walking
3 through these school houses for years, and I knew
4 there was a declining enrollment. Okay? We knew
5 this. This didn't just happen yesterday.

6 This has been ongoing for about ten years
7 or so, when we close out positions, and people would
8 retire, you need someone to fill it. So, now we
9 have to close 54 schools in one year.

10 You know it is a large task. We know it's
11 not obtainable. You're not going to be able to do
12 it properly. And again, with the rival schools, and
13 it is not just the school rivalry between West
14 Pulman and Haley.

15 I was up talking about Cowan and their
16 schools going to Lavoze and the other two schools,
17 and I also talked Songhai into Curtis. Okay?

18 One thing I do want to state, the schools
19 that are on the list in this area have newer
20 principals. Okay? It seems like other the
21 principals that have been in for ten years, five
22 years, they're fine. It's the newer principals.

23 Songhai, she's been in a year. West
24 Pulman, this principal has been one year. Owens has

1 been one year. These parents know that.

2 And another thing trying to get resources
3 to the school, it's not like Hurricane Katrina, and
4 you can't get the supplies there. You haven't been
5 able to get supplies. You're not closing buildings
6 to make it easier to get supplies.

7 There is no reason these schools shouldn't
8 have libraries and librarians. You're not doing a
9 favor to anyone by closing the schools to make the
10 students live's better.

11 If you could walk across the street to
12 your home school, that makes their life better.
13 Okay? That makes my life better. That makes my --
14 I'll got my child to school. We're not walking
15 through gang territory to get to school.

16 There's no reason why CPS, in the year
17 2013, can't get a library and librarian to every
18 school around here.

19 MS. GIDART: Ms. Murray, please conclude your
20 remarks.

21 SPEAKER: And I will. I'm sure I'll be signing
22 up again. I urge everyone to sign up and speak.
23 Don't just sit here, because we'll sit here for an
24 hour. I mean, I'll turn it into an organizing

1 session; but, everybody, sign up to speak, because
2 this is public hearings. This is the law.

3 They have to have three. Years ago they
4 just locked up the school houses, they did. Now
5 they have to have three public hearings. So, this
6 is your time to speak, and speak out and get it on
7 record of your concerns. Okay? This is a
8 democracy, I think. Thank you.

9 MS. GIDART: Kenneth Hall and Marc Qusley.

10 SPEAKER: My name is Kenneth Hall, and I go to
11 West Pulman Elementary. At the school, we're like a
12 big family, and we've been trying to make up what
13 happened bad in the last few years.

14 And our new principal has been pushing us
15 very hard to get our grades right and pass the ISAT.
16 So, if we go to Alex Haley, there's a lot of gang
17 activity between West Pulman and Alex Haley. So, I
18 don't think you should close our school.

19 MS. GIDART: Thank you, Kenneth. Mar Qusley.

20 SPEAKER: As a safety officer for West Pulman,
21 my goal is to keep the children safe there and
22 surroundings. I walk that boundary that you have on
23 the map from West Pulman clearly to the end of
24 actually your boundary, which is at 111th.

1 So, I'm in the neighborhood all the time
2 every day 6:45 a.m., and then 5:30 I'm headed back
3 home; and it's a very dangerous neighborhood for
4 even me, for especially me. So, if it's dangerous
5 for me, it is double dangerous for the kids and
6 those that are in the gangs. It is just not safe.

7 Plus, I take it upon myself to become some
8 sort of a mentor to the young men there at the
9 school, and we're slowly building a bond there
10 because they trust me, and I have become to help
11 them move along as young men.

12 That will be taken away, because I don't
13 have any idea what they would do with me, but that
14 would be taken away from them because they are not
15 used to sudden change like that. They don't react
16 well to it.

17 It has to be gradual, and I just think
18 it's unfair that all because we're a low school, or
19 we're down in our enrollment, that it be snatched
20 away. They're learning. They're doing things.

21 We've even done some extra things that
22 they haven't done before I got there. So, I really
23 ask you and beg of you to consider before you shut
24 this school down. Thank you.

1 MS. GIDART: Thank you. Our next three
2 speakers Destiny Williams, Florine James, and Trevon
3 Dobine.

4 SPEAKER: Hi. Name is Destiny Williams, and I
5 am an eighth grade student at West Pulman
6 Elementary.

7 I feel if you close down West Pulman, we
8 don't have a chance to learn anymore. All of the
9 violence that's going on in the street, for us to
10 transfer and go to the other school is dangerous.

11 I learn at after school every day to
12 improve my grades, and I know all the other schools
13 have drugs. Don't shut down Pulman.

14 SPEAKER: Hello. My name Trevone Dobine. I've
15 come up here to talk again about West Pulman. I
16 don't want West Pulman to close because I think that
17 it will mess up our education.

18 We're doing good. I don't want nobody
19 staying us in third grade, or whatever grade we're
20 in, and I don't want to walk six blocks to get to
21 the Alex Haley, instead of going to West Pulman
22 where I love school, where I could learn much better
23 and be safe. That's it.

24 MS. GIDART: Thank you, Trevone. Florine James

1 and Erica Fox.

2 SPEAKER: Good evening. My name is Florine
3 James. I am the current counselor at West Pulman
4 Elementary School. I have also been a special ed
5 teacher at West Pulman School. I've been at West
6 Pulman for 18 years.

7 I'm a veteran teacher on staff at West
8 Pulman school, and I've also seen not just the
9 teacher become the person that have eyes everywhere
10 in the school, and I know the principal, and if I
11 don't know, people let me know, because I am a
12 counselor.

13 I have children at that school that I do
14 not want to see in harm's way. We did a summer
15 school about five years ago at Alex Haley. Our
16 schools were bused to Alex Haley. I have nothing
17 against Alex Haley. I have never against the
18 community, but we were just in danger having our
19 children on the bus.

20 We had the police come to the school to
21 see us get home back to our school, and this was a
22 summer-school program; and I was, like, this is
23 crazy, but, you know, I was teaching there.

24 I felt safe, but the children didn't feel

1 safe, because I could get in my car and go drive in
2 and out; but the children getting on the bus going
3 back and forth, they were not safe at that time.

4 Now, as I was saying, I was sitting there,
5 I was like, really, you know, I'm almost at the end
6 of my career. So, it's not for me, it's about our
7 children. So, I'm sending out an SOS to save our
8 school, save West Pulman for our children where the
9 children that's coming, and to give our principal a
10 chance.

11 We just had a principal new. This is her
12 first year. This is our assistant principal's first
13 year. You need to give of them a chance.

14 They have put things in place that's
15 working, and we need to give them a chance to get
16 these things off the ground and to make a difference
17 in the community and with our children, because I
18 don't want to see not one child that's at West
19 Pulman or at Alex Haley lose their life over
20 something as going to school. We need to go to
21 school and be safe.

22 You're supposed to come to school and feel
23 safe; but if you're walking six, seven, eight
24 blocks, and you're scared to cross the territorial

1 lines, then you're not feeling safe.

2 Then what's going to happen with the fact
3 that, oh, our learning and our academics? They are
4 going to plummet then, because children are not
5 feeling safe. So, just an SOS, save our school.

6 MS. GIDART: Thank you, Ms. James. Erica Fox.

7 SPEAKER: I'm back. I have so much to say. I
8 notice here on the line in one of the pages you are
9 the last word as partnership.

10 This year we partnered with the Boys
11 and Girls Club. They provide after-school services
12 for approximately 60 of our kids in all grade
13 levels, and which keeps our children in the schools
14 during those dangerous times on the street.

15 They are not released until about 5:15,
16 5:30 in the evening. So, in that club, they
17 actually they're doing academically, as well as
18 recreational activities.

19 We also have a partnership with community
20 and schools. I met with Alderman Jones today, and
21 she stated to me she didn't know what we're doing
22 here at West Pulman. We'll move to Alex Haley, and
23 the community and schools provide our children with
24 a lot of social, emotional help that they need

1 through different programs.

2 Last Wednesday we had a no-secrets
3 program, where they came in where a lot of children
4 were able to safely express themselves if they had
5 been touched.

6 Now, without our community and schools,
7 and without West Pulman, our children may have to
8 hold on to that baggage; and once they hold on to
9 that baggage, it damages them. The fact that it was
10 already done is damaging enough.

11 If they don't have that safety zone to
12 express it, then they can go on to damage others.
13 So, I mean, West Pulman, we, like our counselor just
14 said, my principal, she's doing a fabulous job.
15 She's bringing in so many new ideas to West Pulman.

16 Like I said, I've been there for almost 12
17 years, and Mrs. James had been there for, like she
18 said, for about 19. She is a refreshing face.
19 She's young, and she's ready, and I'm just on board
20 with her.

21 So, just please give us a chance. Give us
22 a chance to show the growth in our school that we
23 can do. Thank you.

24 MS. GIDART: Our next speakers are Sarah Clark

1 and Emanuel Price.

2 SPEAKER: Hello. I just wanted to say our
3 principal at West Pulman has only been here for one
4 year; and the year she's been there, the kids have
5 been wearing their uniforms. They've been coming to
6 school and our kids trust them.

7 And if you move them to Alex Haley, that
8 trust is going to be gone and lost. My son is in
9 seventh grade. He's not in a gang, has never been,
10 and I don't want him to in a gang.

11 I think he's going to be forced to be in
12 the gang, because he's going to be scared to go to
13 school. He's going to be afraid. If he's not in a
14 gang, he's not tough, he's a punk.

15 I don't want him to go to Alex Haley.
16 He's having problems already with those kids.
17 Please give West Pulman a chance. I've got a second
18 grader and a first grader, and I need them to stay
19 at West Pulman, because if they don't, they're going
20 to shut down. I don't want them to stay there.

21 Please, please don't close our school.
22 Give our principal and Ms. Fox a chance to do what
23 they're doing. Thank you.

24 MS. GIDART: Emanuel Price.

1 SPEAKER: Good evening. My name is Emanuel
2 Price, and I'm a parent at West Pulman; and I'm here
3 because I want you all to keep the schools open.

4 You know, as a father, you know, if we
5 have to make that travel from my house to Haley
6 School, you know, you know the violence out there;
7 and as a man myself, we have to be careful, you
8 know, because they are like targets, you know, the
9 children and everything.

10 So, I don't know why we have to be in a
11 position why I have to walk my kids all the way to
12 the school in wintertime and no telling what's going
13 to happen out there.

14 So, I want you all to keep the school open
15 so we can avoid that violence that is out there.
16 Then the girls have to travel, you know, these
17 rapists and all out here. So, you will be doing us
18 a big favor. It will cause it to be more safer, you
19 know, once they remain at the school that we have.
20 That's it.

21 MS. GIDART: Thank you, Mr. Price. Any
22 additional speakers that signed up?

23 Next speaker is Deanna Buck.

24 SPEAKER: My name is Deanna Buck, and I'm an

1 eighth grader at Pulman Elementary, and I
2 participate in a program called Whitney Young.

3 MS. GIDART: It's okay.

4 SPEAKER: I still have siblings that go to West
5 Pulman, and I don't like for them to travel to
6 another neighborhood that isn't safe for them.

7 I don't believe that our school should be
8 closed because, as I said, we have our homes. I
9 feel safe at my school, even though this is my last
10 year there.

11 I believe the siblings I have, they should
12 stay there. They will have to travel many blocks
13 just to get to another school. I don't believe that
14 should happen. I believe our school should stay
15 open, and the progress they're working on. That's
16 about it.

17 MR. BABBITZ: Is there anybody else who would
18 like to sign up and speak?

19 MS. GIDART: Has everyone signed up to speak?
20 You all want to speak again? We're here until 9:30.
21 Again, we're here tonight for anyone that wishes to
22 speak, we'll be here.

23 Our next speakers are Deida Clark, Samuel
24 Haywood and Trevone Dobine.

1 SPEAKER: My name is Deida Clark. Please don't
2 close my school down.

3 MS. GIDART: Thank you. Samuel.

4 SPEAKER: I just would like to say please don't
5 close my school down, because it's so many family
6 members and family up in the school, and like
7 everybody in West Pulman get along so well. Right
8 after somebody told being somebody, they'll call the
9 family at the next minute.

10 So, that's why I don't want the school to
11 close down because the teachers there, we have all
12 the teachers every time we might get into a little
13 altercation, but it's usual quickly, but we still
14 good friends.

15 And, so, I would just like to say if you
16 close the school down, you are messing up a lot of
17 people, and you mess up a lot of people heads,
18 because if you go to Alex Haley, just by walking
19 across Alex Haley, people look at you twisted. So,
20 that's why I really don't want to go to Alex Haley
21 because just imagine, like I say, it would be hard.

22 It's just wasting time, wasting time,
23 people getting hurt. You're wasting time on stuff
24 that people could be getting educated, instead of

1 worrying about having to watch their back every once
2 in a while. So, that's why we just don't want you
3 to close the school.

4 MS. GIDART: Hi, Trevone.

5 SPEAKER: Hi. I'm Trevone Dobine. I have one
6 question. I want to know how you all feel about
7 closing down our school.

8 I don't want our school closed down. I
9 want to know if you all want our school to not close
10 down. Do not close down.

11 Our education is torn apart by we walk in
12 to Haley and somebody come up there and say, "You
13 are from over there with the other people." And you
14 don't even do nothing to none of their children,
15 and then you get like shot or something. I want to
16 know how you feel about that. That's it.

17 MS. GIDART: Next speaker is Sidney Cooper.

18 SPEAKER: My name is Sidney Cooper. I don't
19 want my school to close down. I've been there for
20 three years, and I want to stay for six more years
21 months. Years I mean.

22 MS. GIDART: Anymore speakers? Our next
23 speaker is Kathy Murray, Emanuel Price and Terrecev
24 Hunter. I'm sorry, Terrecev Hunter.

1 SPEAKER: I'm beginning to feel like this is a
2 filibuster. I'm talking about neighborhoods
3 disinvestment. I have questions for the Board of
4 Education. I know you're not going to answer it,
5 but it will go on record.

6 Think of 54 vacant school buildings in the
7 city. Think of vacant school buildings, real estate
8 prices. We're trying to get our economy back, and
9 these neighborhoods are already suffering. We've
10 food deserts, now we're going to have education
11 deserts.

12 Who on earth would buy a home in an area
13 that doesn't have a neighborhood school. Sure, you
14 can say you have a neighborhood school, but it might
15 be a mile away. Who is going to buy your home, or
16 rent your apartment if it is across the street from
17 a boarded-up elementary school.

18 Even if people are, you know, at
19 retirement age, you know, these neighborhoods have
20 to re-gentrify themselves; and who with a young
21 family is going to move in around West Pulman
22 Elementary School, if there is no West Pulman
23 Elementary School?

24 They'll all be moving over by Alex Haley

1 at that point. So, you're going to have an entire
2 area around West Pulman that isn't worth as much as
3 it used to be. It's not going to be worth very much
4 at all, because there's not a neighborhood school.

5 Churches are boarded up. Stores are
6 boarded up. What businesses are left? The nearest
7 library is pretty far. West Pulman library is right
8 up 119th Street.

9 So, think about the economic effect that
10 this is going to have on the real estate market of
11 the city, the education. You're not going to be
12 able to have neighborhoods without school houses.

13 MS. GIDART: Emanuel Price.

14 SPEAKER: My name is Emanuel Price. All I want
15 to say if we walk to Alex Haley, we walk here, and
16 we might get shot and family members will be sad,
17 and they will be guilty of walking to the school,
18 and please do not close down West Pulman.

19 MS. GIDART: Terrecev Hunter.

20 SPEAKER: My name is Terrecev Hunter. I've
21 been a West Pulman parent since 1988. I now have
22 two kids at West Pulman. One of them has a
23 disability as far as he needs physical therapy,
24 outpatient therapy and trying to walk him from West

1 Pulman to Alex Haley is not going to be easy for
2 him. That's all I have to say.

3 MS. GIDART: Thank you, Ms. Hunter. Kychen
4 Price.

5 SPEAKER: My name is Kychen Price. I want to
6 say that I don't want West Pulman to close down
7 because my nephew is transferring next year, and I
8 want to see him pass first grade.

9 And if I miss that, that would hurt me not
10 seeing him pass. So, that is all I got to say.

11 MS. GIDART: Does anyone have any written
12 documents or comments that they want to be part of
13 the permanent record, please leave them with the
14 court reporter.

15 MR. BABBITZ: It's now 9:07. Speaker
16 registration was left open for over an
17 hour-and-a-half. All of the speakers who signed up
18 to speak have spoken, and all attendees have left
19 the space of their own volition.

20 Given that there are neither speakers, nor
21 attendees, and registration was left open for more
22 than an hour, we are now calling the meeting to a
23 close.

24 (WHICH WERE ALL THE PROCEEDINGS HAD.)

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 hearing.

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
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Community Meeting for the Proposal to Close West Pullman Elementary School

Monday, April 8, 2013; 7:30-9:30pm
Location: Harlan High School
9652 S. Michigan Avenue

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

CPS Presentation:

At 7:30pm, Todd Babbitz, facilitator welcomed those in attendance and introduced the meeting. He gave an overview of the West Pullman-Haley 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 of the court reporter and note taker roles.

Brief Summary:

The purpose of the meeting was to receive public comments on the proposal to close West Pullman Elementary School in accordance with 105 ILCS/34-230. CPS officials stated the purpose for the meeting, introduced CPS staff, and reviewed the handouts provided to the community. There were about 33 community members in attendance.

Public Comment:

Kathy Murray, CTU

Ms. Murray has had a long history in Lake Calumet. She was a teacher and is now concerned about gang rivalry. She emphasized that parents are very committed to West Pullman and is. Concerned over Gangster Disciples and gang rivalry. The parents were very committed to West Pullman and worried about kids walking and the charter school nearby.

Towanda Thaxton, alumni and parent of former West Pullman students

Ms. Thaxton explains that the school has improved over the years. She is concerned that her child will be hurt traveling to school.

Nina Stoner, parent

Ms. Stoner discussed how she has been a volunteer for over 18 years.

T.D., student

Student passionately stated they he/she does not want the school to shut down since he/she has had such close ties to the school.

L.D., student

Student has close ties with the school and does not want it to close.

Davonda Buff, LSC chairperson

LSC chairperson was concerned CPS is not focusing time on the neighborhood needs and families. She stressed the importance of having activities for families and children. She questioned why resources have not been given to West Pullman over the receiving school.

Barb Smith, Case Manager/former teacher at Haley

Ms. Smith was concerned for student's safety and believes that the dollars should be placed in the classroom. She is also concerned about safety and the fact that kids will need to walk over 8 blocks to school.

Erica, teacher

Erica discussed how this year has been very rewarding and believes her students are making progress. She claimed that CPS has good teachers and more progress can be made.

Facilitator states when the next meetings will occur.

D.B, student

Student spoke highly of the teachers and believes the school should be given another chance.

P., student

Student did not want the school to close and has close ties to the principal and assistant principal.

T.P, student

Student has close ties to the school and believes the student is invested in everyone's work.

Jeniece Price, parent

Parent believed the school should stay open because it is too far and is very close to violence.

Erica Fox, Assistant Principal

Ms. Fox discussed how she has been very involved with teachers and staff and believes they are a family. She discussed how the administration constantly talks about College and Career ready standards.

T.D, student

Student believes that the teacher is excellent.

S., student

The student discussed how the teachers spend a lot of time working with the children.

Nina Summer, parent

Ms. Summer discussed how West Pullman has potential and is thriving.

Kathy Murray, CTU

Ms. Murray stated that the schools that are on the list have new principals and CPS should give them an opportunity to prove themselves.

D.H, student

Student expressed that everyone in the school is like family and the new principal has been a very positive influence.

Safety officer

Officer discussed how the neighborhood is dangerous and students are not used to change so the transition might be difficult.

D.W., student

Student discussed how traveling to school given all the violence is dangerous.

J., student

Student does not want the school to close.

Flora James, counselor

Ms. James has been working at the school for 18 years and discussed her experience with Haley being very dangerous.

Erica Fox, AP

Ms. Fox discussed how the school has partnered with the Boys and Girls Club which has alleviated crime in the area. She is concerned that community partners will discontinue their services.

Emmanuel Price, parent

Parent is concerned about the commute and would like information on how this will be handled.

D.B, former student

Student does not want his/her siblings to travel many blocks to Haley.

D.C , student

Student does not want school to close.

S., student

Student does not want the school to close.

Student

Student questioned how panel feels about closing their school.

S.C, Student

Student does not want school to close.

Kathy Murray, CTU

Ms. Murray is concerned about who would by a home near a boarded up a school.

E. P, student

Student is concerned about safety when commuting to school.

Public Comment concluded at 9:00pm



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SB630 COMMUNITY MEETING
WEST PULMAN/HALEY

April 11h, 2013

7:30 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 7:30 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 MS. GIDART: Good evening. Thank you,
2 everyone, for attending the second community meeting
3 for the proposed closure of West Pulman Elementary.

4 This is a continuing process that has been
5 underway for over four months, in which we heard
6 from over 20,000 people across the city.

7 My name is Melinda Gildart, Controller
8 with CPS. My partner is Chief Transformation
9 Officer Todd Babbatz. We'll be leading the
10 facilitation this evening.

11 We're here on behalf of CEO Barbara
12 Bennett. We will share some basic information with
13 you and also listen to your comments. We also have
14 the Network Chief Harrison Peters here, and Captain
15 Daly from the Chicago Police Department.

16 We also have a court reporter, who is
17 going to record your every word, the timekeeper,
18 foreign language translator, Spanish language
19 translator.

20 Does anyone require Spanish language
21 translation? And we also have a sign language
22 interpreter.

23 The purpose of this meeting is to allow
24 Barbara Byrd-Bennett and Board Office to hear from

1 those in attendance about the proposed action.

2 Please be assured she will be reviewing the notes
3 and also documentation from the meeting.

4 Again, thank you for everyone who attended
5 the first meeting, and for those who are attending
6 this meeting for the first time. Again, the purpose
7 is to hear from you, to listen to the community.

8 We want to point out that the court
9 reporter will be recording every word that is said;
10 and if you want to leave any written comments with
11 the court reporter, please do so, to make sure they
12 are included in the permanent record.

13 The public hearing for this proposed
14 action is Tuesday, April 16th, from 8:00 to 10:00
15 p.m. at the CPS central office at 125 South Clark.

16 During this process, if you have any
17 questions from these meetings, we'll be preparing
18 responses. Prior to the public hearing on Tuesday,
19 April 16th, and you will be able to review the
20 responses at the website, cps.edu/qualityschools.

21 We also want to highlight some specific
22 information regarding security for this proposed
23 action. Every welcoming school will have safe
24 passage for its children, and we will work with

1 parents before any of the routes are finalized.

2 Every welcoming school will get additional
3 security, and the security guard from the sending
4 school will follow students to their welcoming
5 school.

6 Every welcoming school will receive new or
7 upgraded school safety supports, such as alarms or
8 entry screening equipment. CPS will hold ongoing
9 parent and student engagement forums at all the
10 welcoming schools to gather feedback on school-based
11 safety plans.

12 In addition, we are partnering with the
13 Chicago Police Department to perform checks of safe
14 passage routes with the Department of Buildings,
15 Streets and Sanitation, Transportation, to identify
16 abandoned buildings, potholes, cracked sidewalks,
17 that need to be addressed so that children have a
18 safe walk to and from school each day.

19 I want to call your attention to the
20 handouts. Did everyone get a handout?

21 On the first page of the handout, the map
22 in the center shows location of all the schools
23 involved in the proposal. On both sides of the map,
24 there is an overview of historical enrollment data.

1 Enrollment for West Pulman has declined
2 52 percent over last ten years, but the welcoming
3 school Haley is a level 2 school and will include a
4 new fine and performing arts magnet cluster program,
5 a pre-K program, air conditioning in every classroom
6 and new science lab.

7 Again, you will be able to see the
8 responses to questions from the previous community
9 meetings on our website prior to the public hearing
10 date.

11 And on page 2 of the handout, the box at
12 the top of the page outlines future location of
13 students from all school, if the proposal is
14 approved.

15 The rest of the page outlines some of the
16 questions that are frequently asked by families,
17 including information on how to secure enrollment in
18 the different school option, safety and security
19 plan, and how teachers will be reassigning and
20 programs transferred.

21 On page of 3, as part of our proposal,
22 we're looking to reinvest to support students in
23 both schools. Again, that would include air
24 conditioning in every classroom, iPads for our

1 students in grades 3 through 8, and the safety and
2 security plan.

3 On the back page of the handout, you can
4 see the potential future boundaries including all
5 affected schools. Thank you, everyone, for your
6 time. Now I hand it over to Chief Officer Todd
7 Babbatz.

8 MR. BABBITZ: Good evening, everyone. Thank
9 you for coming. Thank you for those of you that
10 weren't able to make the first meeting, and also for
11 those of you that were able and came back to speak
12 once again, and to listen to your community as they
13 provide their own comments.

14 The format tonight will be sort of what is
15 similar to what we had at the last meeting. In
16 order to be consistent across all these meetings,
17 we're asking the speakers to limit their initial
18 remarks to two minutes.

19 Based on the number of people we have here
20 tonight, I believe we'll have additional time for
21 speakers to come up, if they want to give additional
22 remarks, after everybody has had a chance to speak.

23 We will have a timekeeper in the front of
24 the room here to identify the time; and if you have

1 written remarks, I do ask that you share them with
2 the court reporter.

3 She'll be keeping the record and bringing
4 those back to our CEO Dr. Byrd-Bennett and to our
5 Board, and it will help her to build the record that
6 we are trying to develop.

7 We will leave speaker sign-up open for at
8 least an hour into the meeting. We'll try to have
9 sign-ups in the room so that you don't need to
10 shuttle back and fourth, if there is an interest in
11 speaking a second time.

12 Just a reminder that this is the second of
13 three opportunities to speak, with respect to the
14 proposed closure of West Pulman into Haley. The
15 third opportunity is our public hearing, which is on
16 Tuesday, April 16th, from 8:00 p.m. to 10:00 p.m.
17 That meeting will be held at CPS's central office.

18 It will not be at this location. It will
19 be at central location, and that is located at 125
20 South Clark Street.

21 With that, I would like to invite the
22 first speaker to the microphone, Ms. Deborah Walsh.
23 Do we have Deborah Walsh?

24 I'll move to the second speaker, and we'll

1 continue to check to see if Ms. Walsh arrives. I
2 suspect the second speaker might also not be here,
3 Amaran Walsh.

4 SPEAKER: My name is Amaran Walsh, and the
5 reason why I don't want my school to close because
6 we have great principals and everybody loves to
7 learn.

8 MR. BABBITZ: Thank you. Do we have Deborah
9 Walsh?

10 SPEAKER: It's a child, and she's a little shy.

11 MR. BABBITZ: Okay, thank you. Quanaire
12 Hamilton.

13 SPEAKER: My name is Quanaire Hamilton. The
14 reason I don't want my school to close is because
15 we're in the middle of a learning process and
16 they're opening new academic programs for us to
17 learn how to study more better.

18 MR. BABBITZ: The fourth speaker is Davona
19 Buck.

20 SPEAKER: Hi. My name is Davona Buck, and
21 again I'm the local school council chairperson for
22 West Pulman Elementary School.

23 I would just like to say the violence and
24 the threats of violence fuel economies. CPS intends

1 to fill its coffers with the astronomical lives they
2 intend to lose with these school closings.

3 They have already calculated their gains,
4 as shown in the brightly-colored handout. Save a
5 school, save a life, save the economy with different
6 tactics.

7 Closing West Pulman is putting another
8 nail in the coffin of already-struggling area.
9 Further damage in already delicate lives of children
10 who are desperately clinging to some form of normal.

11 CPS administrators from the comfort of
12 stylish offices, and in front fancy lunches, fail to
13 address the human issue of our children, in favor of
14 calculating the riches raked by failing those very
15 same kids.

16 Safety concerns are very real. My
17 13-year-old daughter was approached and threatened
18 with acts of violence at a recent trip to Fenger
19 High School that had to be cut short because our
20 children's lives were in danger.

21 Please consider all of the families whose
22 lives will be turned upside down by the closing of
23 West Pulman School. Thank you.

24 MR. BABBITZ: Speaker 5 is Mellisa Bogard.

1 SPEAKER: Hello. I'm Mellisa Bogard. I am the
2 club manager for West Pulman for West Pulman Boys
3 Girls Club; and the reason why I don't want the
4 school to close is because we have made a connection
5 with these kids, West Pulman has.

6 301 children right now, and we are serving
7 98 of those children. We also utilize the building.
8 We have a games, a recreation room, art; and the
9 other rooms we utilize for education and social
10 learning purposes.

11 We offer programs from 2:30 to 5:30 Monday
12 through Friday after school. A lot of our children
13 have already spoken to us about the fear that they
14 have walking to Haley. Just today one of my kids
15 was speaking to us about a shooting that occurred I
16 think yesterday, or the day before yesterday.

17 So, our children are very nervous about
18 the situation, and we offer -- we also offer
19 education enrichment programs, which is math
20 enrichment, social science, science, and also
21 literacy. We also offer --

22 MR. BABBITZ: Take your time. Take your time.

23 SPEAKER: Basically the programs are to teach
24 the children how not to join gangs, what do they

1 need to do. The programs are Smart Girls, Smart
2 Moves, Street smart. There is a number of programs.

3 So, basically it's the teaching the kids
4 how not to join gangs, conflict resolution, how to
5 deal with their emotions, how to express themselves.

6 So, it is not a guarantee that we will be
7 able to move into Haley. So, we just don't want to
8 mess up the relationships we have built with the
9 parents and also the children.

10 We have also have a parent program. Today
11 we had five parents show up, and it's been between
12 five and eight parents consistently on a weekly
13 basis. So, we just don't to mess up these
14 relationships.

15 MR. BABBITZ: Thank you. The next we have
16 Towanda Thaxton.

17 SPEAKER: Hi. Good evening, everyone. I'm
18 Towanda Thaxton. I feel a little emotional right
19 now.

20 MR. BABBITZ: That's okay.

21 SPEAKER: As I was walking to -- well, as you
22 know, I'm a carrier for United States Postal
23 Service, and I work in one of the roughest
24 neighborhoods in Chicago, and I see a lot.

1 In my preteens, I was raised in West
2 Pulman. We moved there when I was about 11 or 12,
3 and so West Pulman, you know, is part of the my
4 heart; and like the young lady said earlier, you
5 know, there was a two youth were shot yesterday,
6 last night, about a block from where I was raised.

7 My mother still lives there in the same
8 house, and so our children go through a lot; and
9 sometimes as adults, you know, we're so caught in
10 our little world that we don't really see, or really
11 feel what they're feeling, because we're so busy
12 trying to make a living, take care of our families.

13 But I truly have experienced a lot, and
14 they need some stability right now; and West Pulman
15 has become -- the school has become a stability for
16 our children.

17 And the young lady said they have programs
18 for children there now. We have a new principal,
19 and that's a place where they feel like it's their
20 second home, right in their home.

21 So, I'm an alumni from the school. As I
22 said Monday, I graduated in 1975, and I have two
23 children that came out. They're seven years apart.

24 So, West Pulman has always been a great

1 institution for us and our children; and it feels
2 really good to know the children can have a place
3 near home where they can feel safe.

4 And, so, as a concerned citizen, an
5 alumni, I just want our children to be safe. That's
6 what I really want for them, to feel safe because
7 our children deserve that, and I see the children
8 here already.

9 They may be afraid to speak because
10 they're shy, and I do want to say because I'm kind
11 of shy myself. I don't like talking in front of
12 people, but I had to be here again because I'm here
13 to represent our children.

14 I'm here to speak for them, and please
15 share with our mayor that our children need to be
16 safe and stable. They need to feel like the school
17 is their home.

18 So, thank you for allowing me to speak,
19 and please forgive me for being sensitive, because I
20 feel the hearts of the children right now. So,
21 thank you so much.

22 MR. BABBITZ: Thank you. Susan Garza is the
23 next speaker.

24 SPEAKER: My name is Susan Garza. I'm a

1 counselor with CPS. I'm also a district supervisor
2 for Chicago Teachers Union.

3 I've lived on the south side for 53 years.
4 I feel my sister's pain when she speaks. The social
5 emotional ramifications of these school closings are
6 devastating to these kids and these families.

7 I don't know if you guys know this, but
8 West Pulman and Haley, there's a horrible gang
9 rivalry between those two schools. I don't know if
10 anybody knows that, or if you guys even care. The
11 things that are happening, the literature that you
12 put out says the kids feel cheated and trapped.

13 Do you guys feel trapped in your school?
14 I don't think what you put out is not true. Come to
15 the school. I have a real problem with you holding
16 meetings here. Hold the meetings in the schools
17 that are closing.

18 Parents, people in West Pulman, don't own
19 cars. They don't have money for transportation.
20 These are neighborhoods where people, you need to
21 come to them. If you truly care, you would be
22 holding these meetings in the schools that are
23 closing.

24 You make it difficult for people to get

1 here, so there's not a lot of people. I know a
2 lot -- put the sign down, Joe Sobus. I don't care.

3 You know what, there are people that
4 really want to be here that can't make it. There
5 are grandmas that are raising their grandchildren
6 that can't make it, because they have no way to get
7 here.

8 Every school closing meeting that I go to
9 I talk to kids that are there, and they're afraid.
10 They're afraid of where they're being sent. They're
11 afraid of what's going to happen, because nobody has
12 told them what's going to happen. Oh, there's is
13 transition team that will help them to school.

14 There's a stress management workshop
15 coming that's -- you guys acknowledge that there's
16 stress out there, but nobody is talking directly to
17 the kids.

18 How do you sleep at night doing this to
19 these families? I don't understand that. I don't
20 understand that. If you had kids, think if they
21 were your kids. Think about that.

22 MR. BABBITZ: Norine Gutekanst.

23 SPEAKER: Very good.

24 MR. BABBITZ: Every time it gets a little

1 better.

2 SPEAKER: Hello. Hello to the parents from
3 West Pulman. Hi to CPS. My name is Norine
4 Gutekanst. I'm a teacher. I've taught for many
5 years. I'm an elementary school teacher, and I've
6 been released from my job; and I work at Chicago
7 Teachers Union, and I'm an organizer.

8 One of the things that we're doing is
9 we're organizing to try to stop these school
10 closings. So, I would like to make a point that
11 it's really shameful this meeting is held so very
12 far away from West Pulman, to make it as difficult
13 as possible for people to get to it.

14 And I want to talk about some of the
15 talking points of the Board of Education. They say
16 that 301 students in West Pulman is too small; but
17 if this were a white middle-class community, this
18 would be called a small learning community.

19 So, why does the school have to be
20 destroyed in this community? So, I think everybody
21 knows what the answer is. The answer is that
22 Chicago Public Schools doesn't care, and they don't
23 care what they're going to do to the children. They
24 don't care about the violence. They say they do,

1 but I don't think they do.

2 So, I think if CPS really did care about
3 supporting the community, because that is what
4 people need, they need to be supported. They need
5 to be safe. They need to be in a place where
6 someone loves them and knows them and knows what
7 they need; and that's what a school is and that's
8 what a school community.

9 And I think if the Board of Education
10 really wanted to do that, they would invest in the
11 school. I understand the school does have a science
12 lab. This says it doesn't, but they do have a
13 science lab.

14 They would make it a better science lab.
15 They would give kids better opportunities in science
16 there would be a library. There would be a
17 librarian. There would be new computer labs. There
18 would be an art and a music class.

19 There would be wrap-around service so that
20 the kids could have dental care, so that the kids
21 could be cared for. Parents could come, and they
22 could get resources, and it would be a hub for the
23 community and it would be a place -- thank you -- it
24 would be a place where everybody could feel

1 supported, and could feel like, "Now I can emerge
2 into the world and I'll be stronger."

3 But the Board doesn't want to do that.
4 They actually want to close the school down. There
5 is money. The Board is opening up 13 new charters
6 in September.

7 They say they have to close this school
8 down, that's partly because they got to open up all
9 their charter schools, because that's what they're
10 trying to do. They're actually trying to throw the
11 union teachers, and the union janitors, and the
12 union lunch ladies out of their jobs; and further
13 destabilize our communities, and then start opening
14 up these new charter schools.

15 I think it's very shameful, and I think
16 that's one of the reasons why the turnover at
17 Chicago Public Schools is so high because, you know,
18 they keep turning people over, because people cannot
19 live with this. It's just so -- it's inhuman.

20 So anyway, I'm here today to address you,
21 and I'm here to say when this is over, let's talk
22 about getting organized, and let's talk about
23 fighting this.

24 MR. BABBITZ: The next speaker is Elizabeth

1 Love.

2 SPEAKER: Hello. My name is Elizabeth Love.
3 I'm actually a program aide for the Boys and Girls
4 Club at West Pulman Elementary School. We've been
5 here since January of 2013.

6 Actually, it's been a really good
7 connection between the children and between the
8 teachers, because we had time to actually sit down
9 with them, pay attention to them, help them with
10 their homework.

11 Other than that, we teach life skill
12 classes. We have Passport to Manhood. Besides
13 that, we also have a girls program. We have an
14 anger management program; and since January to this
15 month of April, we have seen a major improvement
16 with the children that have low self-esteem to begin
17 with and have been rejected; and then the things
18 with school closing, they are still dealing with
19 rejection issues even more.

20 We've seen a huge increase in how they act
21 in their grades, and that they know, because we
22 connect with them that we care. That's the main
23 thing, they know that care, and they open up and
24 talk to us. So, I just want to say those things,

1 too.

2 That would actually be, since we made this
3 connection, it would really hurt us to close down
4 the school right now, because these are kids, I
5 don't know if they were be able to be reached
6 before, but it seems like it's steadily increased, a
7 large increase since January to April.

8 That would be kind of hard if you broke
9 that right now. Thank you.

10 MR. BABBITZ: Thank you. The next speaker is
11 Daniel Patterson.

12 SPEAKER: Good evening, everyone, parents,
13 students, faculty of West Pulman. Dear Members of
14 the committee, I ask you to reconsider your entire
15 proposal, especially the section where it stated
16 that it will be closing West Pulman Elementary
17 School.

18 I feel like our current leadership is
19 reacting to a crisis with the wrong rationale,
20 making many promises that it will not be able to
21 keep.

22 From experience, I can say before you that
23 most students will not be able to -- well, they will
24 not do better academically in their new schools, and

1 not everyone in that community will be as welcoming.

2 Closing West Pulman will severely hurt the
3 community already experiencing violence, poverty,
4 declining property development and community morale.

5 Having experienced three schools closing
6 my elementary school period, fifth, eighth and then
7 tenth grade, I believe student safety is my biggest
8 concern.

9 I stand firm in my opinion that you cannot
10 simply put students in four walls and expect them to
11 form the same community that already exists.

12 As graduate school at DePaul University,
13 in an educational leadership program, academics
14 around the country have research and statistics that
15 warn decision makers this very case.

16 So, please take my advice as a future
17 education leader, who have to make the same very
18 decisions, and actually listen to the people whom
19 are speaking.

20 West Pulman seems to be one thing that is
21 stabilizing that already destabilized community.
22 Bigger is not better and larger schools do not
23 improve education.

24 I assumed that as an educator, we are

1 supposed to put students first, but these past
2 misguided decisions really bring no type of
3 long-term solution.

4 Think about it. Next year we consolidate.
5 The year after, it is going to be continuing
6 performance issues. Then we're back to the same
7 battles of struggling community schools, because we
8 keep failing to address the real issues because of
9 political leadership and school officials who have
10 their own agenda and no real strategic plan that
11 would benefit in the long term.

12 From experience, I serve as a legislative
13 intern in the State of Tennessee for two years. One
14 of my assignments was to serve as an intern to the
15 state's education community.

16 This same scenario happened, except the
17 number was 20 schools located in Memphis, Tennessee.
18 Many of those projected totals of money to be saved
19 were totally inaccurate.

20 I can't help but be reminded of a quote by
21 Maya Angelou, "There's a world of difference between
22 truth and facts. Facts cannot obscure the truth."

23 Also, with all my experience, I can't
24 comprehend myself why our leadership has failed to

1 show any lessons they have learned from cities
2 across the country that have closed down public
3 schools, especially community schools, trying to
4 consolidate.

5 In Memphis, Tennessee, they are still
6 cleaning up the mess from the misguided decisions
7 made in the premise of a better education
8 opportunity, which was totally false.

9 I urge you to reconsider your proposal to
10 close the West Pulman Elementary. I advocate solely
11 on behalf of all my students, and the rights to be
12 comfortable in their community school, where they
13 also receiving a good education.

14 Thank you and have a good evening.

15 MR. BABBITZ: The next speaker is Samuel
16 Haywood.

17 SPEAKER: I'm a student at West Pulman. How
18 you all doing today? On behalf of all my fellow
19 classmates, I will say that you all making the wrong
20 decision because all the stuff that you all trying
21 to give us, why just you all can't just give it to
22 our school and let us be us, and we can be happy.

23 And maybe we can show improvement, if you
24 all aren't trying to close the school down. It's so

1 many kids that's terrified, talking about they're
2 not going to Alex Haley, that they're moving.

3 Everybody know they going to Alex Haley.
4 Stuff going to be worse and worse, what it's going
5 to be like? So, I just want to say if you all don't
6 -- if you all are going to make a decision, make a
7 right one, because that decision ain't the one. All
8 right?

9 MR. BABBITZ: Is there anybody else who has
10 signed in to speak? Mr. Haywood is the last name
11 that I have.

12 Is there anybody else who is interested in
13 coming up to speak? Just as a reminder, this is the
14 second of three meetings where there's an
15 opportunity for public comment on the proposed
16 closure of West Pulman to Haley.

17 The third opportunity is the public
18 hearing. The public hearing is scheduled for
19 Tuesday, April 16. The time of that hearing is from
20 8:00 to 10:00 p.m., and its location is at CPS's
21 central office. The central office is located at
22 125 South Clark Street.

23 Again, it's Tuesday, April 16th from 8:00
24 to 10:00 p.m. at CPS central office located at 125

1 South Clark Street.

2 I would ask again whether there's anybody
3 that's interested in coming to the microphone to
4 speak. Even if you've already had an opportunity to
5 speak, we welcome you to come to the microphone
6 again.

7 And there's a sign-in sheet that is now at
8 the front of the room, so if you are interested, it
9 will be available. We'll leave the microphone open
10 until 8:30 p.m., in case anybody has changed their
11 mind and is interested in coming to provide
12 additional comment.

13 SPEAKER: Hi. My name is Dominique Laurent. I
14 am one of the teachers at West Pulman. I come
15 before you today to just speak as a fairly new
16 teacher to the profession, and also a first-year
17 teacher at West Pulman.

18 I just wanted to say that I think you all
19 should reconsider closing West Pulman, simply
20 because there's so much more that we have to offer
21 to the students.

22 Under the current leadership that we have,
23 I feel that we're going in the right direction; and
24 closing the school will only set us back, and we

1 won't be able to move forward.

2 I've seen lots of progress and growth with
3 my students personally. I'm a primary teacher, and
4 I believe that being in the primary setting, there
5 is so much room for me to work with the students
6 that are coming forward in that grade level.

7 So, again, I just ask that you all
8 reconsider and think about the community and the
9 violence that is currently going on in Chicago.
10 Thank you.

11 MR. BABBITZ: Thank you. One again, we welcome
12 your public comment. If anybody one is interested
13 in coming to the microphone, we do have sign-ins
14 available at the front room.

15 For those of you who are departing, we do
16 thank you for coming out and wish you a very safe
17 trip home.

18 The time is now past 8:30. Sign-in has
19 been open for speakers for more than an hour. We
20 have heard from all the signed-in speakers.

21 For the record, let the record reflect
22 that there are no further attendees in the meeting,
23 and so I'll conclude with just a reminder that the
24 public hearing for the proposed closing of West

1 Pulman with students to be welcomed to Haley is on
2 Tuesday, April 16th, 2013.

3 The time of the meeting will be from
4 8:00 p.m. to 10:00 p.m., and the meeting will be
5 held at CPS central office located at 125 South
6 Clark Street.

7 Thank you everybody who remains from CPS
8 and from the police department. Thank you to the
9 note taker and those helping us out tonight. Please
10 have a safe trip home.

11 (WHICH WERE ALL THE PROCEEDINGS HAD.)

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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
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Community Meeting for the Proposal to Close West Pullman Elementary School

April 11, 2013- 7:30-9:30p.m.

Location: Harlan HS, 9652 South Michigan Chicago, IL

CPS Staff in Attendance:

Melinda Gidart, Controller

Todd Babbitz, Chief Transformation Officer

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

Thyatiria Towns, Face Manager and Commander Walsh- Chicago Police Department.

CPS Presentation:

Melinda Gidart, CPS Controller, welcomed those in attendance and introduced Mr. Babbitz. Ms. Gidart stated that CPS staff was there on behalf of CEO Barbara Bennett to listen to the community. She then presented an overview of the proposal, explaining the meeting rules and procedures. Ms. Gidart then announced that the public hearing for this proposed action would be on Tuesday, April 16th, from 8:00 to 10:00 p.m. at the CPS central office at 125 South Clark. Ms. Gidart also highlighted specific information regarding security and safe passages for children to the welcoming school. Ms. Gidart pointed out facts on the handout people received. She stated that there was an overview of historical enrollment data that showed that over the last ten years West Pullman enrollment has declined fifty-two percent. Ms. Gidart then handed it over to Chief Officer Todd Babbitz who greeted and thanked people who were at the first meeting and came back to speak again. Mr. Babbitz then asked speakers to limit their remarks to two minutes in order to be consistent and share their written remarks with the court reporter that will be keeping the record and would be bringing them back to CEO Dr. Byrd-Bennett. Mr. Babbitz then invited to the first speaker to the microphone and the meeting was open for the community's comments.

Brief Summary:

The purpose of the meeting was to receive public comment on the proposal to close West Pullman Elementary School, in accordance with 105 ILCS 5/34-230. CPS officials made a presentation regarding this proposal. There were about 28 community members in attendance and 12 speakers. The speaker comments focused on a variety of topics including:

- the lack of support for failing schools
- concern over lack of funding for the school
- concern regarding the violence and gang rivalry between West Pullman and Haley Elementary Schools.
- High regard of principal at the school
- Concern that students will be interrupted academically
- Concern that students will have a dangerous commute specifically citing acts of violence that has recently impacted the parent's daughter
- Claim that school is utilized and there are other rooms as well including recreation, art, etc.
- West Pullman is currently stabilizing and the community values the school's achievements



People started to depart and Mr. Babbitz closed the meeting at 8:30 PM with no further attendees



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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of West Pullman Elementary School

Statement of Ashley Richardson, Regional Portfolio Planner

Tuesday, April 16, 2013

Good evening, Your Honor. My name is Ashley Richardson, and I am a Portfolio Planner for 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 West Pullman facility with respect to the proposal to close West Pullman.

According to the Chief Executive Officer's Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. The CEO may only propose a closure if the impacted students have the option to enroll in a higher performing school and the resulting space utilization after the closure will not exceed the facility's enrollment efficiency range as defined by the CPS Space Utilization Standards. I will discuss the details regarding the space utilization of this proposal, while my colleague Karen Saffold, will discuss the performance of the welcoming school and highlight the supports being offered in the draft transition plan.

West Pullman is currently located at 11941 South Parnell Avenue. West Pullman is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 301 students in pre-kindergarten, and kindergarten through 8th grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab 14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school facilities, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76 to 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 to 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 to 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.

There are 31 total classrooms within the West Pullman facility. Approximately 76 to 77% of this number is 23, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 690. As such, the enrollment efficiency range of the West Pullman facility is between 552 and 828 students.

As I stated, the enrollment of West Pullman, as of the 20th day of attendance for the 2012-2013 school year, is 301. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from West Pullman be welcomed at Alex Haley Elementary Academy, or Haley. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Haley's enrollment efficiency range as defined by the CPS Space Utilization Standards.

Haley has 38.5 total classrooms. Please note that 0.5 indicates the presence of one or more small classrooms. Approximately 76 to 77% of this number is 29, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 870. As such, the enrollment efficiency range of the Haley facility is between 696-1044 students. Haley currently has 529 students enrolled.

To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of West Pullman and Haley, green hashed lines showing the enrollment efficiency range of the Haley facility, and a circle representing the combined projected enrollment for 2013-2014. West Pullman's current enrollment of 301 students and Haley's current enrollment of 529 students combines to a total of 830 students, within the enrollment efficiency range of the Haley facility. Further, the projected enrollment of both schools for 2013-2014 combines to a total of 821 students, which is also within the Haley facility's enrollment efficiency range. Thus, there is enough space within the Haley facility for students from West Pullman and students from Haley.

If West Pullman is closed, the CEO is also proposing that West Pullman's attendance area be reassigned to Haley at 11411 South Eggleston Avenue and Ralph H. Metcalfe Elementary School (Metcalfe), located at 12339 South Normal Avenue, at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of Haley and Metcalfe, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Karen Saffold, who will discuss the performance of Haley and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.



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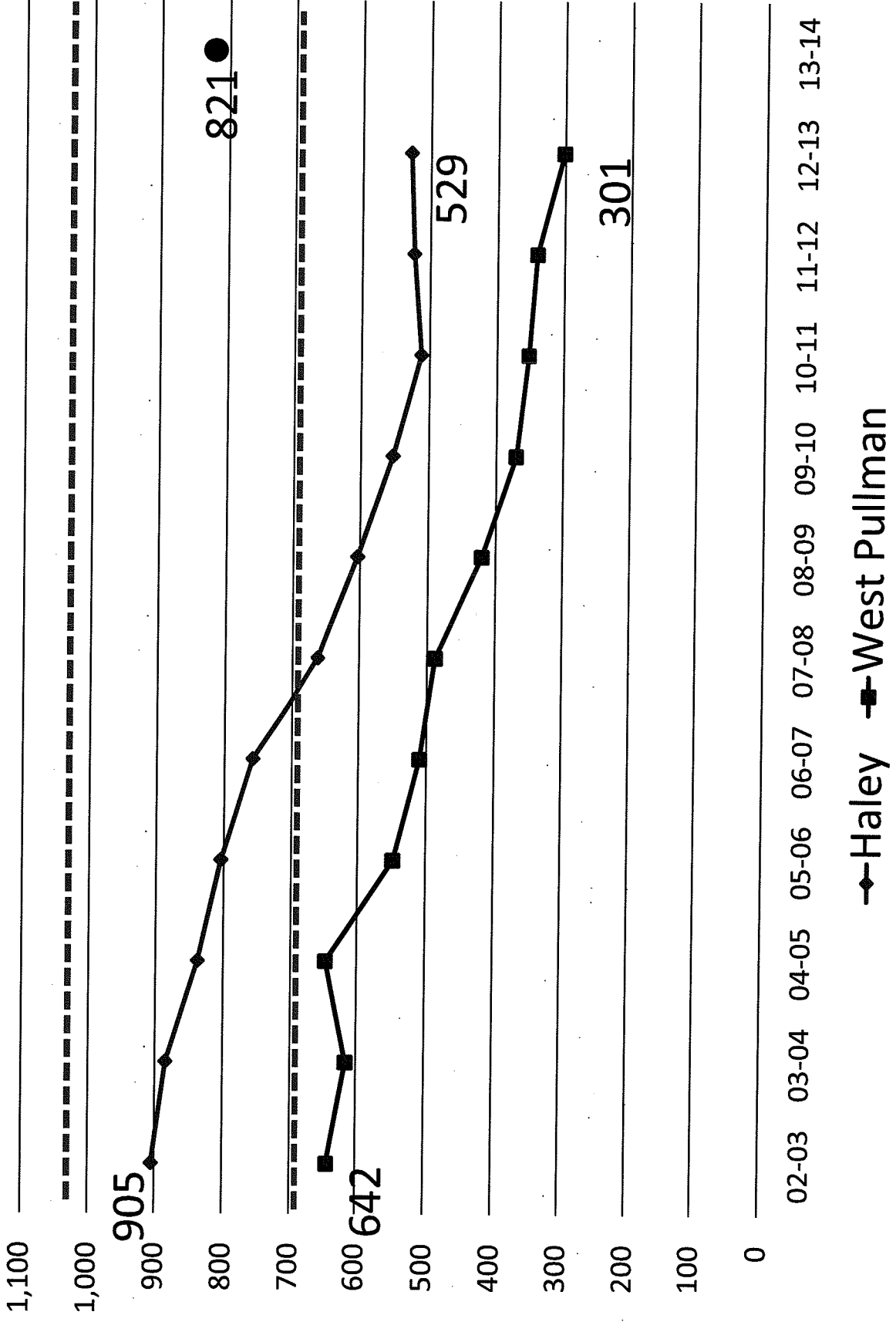


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Enrollment History





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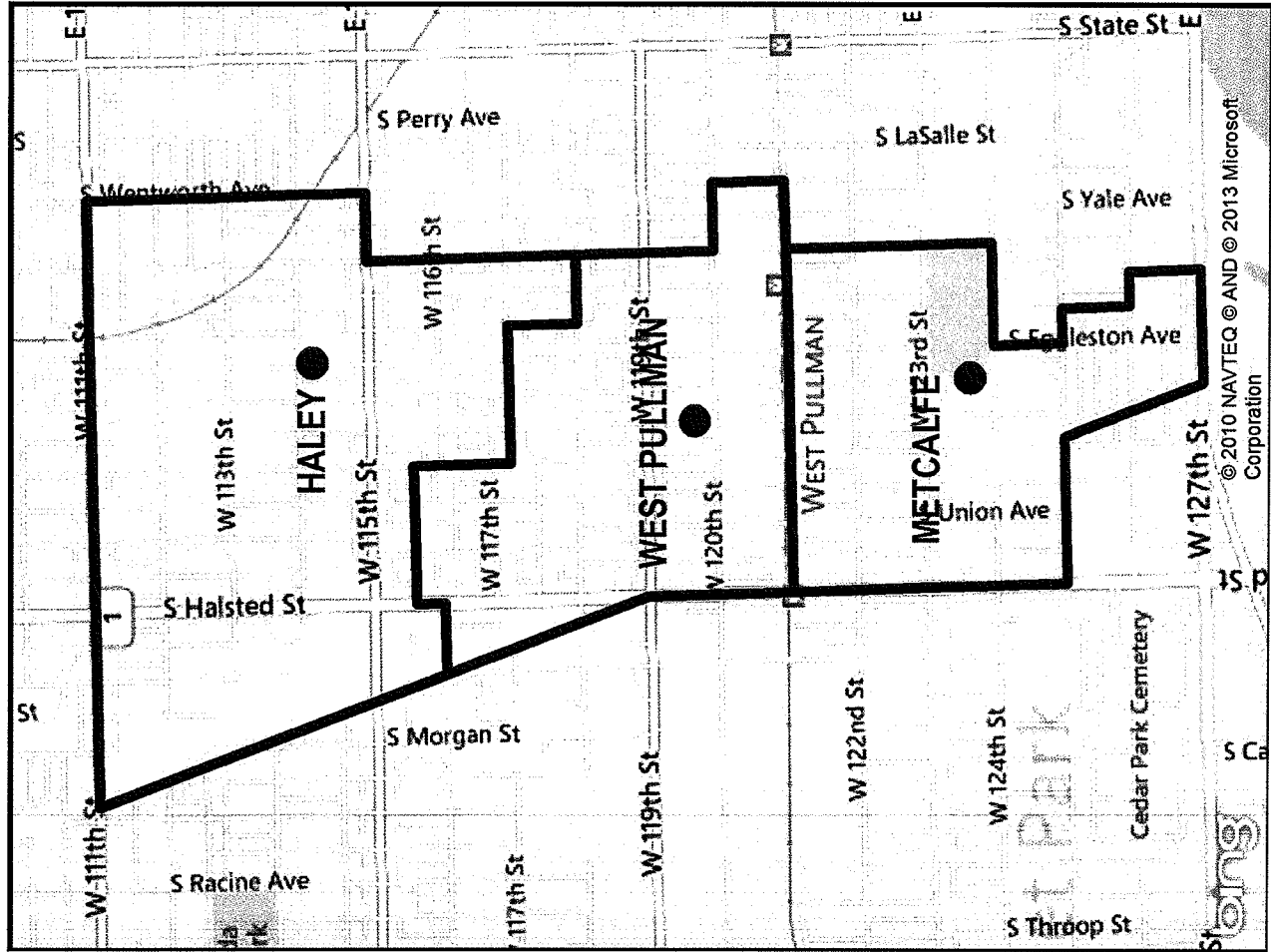
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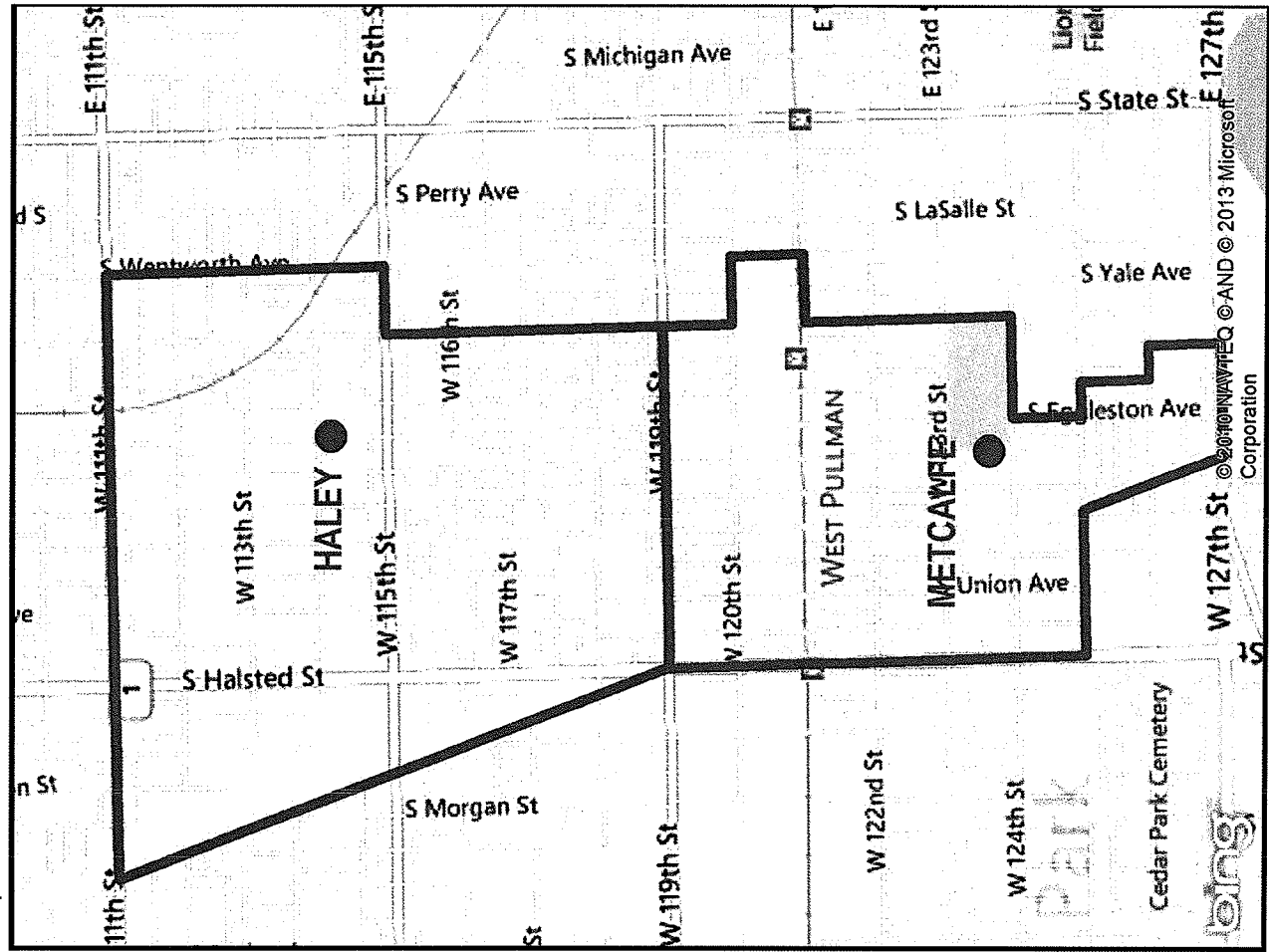
Current and Proposed Attendance Area Boundaries



Current 2012-13 Boundaries



Proposed 2013-14 Boundaries





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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of West Pullman Elementary School

Statement of Karen Saffold, Chief of Schools for the Rock Island Elementary School Network

April 16, 2013

Good evening Your Honor. My name is Karen Saffold. I am the Chief of Schools for the Rock Island Elementary School Network, and I have been the Chief of Alex Haley Elementary Academy since 2010. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Haley is within the Rock Island Elementary School Network and I am responsible for the support and oversight of Haley on behalf of the CEO.

By way of background, over the past 20 years, I have worked in a number of capacities within public education, including, teacher, curriculum coordinator, assistant principal, and principal before becoming an Area Instruction Officer in 2006. I have a doctorate in education and hold degrees and certificates from Illinois State, Roosevelt, Nova Southeastern, Harvard, and Northwestern Universities.

As you have already heard, West Pullman fits the criteria of the Chief Executive Officer's Guidelines for School Actions because it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. West Pullman students will be welcomed by Haley, located at 11411 South Eggleston Avenue. The facility at 11411 South Eggleston Avenue has enough space to welcome the West Pullman students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When West Pullman students are welcomed by the Haley administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. West Pullman received a Level 3 rating based on its performance during the 2011-2012 school year, while Haley received a Level 2 rating. The Performance Policy reports reflecting these levels are included in the binder of documents that you have received at tab 25. Please note that the performance policy ratings from the 2011-2012 school year appear under

the 2012-2013 header on these reports, as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at West Pullman during the remainder of this school year and at Haley 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. If the Board approves this proposal, CPS will publish final transition plans which will incorporate feedback from community meetings, this hearing, and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Haley 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 West Pullman maintain academic rigor for the remainder of the school year and ensure a smooth transition to Haley. 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 Haley 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 be available at open houses 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 Haley 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 West Pullman 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, West Pullman is underutilized, the combined enrollment of West Pullman and Haley students at the 11411 South Eggleston Avenue facility will not exceed the facility's enrollment efficiency range, and Haley is a higher performing school. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

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



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Performance Policy

2012 Elementary School Performance Policy Report

West Pullman Elementary School

School ID: 610224

Network: Lake Calumet Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					55.3% (1 point)	+5.0 (2 points)	3 of 6
ISAT Math Meets/Exceeds %					64.7% (1 point)	+0.1 (1 point)	2 of 6
ISAT Science Meets/Exceeds %					47.5% (0 points)	-0.6 (0 points)	0 of 6
ISAT Composite Exceeds %					5.4% (1 point)	-0.7 (0 points)	1 of 6
8th Grade ISAT Composite Exceeds %					5.6% (1 point)	-1.0 (0 points)	1 of 6
Adjusted Attendance Rate					92.1% (1 point)	+1.2 (3 points)	4 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.3	35th	1 of 3
Value-Added Math	-1.0	11th	1 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	13 of 42 (31%)	15 of 42 (35.7%)	22 of 42 (52.4%)
Performance Rating	Level 3	Level 3	Level 2
ISAT Composite Meets/Exceeds %	57.8% (2012)	58.5% (2011)	58.1% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite	Less than 5.0%	0 points	Less than 0.1	0 points
Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT 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.

Performance Policy

2012 Elementary School Performance Policy Report

Alex Haley Elementary Academy

School ID: 609808

Network: Rock Island Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points	
ISAT Reading Meets/Exceeds %		61.8%	65.9%	62.5%	64.0%	62.8% (1 point)	-0.5 (0 points)	1 of 6
ISAT Math Meets/Exceeds %		62.8%	74.4%	76.4%	75.7%	76.1% (2 points)	+4.5 (2 points)	4 of 6
ISAT Science Meets/Exceeds %		73.5%	64.7%	69.3%	70.3%	78.3% (2 points)	-4.6 (0 points)	2 of 6
ISAT Composite Exceeds %		5.8%	5.6%	7.1%	10.3%	8.7% (1 point)	+4.1 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %		2.6%	0.0%	11.1%	4.4%	7.8% (1 point)	-0.2 (0 points)	1 of 6
Adjusted Attendance Rate		94.6%	94.2%	95.2%	95.4%	95.3% (3 points)	+0.4 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+1.4	94th	3 of 3
Value-Added Math	+1.6	94th	3 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	23 of 42 (54.8%)	25 of 42 (59.5%)	21 of 42 (50%)
Performance Rating	Level 2	Level 2	Level 2
ISAT Composite Meets/Exceeds %	69.5% (2012)	71.6% (2011)	69.6% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
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Scoring

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	80.0% or more	3 points	6.0 or more	3 points
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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		

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