

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
GRAEME STEWART ELEMENTARY SCHOOL**

**April 16, 2013
COMMENCING AT 5:30 P.M.**

**HON. CHARLES WINKLER
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, School Personnel and Local School Council Members of Graeme Stewart Elementary School and Joseph Brennemann Elementary School on or about March 21, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) Draft Guidelines for School Actions on or about October 31, 2012, (b) Guidelines for School Actions on or about November 30, 2012, (c) Proposals on or about March 21, 2013, and (d) Summaries from Community Meetings on or about April 13, 2013 and April 16, 2013.
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
Graeme Stewart Elementary School
4525 N. Kenmore Ave.

Parent or Guardian of a Student at
Joseph Brennemann Elementary School
4251 N. Clarendon Ave.

Re: Proposed Closure of Graeme Stewart 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 Graeme Stewart Elementary School (Stewart). I am also recommending that Joseph Brennemann Elementary School (Brennemann) serve as the dedicated welcoming school for students at Stewart 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 Stewart, located at 4525 N. Kenmore 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, Stewart had 256 students enrolled on the 20th day of attendance, but has the capacity to serve 630 students. Stewart students will be welcomed by Brennemann, located at 4251 N. Clarendon Ave. While the closure of Stewart is not related to performance, it is important to note that Brennemann 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 Stewart

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

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Amundsen High School
5110 North Damen Avenue

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Amundsen High School
5110 North Damen Avenue

Public Hearing

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

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated

location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

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

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". The signature is fluid and cursive, with a large initial "B" and a long, sweeping underline.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



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

Barbara Byrd-Bennett
Chief Executive Officer

21 de marzo de 2013

Padre o tutor de estudiante de
Graeme Stewart Elementary School
4525 N Kenmore Ave

Padre o tutor de estudiante de
Joseph Brennemann Elementary School
4251 N Clarendon Ave

Re: Propuesta de cierre de Graeme Stewart Elementary School

Estimado padre o tutor:

Como Directora Ejecutiva de las Escuelas Públicas de Chicago (CPS), estoy comprometida en asegurar que cada niño, en cada barrio, reciba una educación de calidad que lo prepare para el éxito en la universidad, en una carrera y en la vida.

En estos momentos, la realidad indica que demasiados niños no reciben la educación que merecen. Tenemos una crisis de uso del espacio escolar que está agotando nuestros recursos limitados. Estamos pagando por edificios semivacíos que son costosos de mantener y reparar, en lugar de usar esos fondos para invertir directamente en la educación de nuestros niños. Esta crisis no ocurrió de repente, y tampoco vamos a poder solucionarla de un momento a otro, pero nuestros niños necesitan y merecen que todos nosotros trabajemos todos los días para mejorar sus posibilidades de éxito.

Desde inversiones en educación inicial y el día escolar completo, a la presencia de directores y maestros sólidos en nuestras escuelas, trabajamos todos los días para alcanzar esa meta y hacer todo lo posible para que los niños de Chicago mejoren y sean exitosos.

Tenemos que asegurarnos que cada niño pueda asistir a una escuela que cuente con los apoyos y recursos necesarios para ayudarlo a prosperar. La combinación de escuelas nos permitirá contar con más recursos para que cada estudiante asista a una escuela de mejor rendimiento, una escuela del siglo 21 con amenidades actualizadas, más instrucción individual y los programas que necesiten para competir y triunfar. Me he comprometido a que cada estudiante y padre tengan una opción de asistir a una escuela de mejor rendimiento en el otoño, y este es un compromiso que pueden estar seguros voy a mantener.

No se engañen, esto será duro. Como ex maestra y directora he vivido el cierre de escuelas. Nunca es fácil, sin importar donde se encuentre uno. Pero en mis 40 años de educadora nunca estuve más convencida de que tenemos que tomar medidas ahora. Si no lo hacemos, nuestros niños y sus futuros pagarán el precio de la demora.

Quiero asegurarles que escuché sus preocupaciones y las tuve en cuenta: nunca voy a tratar de mejorar la educación a expensas de la seguridad de nuestros estudiantes. Mientras trabajamos para mejorar la calidad de la educación de nuestros hijos, también trabajaremos para estar seguros de que estén apoyados y seguros, coordinando con agencias municipales como el Departamento de Policía de Chicago y el Departamento de Familia y Servicios de Apoyo, así como con organizaciones comunitarias y religiosas.

Después de un proceso meditado y riguroso, en el que consideramos cada escuela individual e incorporamos los aportes recibidos de más de 20,000 personas como usted – padres de toda la ciudad y miembros de comunidades de cada barrio – estoy haciendo hoy múltiples propuestas. Estoy recomendando el cierre de Graeme Stewart Elementary School (Stewart). Asimismo recomiendo que Joseph Brennemann Elementary School (Brennemann) sirva como escuela receptora de los estudiantes de Stewart en el otoño.

Hay una serie de apoyos que ofreceremos para que su hijo tenga una transición segura y sin problemas a un ambiente académico de mejor rendimiento en su escuela receptora. Ellos incluyen:

- Acceso a una escuela dedicada, de mejor rendimiento y con capital de inversión adicional, apoyada además por nuevos recursos para que haya una transición segura y sin problemas en el otoño de 2013;
- Un plan de seguridad para todos los estudiantes y el personal en todas las escuelas receptoras, creado en coordinación con el Departamento de Policía de Chicago y otras organizaciones comunitarias;
- Apoyo social y emocional basado en las necesidades específicas de los estudiantes;
- Apoyo a los estudiantes con diversas necesidades de aprendizaje;
- Apoyo a los estudiantes en situación de vivienda temporaria;
- Apoyo a los estudiantes que están aprendiendo inglés; y
- Actualización de instalaciones para mejorar el ambiente educativo general de la nueva escuela. Las mejoras pueden incluir los patios de juego, laboratorios de ciencias e informáticos, aire acondicionado y otras.

Finalmente, los directores de todas las escuelas receptoras también dispondrán de fondos discrecionales adicionales que usarán en el apoyo de las necesidades únicas de todos los alumnos.

Una propuesta detallada se encuentra a continuación. Por favor, lean y consideren cuidadosamente los apoyos que estamos ofreciendo para ayudar a su niño a recibir una educación de calidad en su nueva escuela. Y por favor, sepan que nuestro trabajo no está completo y sus aportes serán críticos en las semanas venideras. Les pido que participen en las dos reuniones comunitarias, y en la audiencia pública, que se realizarán para su escuela. Les agradezco sus aportes continuados mientras trabajamos para ofrecer a su hijo y a todos los estudiantes de CPS la educación de calidad que merecen.

Nuestra propuesta e inversiones

Nuestra propuesta es cerrar la escuela Stewart, ubicada en 4525 N Kenmore Ave al final del actual año lectivo porque está subutilizada, con base en los Estándares de Uso del Espacio de CPS y en la cantidad de estudiantes matriculados en el 20º día de asistencia del año escolar 2012-2013. Específicamente, Stewart tenía 256 estudiantes matriculados en el 20º día de asistencia, pero una capacidad para servir a 630 estudiantes. Los estudiantes de Stewart serán bienvenidos en Brennemann, ubicada en 4251 N Clarendon Ave. Aunque el cierre de Stewart no se debe a su rendimiento, es importante notar que Brennemann es una escuela de mejor rendimiento, según los Lineamientos de Acciones Escolares de la Directora Ejecutiva (Lineamientos).

Un borrador del plan de transición ha sido entregado por la escuela a los estudiantes para que lo lleven a sus casas, con las inversiones que apoyarán una transición sin problemas y segura.

Más aun, CPS se compromete a ofrecer oportunidades educativas que atiendan las necesidades únicas de cada estudiante y las prioridades familiares, y alienta a las familias a decidir si la escuela receptora asignada es la mejor para sus hijos. Para apoyar a las familias en esta decisión, la información sobre la Oficina de Acceso y Matriculación se encuentra en el borrador del plan de transición.

Área de asistencia de Stewart

También estoy proponiendo que el área geográfica asociada actualmente con Stewart sea reasignada a Brennemann. Esto significa que Brennemann será la nueva escuela comunitaria de los estudiantes que viven en el área de asistencia de Stewart.

Comentarios del público sobre esta propuesta

El público podrá hacer comentarios durante las siguientes reuniones comunitarias, y en la audiencia pública:

Reunión comunitaria 1

Monday, April 08, 2013

5:00pm-7:00pm

Amundsen High School

5110 North Damen Avenue

Reunión comunitaria 2

Thursday, April 11, 2013

5:00pm-7:00pm

Amundsen High School

5110 North Damen Avenue

Audiencia pública

Tuesday, April 16, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

Los invito a compartir sus opiniones sobre esta propuesta en las reuniones comunitarias y en la audiencia pública. Si quieren participar tendrán que registrarse ese día en el lugar designado, a partir de una hora antes del comienzo y hasta una hora después de iniciada la reunión o audiencia. Dispondrán de dos minutos para hablar, a menos que el oficial a cargo de la audiencia o el organizador de la reunión otorguen una extensión. La audiencia concluirá a la hora señalada o después de los comentarios de la persona que hable por último, lo que ocurra primero.

Después de las reuniones comunitarias y de la audiencia pública voy a analizar el informe escrito del oficial encargado. En ese momento podré recomendar que la Junta de Educación de la ciudad de Chicago considere y apruebe la clausura de Stewart.

Más preguntas o preocupaciones:

Si tienen alguna pregunta o preocupación, por favor llamen al 311 (Servicios de la Ciudad) o visiten www.cps.edu/qualityschools.

Gracias por su consideración y paciencia durante este tiempo mientras trabajamos para ofrecer a sus hijos todos los recursos y apoyos que merecen.

Atentamente,



Barbara Byrd-Bennett
Directora Ejecutiva, Escuelas Públicas de Chicago

DRAFT TRANSITION PLAN**For the Proposed Closure of Graeme Stewart 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 Graeme Stewart Elementary School (Stewart). This decision is based on the underutilization of Stewart, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Joseph Brennemann Elementary School (Brennemann), 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

Stewart is a neighborhood elementary school located at 4525 N. Kenmore Ave., in the Ravenswood-Ridge Elementary Network of CPS. Stewart currently serves 256 students in PE, PK & K-8th grades. CPS is proposing to close Stewart based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Stewart students will be welcomed at Brennemann, located at 4251 N. Clarendon 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 Stewart and Brennemann, 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 Stewart will be reassigned to Brennemann. This means that Brennemann will be the new neighborhood school for students living in the Stewart boundary.

III. Safety and Security

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

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

English Language Learners (ELL)

- Current and future ELLs attending Brennemann 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 Brennemann 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 Diverse Learners Support and Services will be working with families to identify the location of the student's school and the family should expect a placement letter.

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- 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.

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VI. Public Comment

Community Meetings and Public Hearings:

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(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

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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

Administrators, Faculty, Staff, and LSC Members
Graeme Stewart Elementary School
4525 N. Kenmore Ave.

Administrators, Faculty, Staff, and LSC Members
Joseph Brennemann Elementary School
4251 N. Clarendon Ave

Re: Board of Education Proposed Closure of Graeme Stewart 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 Graeme Stewart Elementary School (Stewart). 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 Stewart, located at 4525 N. Kenmore 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, Stewart had 256 students enrolled on the 20th day of attendance, but has the capacity to serve 630 students. Stewart students will be welcomed by Joseph Brennemann Elementary School (Brennemann), located at 4251 N. Clarendon Ave. While the closure of Stewart is not related to performance, it is important to note that Brennemann 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 Stewart

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

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

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

If the Board approves this proposal, the Local School Council (LSC) of Stewart 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

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5:00pm-7:00pm
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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 Stewart.

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 long horizontal stroke at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN
For the Proposed Closure of Graeme Stewart 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 Graeme Stewart Elementary School (Stewart). This decision is based on the underutilization of Stewart, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Joseph Brennemann Elementary School (Brennemann), 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

Stewart is a neighborhood elementary school located at 4525 N. Kenmore Ave., in the Ravenswood-Ridge Elementary Network of CPS. Stewart currently serves 256 students in PE, PK & K-8th grades. CPS is proposing to close Stewart based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Stewart students will be welcomed at Brennemann, located at 4251 N. Clarendon 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 Stewart and Brennemann, 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 Stewart will be reassigned to Brennemann. This means that Brennemann will be the new neighborhood school for students living in the Stewart boundary.

III. Safety and Security

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

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

English Language Learners (ELL)

- Current and future ELLs attending Brennemann 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 Brennemann 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 Diverse Learners Support and Services will be working with families to identify the location of the student's school and the family should expect a placement letter.

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- 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.cpscae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

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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 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 Mozhiah Garvey Elementary School and Mount Vernon Elementary School regarding the Proposed Closure of Marcus Mozhiah Garvey Elementary School
 - q. Nathan R. Goldblatt Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
 - r. Walter Q. Gresham Elementary School and Kwame Nkrumah Academy Elementary School regarding the Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
 - s. Hope College Preparatory High School regarding the Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School
 - t. Matthew A. Henson Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School
 - u. Victor Herbert Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
 - v. Mahalia Jackson Elementary School and Fort Dearborn Elementary school regarding the Proposed Closure of Mahalia Jackson Elementary School
 - w. William H. King Elementary School and Jensen Elementary Scholastic Academy regarding the Proposed Closure of William H. King Elementary School
 - x. Alfred David Kohn Elementary School, Countee Cullen Elementary School, Langston Hughes Elementary School, and Mildred I. Lavizzo Elementary School regarding the Proposed Closure of Alfred David Kohn Elementary School

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

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

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

VERIFICATION BY CERTIFICATION

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


JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

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

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

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

16. In connection with the proposal to close Dumas Technology Academy and relocate James Wadsworth Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
17. In connection with the proposal to close Ana Roque de Duprey Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
18. In connection with the proposal to close Robert Emmet Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
19. In connection with the proposal to close Leif Ericson Elementary Scholastic Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
20. In connection with the proposal to close Enrico Fermi Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.
21. In connection with the proposal to close Garfield Park Preparatory Academy Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
22. In connection with the proposal to close Marcus 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 Natashia 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

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

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

- ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
 - ddd. Proposed Closure of Lyman Trumbull Elementary School
 - eee. Proposed Closure of Alexander von Humboldt Elementary School
 - fff. Proposed Closure of West Pullman Elementary School
 - ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
 - hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
 - iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - jjj. Proposed Closure of Elihu Yale Elementary School
6. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members and draft transition plans were published on the CPS website on March 22, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
- a. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School
7. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 6, 2013 community meetings detailed below were published on the CPS website on or before April 11, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 10:00am-12:00pm
 - b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 10:00am-1:00pm
 - c. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
 - d. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 10:00am-12:00pm
 - e. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 12:30pm-2:30pm
 - f. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
 - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 10:00am-12:00pm
 - h. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm
 - i. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
 - j. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
 - k. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
 - l. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm

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

- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
- g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
- h. Proposed Closure of Ignance Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
- i. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
- j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 5:00pm-8:00pm
- k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
- l. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
- m. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
- n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
- o. Proposed Closure of Marcus Mozhiah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
- p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm


10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:

- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
- b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
- c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
- d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
- f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
- g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
- h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
- i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
- j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

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

VERIFICATION BY CERTIFICATION

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


JASON VAN PATTEN

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Description:

Positive evidence that the ad appeared in the Chicago Sun-Times on the date & page indicated. You may not create derivative works, or in any way exploit or repurpose any content.

Public Notices

NOTICE
INVITATION TO BID
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
Sealed proposals, endorsed as below, will be deposited in the sealed bid depository...

CONTRACT 11-617-21
WATER RECLAMATION PLANT
PUNISH, DELIVER AND INSTALL A STEEL LINE AT THE CALLUMET
Estimated cost: \$40,000.00
Bid Deposit: \$40,000.00

CONTRACT 13-690-11
SERVICES TO REBUILD AC AND DC MOTORS TO VARIOUS SERVICE AREAS
Estimated Cost: \$183,900.00
Bid Deposit: \$9,200.00
Bid Opening: April 16, 2013

The above is an abbreviated version of the bidder's invitation to bid. A full version which includes a brief description of the project and/or service can be found on the District's website...

Proposals must be submitted on proposal forms. Proposal forms are to be placed in an envelope. The envelope shall indicate the contract number and date of bid opening.

Each proposal must be accompanied by a bid deposit in the form of cash (U.S. currency only), cashier's check, certified check, or bid bond, as stated in the Bidding Requirements and Instructions to Bidders contained in the contract document.

Public Notices

NOTICE
REQUEST FOR PROPOSAL
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
ECONOMIC ADVISOR FOR RENEWABLE ENERGY PROJECTS
13-RFP-08

Sealed proposals will be received until Friday, May 3, 2013 at 11:00 A.M. (Chicago time) at the bid depository site in the lobby of the District's Administration Building, 100 East Erie Street, Chicago, Illinois 60611.

The objective of 13-RFP-08 is to provide MWRDGO management with economic and financial advisor expertise in the renewable energy market with emphasis on anaerobic digestion and biogas sectors.

A total of six (6) copies of the technical proposal must be submitted, one (1) original signature set and five (5) copies. One original set of the Cost Proposal documentation shall be submitted in a separate sealed envelope.

Proposals shall conform to all the terms and conditions of this Request for Proposal, as stated in this document. Failure to conform to the terms and conditions of the Request for Proposal will render the proposal non-responsive and ineligible for further consideration.

The District reserves the right to accept or reject any proposal for any reason without explanation and without being bound by any proposal.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CLOSING OF GRAEME STEWART ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Graeme Stewart Elementary School...

April 16, 2013, from 5:30pm-7:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 17, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 18, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 19, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 20, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CLOSING OF JEAN D. LAVAYETTE ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Jean D. Lavayette Elementary School...

April 11, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 12, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 13, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 14, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 15, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CLOSING OF MARY MAPES TAYLOR SCHOOL AND JEAN D. LAVAYETTE ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Mary Mapes Taylor School and Jean D. Lavayette Elementary School...

April 16, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 17, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 18, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 19, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 20, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CLOSING OF MARY MAPES TAYLOR SCHOOL AND JEAN D. LAVAYETTE ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Mary Mapes Taylor School and Jean D. Lavayette Elementary School...

April 16, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 17, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 18, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 19, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 20, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CLOSING OF MARY MAPES TAYLOR SCHOOL AND JEAN D. LAVAYETTE ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Mary Mapes Taylor School and Jean D. Lavayette Elementary School...

April 16, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 17, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 18, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 19, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

April 20, 2013, from 5:00pm-7:00pm at the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment.

Public Notices

NOTICE
INVITATION TO BID
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
Sealed proposals, endorsed as below, will be deposited in the sealed bid depository...

CONTRACT 11-617-21
WATER RECLAMATION PLANT
PUNISH, DELIVER AND INSTALL A STEEL LINE AT THE CALLUMET
Estimated cost: \$40,000.00
Bid Deposit: \$40,000.00

CONTRACT 13-690-11
SERVICES TO REBUILD AC AND DC MOTORS TO VARIOUS SERVICE AREAS
Estimated Cost: \$183,900.00
Bid Deposit: \$9,200.00
Bid Opening: April 16, 2013

The above is an abbreviated version of the bidder's invitation to bid. A full version which includes a brief description of the project and/or service can be found on the District's website...

Proposals must be submitted on proposal forms. Proposal forms are to be placed in an envelope. The envelope shall indicate the contract number and date of bid opening.

Each proposal must be accompanied by a bid deposit in the form of cash (U.S. currency only), cashier's check, certified check, or bid bond, as stated in the Bidding Requirements and Instructions to Bidders contained in the contract document.

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

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

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

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

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

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

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

Equal education opportunity for Negroes: Abstraction or reality. Robert L. Carter, 1968 U.Ill.L.F. 160.

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

Kids surfing the Net at school: What are the legal issues? 24 Rutgers Computer & Tech.L.J. 417 (1998).

Liability of local governments and their employees in Illinois. 58 Ill.B.J. 620 (1970).

Privacy regulation of computer-assisted testing and instruction. 63 Wash.L.Rev. 841 (1988).

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

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

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

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

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

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

LIBRARY REFERENCES

Schools 55.

Westlaw Topic No. 345.

C.J.S. Schools and School Districts §§ 149 to 150, 191 to 194, 196 to 199, 310, 372, 507, 570.

RESEARCH REFERENCES

ALR Library

127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with any procedural rights during rehiring process following economic layoff; section merely provided board with authority to promulgate such procedures as it saw fit, but section contained no mandatory language. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147.48

2. Legislative intent

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

3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

6. Budget

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

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

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

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

7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

13. School property, use of

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

14. Racial discrimination

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

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

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

15. Desegregation plans


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


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


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


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


Formerly cited as IL ST CH 122 ¶ 34-18


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



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


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

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

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

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

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

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

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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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▣ 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

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

Effective: November 30, 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)

▣ 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 ILCS 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 PSAE administration and during the Spring 2011 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

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

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

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

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

4. PSAE Reading Score– 2 possible points

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point
- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point
- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. PSAE Science Score– 2 possible points

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

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

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

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

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

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

7. Attendance – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

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

A. Schools Placed on Remediation

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

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

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

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

B. Schools Placed on Probation

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

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

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

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

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

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

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

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

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

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

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

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

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

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

Chicago Public Schools Policy Manual

Title: REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES

Section: 703.2

Board Report: 05-0622-PO1

Date Adopted: June 22, 2005

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

PURPOSE:

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

POLICY TEXT:

I. Annual Review of Attendance Boundaries

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

II. Factors to be Considered

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

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

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

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

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

C. Geographic Barriers

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

D. Travel Time and Distance

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

E. Program Considerations

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

III. Process

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

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

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

Amends/Rescinds: Amends 04-0526-PO4, Adopted 04-0526-PO4

Cross References:

Legal References:

CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. Rationale and Importance for Space Utilization Standards

1. Education

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

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

2. Operations

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

B. Summary of P.A. 097-0474

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

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

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

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

C. Summary of Standards

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

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

II. Core Concepts

A. Elementary Schools - Definitions

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

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

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

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

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

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

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

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

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

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

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

B. Elementary Schools - Calculations

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

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

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

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

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

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

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

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

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

³ equal to # of Allotted Homeroom Classrooms X 30

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

C. High Schools - Definitions

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

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

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

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

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

D. High Schools - Calculations

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

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

² equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

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

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

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

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

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

Sharing Space

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

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

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

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

II. Space Utilization for Each School Building

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

III. Conclusion

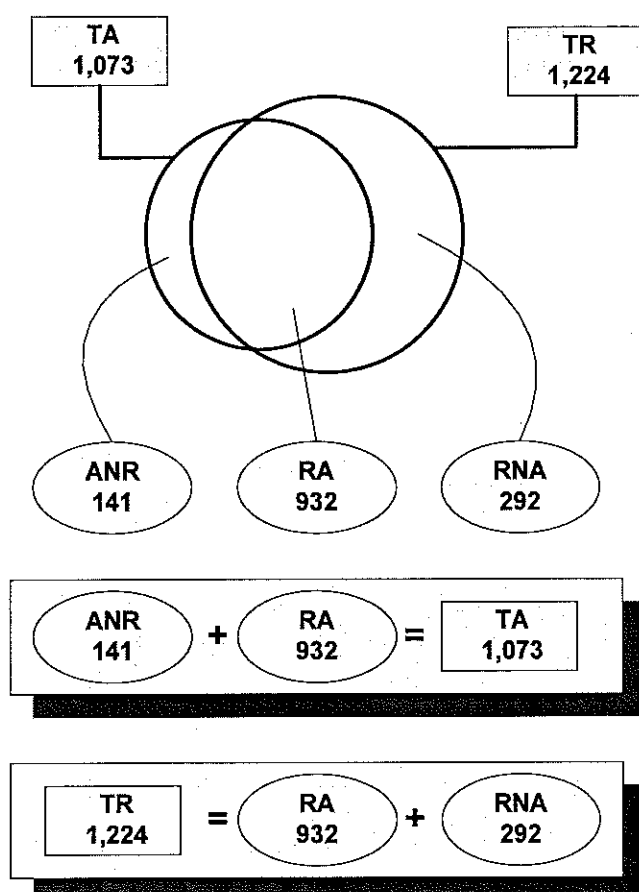
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

Appendix A

Key School Demographics Statistics and Indicators

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

Example - School A



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

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

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

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

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

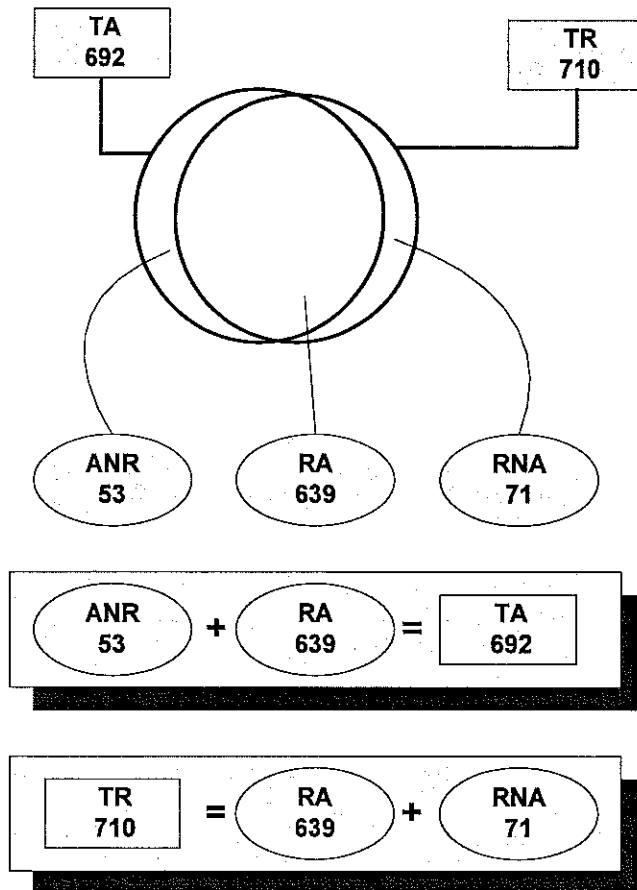
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

Example – School B



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

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

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

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

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

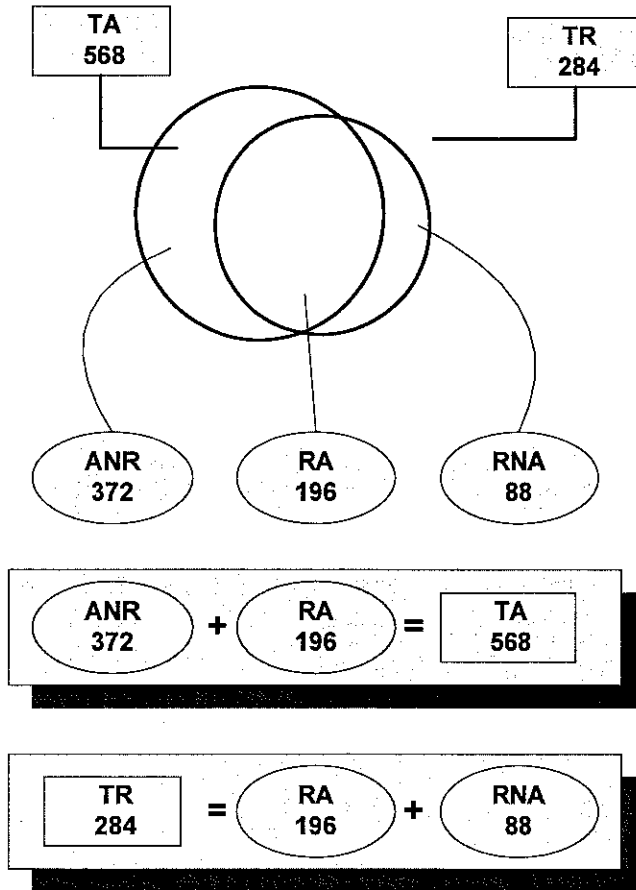
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

Example – School C



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

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

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

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

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

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

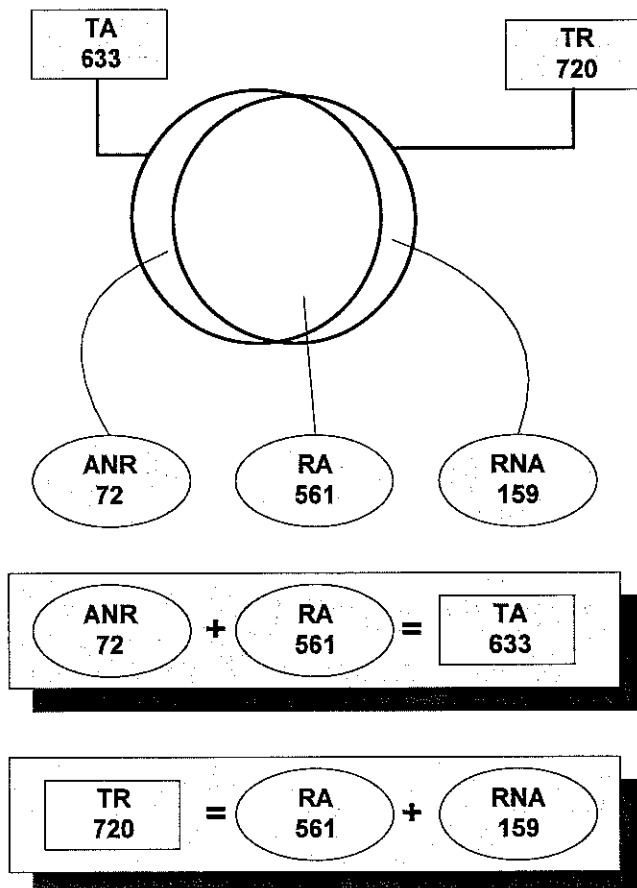
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

Example – School D



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

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

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

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

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

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

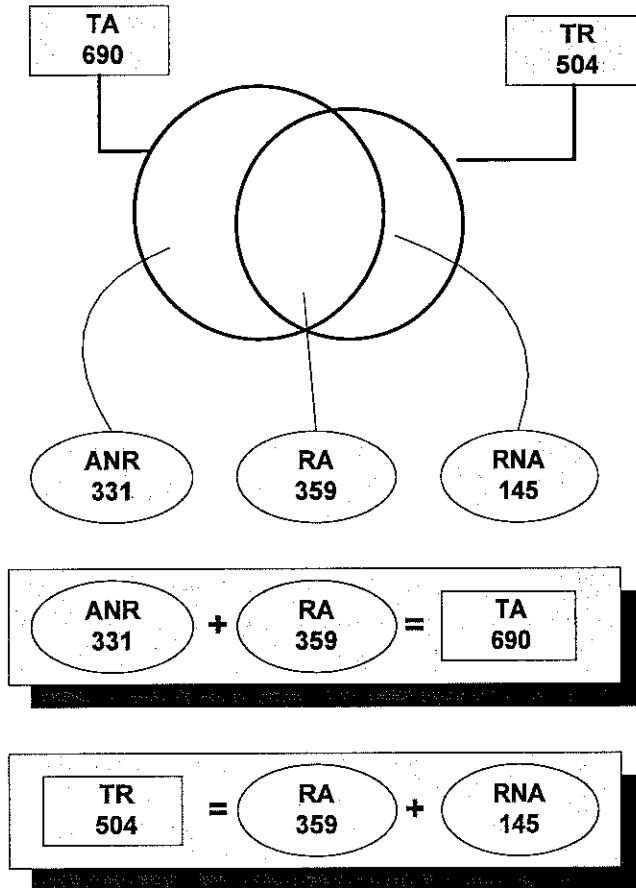
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

Example – School E



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

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

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

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

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

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

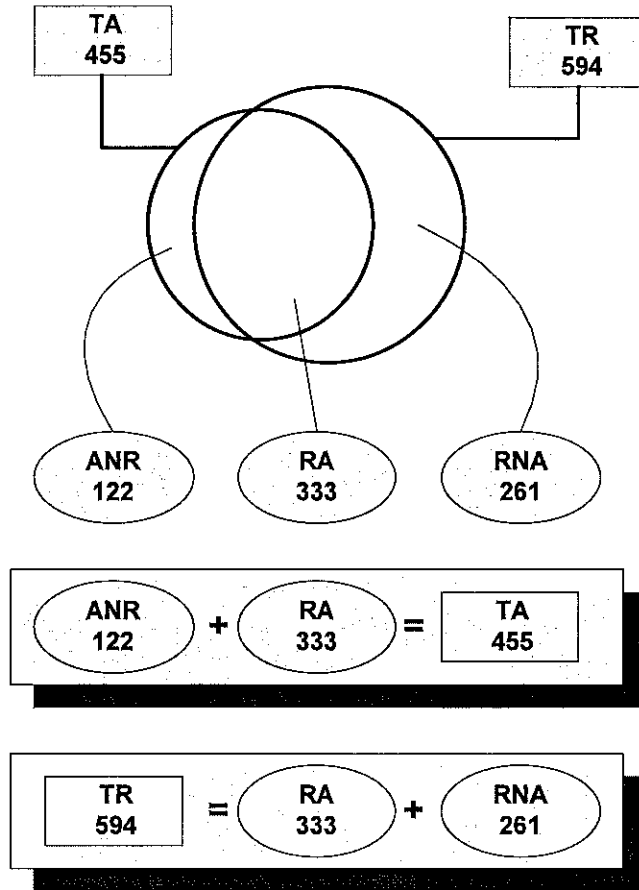
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

Example - School F



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

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

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

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

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

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

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

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

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

Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]

GUIDELINES FOR SCHOOL ACTIONS¹
2012-2013 SCHOOL YEAR
(“Guidelines”)

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

Space Utilization

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

Grade Alignment

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

2. Constraining Factors

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

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

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

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

3. Additional Information to Consider

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

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

END OF DOCUMENT

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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.

ORIGINAL

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Stewart Elementary
(Sending) and Brennemann Elementary (Welcoming)
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 8th,
2013, at Amundsen High School, Chicago,
Illinois, commencing at 5:00 p.m., and
concluding at 7:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. TIM CAWLEY - Presenter,
Chief Administrative Officer

MR. SEBASTIEN DE LONGEAUX - Facilitator,
Chief Procurement Officer

ALSO PRESENT:

MR. CRAIG BENES - Chief of Schools
- Ravenswood Ridge Network

MR. PHIL SALEMI - Deputy Chief of Schools
- Ravenswood Ridge Network

Reported By: Sandra Di Vito, CSR

License No.: 084-004642

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SPEAKERS

Ms. Sarah Abedelal	12
Mr. Reginald Spears	15
Mr. Glenn Richards	17
Ms. Stavronla Harissis	20
Ms. Lory Richards	22
Ms. Karen Zaccor	23
Mr. Mark Kaplan	24
Mr. Steven Serikaku	27
Ms. Debby Pope	29

* - Submitted hard copy testimony

1 (Whereupon, the following
2 proceedings commenced at
3 5:00 p.m.:)

4 MR. CAWLEY: Good evening, ladies and
5 gentlemen. I would speak without the microphone
6 to such a small group, but I understand the
7 meeting is being recorded, so I want to respect
8 that part of the process.

9 My name is Tim Cawley, I'm the Chief
10 Administrative Officer for Chicago Public
11 Schools, and I'm happy to be here with you
12 tonight for the community meeting to discuss
13 this school action.

14 We will have a very brief introduction
15 because the primary reason to be here tonight is
16 to hear comments from the community. So, if you
17 haven't signed up, I'd urge you to sign up
18 because we would like to hear from you.

19 This is a step in the process to make a
20 change with these schools, with Stewart and
21 Brennemann, a process that's been going on for
22 four months, through dozens of community
23 meetings, we've heard from over 20,000 people in
24 Chicago. And we're here tonight to represent

1 CEO Barbara Byrd-Bennett and the Board, the
2 Chicago Board of Education.

3 And with me tonight is our Chief
4 Procurement Officer, Sebastien De Longeaux, and
5 he'll be speaking with you in a moment just
6 about the protocols for any speakers that there
7 are. So, we are here this evening to represent
8 the leadership of the Board and to take back
9 your messages to them.

10 The purpose is to consider the specific
11 proposal. And the most important thing here
12 tonight is this document that was handed out,
13 this that provides all of the information on
14 closing Stewart and moving the students from the
15 Stewart School into the Brennemann School, into
16 Brennemann Elementary. So, that's something
17 we'll walk you through here in a minute.

18 Our process is very structured this
19 evening, but, also, we have a second community
20 meeting on Thursday evening right here in this
21 auditorium at 5:00 p.m. -- also, at 5:00 p.m.,
22 and that's on Thursday. And, then, a week from
23 tomorrow, on Tuesday, April 16th, there is a
24 public hearing down at the Board of Education at

1 125 South Clark, and that will, actually, be led
2 by, like, a Judge, and it's another step in this
3 process where testimony is heard and input from
4 the community is heard and valued.

5 To capture everything that is being
6 said to us tonight, we have quite a team. Our
7 court reporter will capture every word that is
8 said, her name is Kathy -- oh, no, that's
9 Sandra. Kathy is our sign language interpreter.

10 We, also, have two Spanish language
11 translators. Is there anybody who needs Spanish
12 translation? Doesn't appear so. Okay. Thank
13 you. We'll keep an eye out to see if that has
14 to change.

15 And, then, also, from our Network Team,
16 Katie Rouse will be capturing notes and
17 summarizing what's said tonight.

18 And I assure you the purpose of the
19 court reporter's transcript and the note taking
20 of the summary is to go back to Dr. Byrd-Bennett
21 and the Board for them to understand the
22 community's thoughts about this change.

23 So, with that, I'd like to refer you to
24 the handout that was given to you as you came

1 in. What we've tried to do is to provide a very
2 simple summary of what it is that we're
3 proposing here.

4 First of all, in the middle, you can,
5 obviously, see a map, and if you're familiar
6 with the community, it would look very familiar
7 to you. On the left we explain the rationale
8 for why Stewart is being proposed for closure.
9 And, again, the proposal is just what we have
10 suggested to our Board -- proposed to our Board,
11 and they will vote on it in the May 22nd Board
12 Meeting after considering all of this input from
13 the community. So, it's why we in the
14 management team have recommended the closure of
15 Stewart.

16 On the right side of the map, you can
17 see what we are going to be doing to invest in
18 Brennemann and what we think Brennemann offers
19 the students of Stewart to make it a better
20 education environment for them.

21 On the back of the first page, you can
22 see the very detailed proposal including where
23 the Stewart children will attend, and in this
24 case it's very straightforward, we would

1 transfer all of them over to Brennemann, in some
2 other locations there are multiple schools
3 involved. And it makes it clear what other
4 options are available to parents as far as
5 enrollment and ways that they might consider
6 other alternatives if Brennemann is not their
7 choice.

8 We, also, summarize here some of the
9 things that we're doing to make sure children
10 are safe as they go through this transfer. We
11 talk about the role of what happens with
12 teachers and with the LSC, which here at
13 Stewart, the LSC would close at the end of this
14 year. And, then, we talk about different
15 partnerships that would transfer over from
16 Stewart to Brennemann.

17 On the front of the second page is a
18 detailed summary of how we will reinvest the
19 savings that comes from closing Stewart and
20 other schools in the city into Brennemann and
21 other welcoming schools. In this case, what
22 we're trying to do to make sure the students who
23 go through the transition and who are affected
24 by this transition, because we acknowledge the

1 students at Brennemann are affected by the
2 influx of students from Stewart, so what we
3 wanted to do was reinvest in the environment for
4 all of those students. So, as you can see, top
5 left in that page, the safety plan for each
6 school that is customized for each situation
7 including safe passage workers who will line
8 the -- the primary routes to school.

9 In the facility we'll make sure that
10 every classroom has air-conditioning, that
11 there's a library, and we're investing in iPads
12 for all students grades 3 through 8 so that we
13 can begin to move into an education approach
14 that's more consistent globally and for the
15 21st century. And, so, that's a very
16 significant investment that will be integrated
17 into the curriculum at the new school.

18 We're, also, going to update the
19 school, make sure that Brennemann has a fresh
20 look so that the students who walk in there on
21 August 26th feel that they are coming into a
22 very positive environment.

23 We've, also, got additional funds for
24 social emotional support for our students. We

1 know that change is tough, it's tough for
2 adults, it's tough for children. And, so, we're
3 going to provide the supports to help the
4 community through this transition.

5 And, then, finally, the leadership
6 level, we have transition coordinators to help
7 both principals both at Stewart as they wind
8 down this school year and at Brennemann as they
9 prepare to accept all the students from the
10 Stewart School.

11 If you are a parent of a child with
12 special needs, either with the diverse learning
13 needs of disability, English language learner,
14 then at the bottom of that page, you can see
15 there's very specific numbers for you to call
16 and we will make sure that every child who has
17 special needs and going through this transition
18 has support to ensure that it is done right.

19 Finally, on the back of the second
20 sheet, you can see the attendance boundaries for
21 the current schools for Stewart and Brennemann
22 as they are today, and then, also, for the
23 combined Brennemann School where you can see on
24 the right in the green the new attendance

1 boundaries, which is, basically, just a complete
2 merger of the current boundaries for Stewart and
3 Brennemann.

4 So, hopefully, you'll find that handout
5 to be helpful and it was our way to try to give
6 you the information that you need, so that's how
7 we will transmit to you this evening to get you
8 the information you need and to show you the
9 other supports that are available to you at CPS
10 to make sure that you have everything to make
11 you as comfortable as you can be with this
12 transition.

13 So, at this point, what I'd like to do
14 is thank you for coming out this evening and
15 hand the microphone over to my colleague,
16 Sebastien De Longeaux, who will walk you through
17 our process for listening to input this evening
18 from those of you who would like to offer some
19 feedback. So, with that, Sebastien.

20 MR. DE LONGEAUX: Thank you, Tim, and
21 thank you to all of you. So, my name is
22 Sebastien De Longeaux, I'm the Chief Procurement
23 Officer for CPS.

24 So, the objective of this meeting is to

1 hear from you. There's a court reporter to
2 capture every remark as well as a CPS note
3 keeper that is here on my left to report
4 everything to our CEO Barbara Byrd-Bennett and
5 to the Board Office.

6 Since we want to give everybody a
7 chance to speak, and I think that would not be
8 an issue tonight, each designated operator has
9 2 minutes maximum to share their thoughts. To
10 that purpose, we have a timekeeper, he's right
11 here, who'll be holding up timecards to show how
12 much time the speaker has left. If people have
13 written speeches or other testimony materials,
14 they should leave copies to the court reporter
15 to be part of the permanent record.

16 The registration table for speaker
17 signup will remain open throughout the meeting,
18 but you must signup if you want to speak. The
19 meeting will last until 7:00 p.m., two hours,
20 and not beyond due to another meeting scheduled
21 at 7:30 tonight.

22 As Tim Cawley mentioned, we have
23 another meeting on April 11th, at 5:00 p.m.,
24 same location, and we, also, have the public

1 hearing on the 16th from 5:30 to 7:30.

2 And, now, I'm asking if everybody wants
3 to come up front and signup to talk.

4 So, we have Sarah Abedelal.

5 MS. ABEDELAL: Hi, my name is Sarah --

6 MR. DE LONGEAUX: Can you, please --

7 MS. ABEDELAL: I'm sorry?

8 MR. DE LONGEAUX: Sorry, can you, please,
9 give your name and your affiliation to the
10 schools, please.

11 MS. ABEDELAL: Absolutely. My name is
12 Sarah Abedelal, my affiliation is with
13 Joseph Brennemann Elementary School.

14 Joseph Brennemann School is impacted
15 because we, at this time, is proposed to be a
16 welcoming school, and my appearance here tonight
17 was just to talk about four things in terms of
18 that merger with our schools.

19 One, I want it to be noted that
20 Brennemann does have the capacity to absorb or
21 to help service an additional 300-plus students.

22 Additionally, our school has some of
23 the accommodations that the Board is seeking to
24 have, for example, a newly renovated

1 quarter million dollar library, we have a
2 computer lab, and we, also, have an amazing
3 writer's cafe which was funded by Target.

4 The third thing I want to make sure
5 that I mention is the professional development
6 that the teachers at Brennemann School currently
7 have through Chicago's Literacy Initiative,
8 which is a i3 Grant Federal Funded Program along
9 with a Target Funded Program where we are able
10 to have each of our teachers professionally
11 developed in a very meaningful way that impacts
12 significantly so students' achievement at our
13 school.

14 The fourth thing I'd like to add to
15 that is, as a result of this Target Initiative
16 Program, eight of our rooms have been fully
17 renovated and completely ready for receiving
18 more students, it has been furnished with the
19 materials needed to drive forth this merging or
20 this welcoming of our students.

21 And, then, lastly, I'd like to add that
22 we are currently working to engage all of the
23 stakeholders both at Brennemann School and then
24 in preparation should this proposal finally go

1 through.

2 And, so, I'm real happy to say that
3 Brennemann School is absolutely ready, the
4 teachers most hold master's degrees, and we're
5 very ready to have this be a hugely successful
6 welcoming school event. Thank you.

7 MR. CAWLEY: Thank you for your comments.

8 I realize as you were speaking that I
9 was remiss in my introductions, we have others
10 here who I should have introduced, our Network
11 Chief and his Deputy who oversee all of the
12 elementary schools in this area, Craig Benes and
13 Phil Salemi.

14 And, then, also, I don't think we have
15 any principals here, so if there are any
16 principals, we want to make sure that you feel
17 welcome and that would let you know that we are
18 glad that you're here.

19 Oh, you're the principal at Brennemann?

20 MS. ABDELAL: Correct.

21 MR. SALEMI: And the assistant principal.

22 MR. CAWLEY: And the assistant principal.

23 So, I overlooked that during my comments, so I'm
24 sorry.

1 MR. DE LONGEAUX: I'm now calling
2 Reggie Spears.

3 MR. SPEARS: Good evening. I'm here
4 representing Stewart School both for the
5 teachers and the parents.

6 One of my questions and my big concerns
7 is that with this school action, I understand
8 that there's a lot of money and things involved
9 in that, I wanted to know why a meeting like
10 this was not held at our school. Because I feel
11 like more of our parents, more of our students
12 can get involved and understand what is going to
13 be happening to them when they feel like it's a
14 part of their community. And to have something
15 outside of their community seems very hard. And
16 as you can see, we have very few, if any,
17 parents and students who are going to be
18 affected by this change here.

19 And I'm, also, very concerned about the
20 safety. I know that was addressed in the
21 opening statement and that there's a safety
22 plan. I can tell you from personal experience
23 from students' mouths to my ears that they are
24 afraid to go, not because Brennemann is a bad

1 school at all, and we're making sure that our
2 students understand that they are going to be
3 getting as good of an education as we've been
4 giving them, but they are afraid to walk two to
5 three blocks, they are afraid to go to this
6 school with -- with these -- with certain
7 students, because they have had conflicts in the
8 past. And that is their biggest concern, they
9 are afraid.

10 So, I want to -- I want to get some
11 more clarity on that aspect as far as the
12 schools coming together. So, thank you.

13 MR. DE LONGEAUX: Any other speaker?

14 MR. CAWLEY: Actually, this evening -- the
15 purpose of this evening is to hear the issues,
16 comments, concerns from the community, it's not
17 actually for questions and answers, I'm sorry.
18 So, we are just taking comments from the
19 community. There are specific places to channel
20 your questions on the handout, but tonight is
21 just to -- to hear from folks, okay?

22 And if you'd like to speak, if you can
23 just signup, that would be great. Really like
24 to make sure that we have everyone registered

1 who speaks.

2 MR. DE LONGEAUX: Can you just state your
3 name and your affiliation with the school.

4 MR. RICHARDS: My name is Glenn Richards, I
5 don't have an affiliation with either school,
6 although, I live in the neighborhood.

7 And, so, rather than ask a question,
8 I'll just make an observation. I'm looking here
9 at the rationale for closing Stewart and keeping
10 Brennemann open, and under Brennemann it says
11 it's a higher performing school.

12 I'm not really here to disparage one
13 school against the other, but in looking at the
14 statistics that are on the CPS website, the
15 scores for the schools are pretty similar.
16 There might be a slight edge for Stewart, but
17 they're both Category 2 Schools, and they're
18 both rated similarly in math, and science, and
19 reading, and the other -- and the other
20 activities that are on the website. So, I don't
21 think that there's a clear advantage there.

22 And, so, living about a block from
23 Brennemann and seeing all these years that its
24 appearance is kind of a modular looking

1 structure and Stewart is a full solid looking
2 school building, I just question the logic of
3 closing that building, I know that there's
4 considerable amount of renovation money, but it
5 looks like it might be wiser to renovate that --
6 that money than close that facility and put all
7 the kids into Brennemann, which does not have
8 the same appearance physically and structurally
9 as Stewart.

10 And there's a statement on here that it
11 has a playground. I'm not really familiar with
12 where their playground is and I live there -- a
13 block away, maybe it's behind, but it doesn't
14 look like there's -- there's that strong of a
15 reason, building-wise, for closing Stewart and
16 keeping Brennemann open.

17 And one last -- one thing I'd like to
18 find out what the plans are for the Stewart
19 structure. Thank you.

20 MR. CAWLEY: Thank you for your comment.

21 I'd like to, actually, do another
22 introduction. One of the speakers brought up
23 the concern about safety. And throughout the
24 city, we have been working very closely with the

1 Chicago Police Department. We have a great
2 relationship with CPD, we work closely with them
3 all the time, but for these school actions, that
4 relationship has gotten even closer.

5 And as evidence of that this evening,
6 we're very happy to have 19th District Commander
7 Elias Voulgaris with us to just demonstrate that
8 the schools and the police have been working
9 very closely to ensure our students are safe in
10 all parts of the city.

11 And, so, we're very grateful to the
12 Commander to take some time out of his
13 evening to be with us here this evening and I
14 think it shows that that partnership is quite
15 deep and comes from the very top, from
16 Superintendant McCarthy and our
17 CEO Barbara Byrd-Bennett.

18 And, so, thank you very much,
19 Commander, we're delighted that you're here.

20 MR. DE LONGEAUX: Do we have any other
21 speaker?

22 (Whereupon, a discussion was had
23 off the record.)

24

1 MS. HARISSIS: Hi, my name is
2 Stavronla Harissis. I'm not affiliated with
3 either of the schools, but I do live right down
4 the street from Stewart. And, you know, since
5 this isn't a question-and-answer session and
6 it's just to get our feedback, then I'll just
7 let you know how I feel about it.

8 One, you know, it's -- this -- there's
9 a reason why you don't see a lot of people here.
10 I mean, we've had hearings before this and,
11 clearly, CPS wasn't listening. The message was
12 no school closing. That's not an option,
13 apparently.

14 And, so, I guess, you know, even though
15 you're not going to answer this question, I
16 still question why these hearings are being had
17 and what you're going to do with this input when
18 you clearly already have your plans set and
19 you're going against what the community already
20 said that they felt that they don't want their
21 school closed, that they are afraid that none of
22 these things that you're saying are actually
23 making them feel better or safer, and that it's
24 contradictory that you're saying that, you know,

1 this is a utilization crisis and there's no
2 money in the budget and, yet, you're doing all
3 these extra things for the security, you're
4 probably going to, you know, go into even more
5 of a deficit just to be able to.

6 On top of that, as a resident of Uptown
7 who walks passed Stewart every day and who has
8 seen Brennemann, what the other gentleman said
9 is absolutely correct. I mean, Stewart is
10 vibrant, like, I walk by there all the time.
11 Even when school's not in session, there's --
12 there's parents there, there's kids playing.

13 Like, I like living in that area
14 because I get to be by that school and I get to
15 see these kids and these parents and it's a good
16 and safe place for people to go. When that
17 closes down, what's going to happen to it? I
18 know that you don't even have that answer, it's
19 going to be probably vacant for a while, maybe
20 they'll fill it with, you know, some more
21 expensive housing, the flats, or, you know, I
22 don't know what's going to be there, for a while
23 it'll probably be vacant. I don't want to walk
24 passed a vacant building every day. Like, what

1 is that going to do for the community?

2 I -- and I don't -- it's not going to
3 be saving money, it's not going to be helping
4 the students' education, it's -- it's really
5 going to be a shame for me to be walking passed
6 an empty school when there used to be a vibrant
7 community there.

8 MR. DE LONGEAUX: Thank you, very much.

9 I'm now calling Lory Richards. Can
10 you, please, state your affiliation with the
11 school.

12 MS. RICHARDS: I am a resident of the Uptown
13 area within boundaries of both schools.

14 I guess my observation as they
15 mentioned -- you mentioned that Brennemann can
16 take on additional 300 students and there's 250
17 going from Stewart to Brennemann. My question
18 is they're proposing on the Maryville grounds
19 right now a townhome and condominium complex
20 going up. So, there's probably going to be
21 children going and moving in there, probably
22 more than 50. Where are those kids going to go
23 to school?

24 That's my observation.

22

1 MR. DE LONGEAUX: I see that some new people
2 came in and we'd like anybody who wants to speak
3 for 2 minutes to come up -- to signup and come
4 here and share their thoughts with us.

5 (Off the record at 5:27 p.m.)

6 (Back on record at 5:30 p.m.)

7 MR. DE LONGEAUX: So, again, welcome to the
8 newcomers. We're here to hear from you. So, if
9 you have any observation, please, come to signup
10 and share with everybody.

11 MS. ZACCOR: My name is Karen Zaccor, I'm not
12 directly affiliated with either school, but
13 since I am a CPS teacher, I feel like I'm
14 affiliated with all the schools, and like other
15 teachers, we believe that all the schools should
16 stay open.

17 I just wanted to comment that I think
18 that what we see here tonight is a reflection on
19 what our experience has been. So, you held two
20 hearings at Truman and, clearly, we're not all
21 that interested in what parents had to say, same
22 with the other hearings around the city. So,
23 you know, it's only logical that parents are
24 going to feel like, "Well, why should I keep

1 going out to hearings when no one cares what I
2 have to say?"

3 And, then, when people get up and ask
4 questions and you just say, "Oh, well, we're
5 just here to listen," I mean, why not have a
6 dialogue about how we can make our schools be
7 the best they can be. But instead, this all
8 seems like a previously setup deal where you
9 already had your 50 schools and you're just
10 proceeding on with it.

11 And, you know, really, that's what the
12 community believes and I think that explains why
13 a lot of people are not here. It seems pretty
14 fruitless when you ignore us.

15 (Off the record at 5:34 p.m.)

16 (Back on record at 5:49 p.m.)

17 MR. DE LONGEAUX: We have a speaker,
18 Mark Kaplan. Can you state your affiliation
19 from one of the schools, please.

20 MR. KAPLAN: Sure, my name is Mark Kaplan,
21 I'm on the local school council at Uplift
22 Community High School which is the local high
23 school where these schools feed into.

24 Should I continue or --

1 MR. DE LONGEAUX: Sure, sure.

2 MR. KAPLAN: Okay. I think as you look
3 around the room, the reason why you see the
4 difference between this being empty and the
5 packed rooms at Truman College the two times we
6 had hearings is that people, apparently, don't
7 believe the sincerity of the Board of Education,
8 rightfully so, in terms of listening to the
9 people.

10 There were 20,000 parents all around
11 the city, community people, teachers, students,
12 that clearly spoke on these school closings and
13 clearly spoke to say that these closings would
14 be disastrous including the 500-plus parents,
15 community people, teachers, residents, business
16 people that came to both of the hearings at
17 Truman College and spoke in terms of the closing
18 of Stewart School.

19 This whole thing doesn't make sense.
20 It doesn't add up. It doesn't add up to close
21 down a bigger building, send children to a
22 smaller building. But the thing that really
23 doesn't add up is how does the Board of Ed now
24 have so much money to bribe kids, to bribe

1 parents and say we're going to give you
2 air-conditioning, we're going to give you iPads,
3 we're going to give you this and that, and for
4 all those years none of that happened.

5 I'll tell you what does make sense,
6 though, and I've been in Uptown for 40 years and
7 fighting to keep it an affordable diverse
8 community, what does make sense is that Stewart
9 School is right across the street from the
10 Salvation Army. The Salvation Army was built --
11 was bought by a developer named Jay Michael who
12 is interested in building high-income
13 development all over Uptown putting people out
14 of the community.

15 What I can tell you very clearly is
16 that we have our eye on this and we believe,
17 really, that he's already had discussions with
18 the Board of Ed to buy Stewart School, a
19 beautiful vintage building that was built in the
20 early-1900s. And I can see the advertisements
21 right now, "Come live in a beautiful vintage
22 building," and we're going to watch that.

23 And if you think that May -- March 27th
24 was a large march downtown, you guys better wake

1 up because it's going to be thousands and
2 thousands of more people in the late spring and
3 early summer. Thank you.

4 (Off the record at 5:52 p.m.)

5 (Back on record at 6:16 p.m.)

6 MR. DE LONGEAUX: Excuse me, we have a
7 speaker, Mr. Steven Serikaku. Can you, please,
8 state your affiliation with the schools.

9 MR. SERIKAKU: Okay. Well, I'm retired from
10 CPS after 34 years and I grew up at the corner
11 of Sunnyside and Clifton, which is about a
12 block, block and a half away from where the
13 Stewart School is.

14 And throughout the whole process of the
15 hearings and -- and what the -- what CPS has
16 said about the need to close schools makes me
17 wonder if CPS really is concerned about the
18 children who go to school in Chicago, because,
19 you know, they've been underfunding schools
20 for -- forever, right? I mean, I started in
21 1974, the schools were underfunded, and then
22 when I retired, the schools were underfunded,
23 and now it's even worse.

24 So, I kind of question why CPS is not

1 at the forefront of trying to get more revenue.
2 You know, Illinois is 50th in the nation now in
3 funding schools. Why isn't CPS at the forefront
4 of the demand for a fair income tax that would
5 bring in more revenue, help the State, help CPS?
6 Why isn't -- why isn't CPS demanding that
7 TIF funds which take over \$200,000,000 a year
8 from the schools be used to benefit the schools?
9 And it doesn't have to be dollar for dollar,
10 but, I mean, come on, you know, it doesn't --
11 doesn't take a genius to see that the schools
12 are really being shortchanged.

13 And if you're going to go ahead and
14 do -- and -- and close schools, at least in your
15 welcoming program make sure that you hire as
16 many of the -- the teachers, in this case, from
17 Stewart School as possible because what would be
18 more welcoming to school -- to children who are
19 going to a new school than to see a familiar
20 face.

21 And, also, how about more wraparound
22 services. You know, I've worked in high-poverty
23 schools, you have challenging students. Now
24 you're combining challenging students from two

1 different schools, you're going to need more
2 wraparound services to address that.

3 Thank you.

4 (Off the record at 6:19 p.m.)

5 (Back on record at 6:44 p.m.)

6 MR. DE LONGEAUX: Excuse me, we have a
7 speaker, Debby Pope. Can you, please, state
8 your affiliation with the schools and then you
9 have 2 minutes.

10 MS. POPE: Yes, my name's Debby Pope, I'm a
11 retired Chicago Public Schoolteacher, taught for
12 over 20 years, most recently at Gage Park High
13 School, and I work for the Chicago Teachers'
14 Union.

15 And I'm here to speak against the
16 closing of Graeme Stewart School. Not only is
17 it an important institution in its community, as
18 all of these schools are, but it is a school
19 with a tremendous and rich history, it is a
20 school that's a relatively small learning
21 community, where many, many students get the
22 extra and special attention they need.

23 Is it the most modern technological
24 building? No, it is not. But that is only one

1 aspect of a child's education. A child's
2 education is based very largely on the
3 relationships of trust and support that that kid
4 can establish with the teachers and adults in
5 their school and grade students really excels in
6 that regard.

7 And I just think it's very wrong that
8 we're closing Stewart. I think it is not just
9 about Stewart School, it's about a much bigger
10 picture than this. It is about a complete
11 disregard for the families and the children, it
12 is about putting test scores ahead of human
13 needs, it is about doing things for expediency,
14 perhaps, for real estate profits, and it is not
15 about what is best for the children.

16 Crossing big streets, losing the adults
17 that have been anchors in their lives, this is
18 not what's best for children, whether it's here
19 at Graeme Stewart School at Broadway and
20 Sunnyside, or whether it's on the South Side, or
21 the West Side, these decisions are not being
22 made for children.

23 I urge you to stop now and reconsider
24 on behalf of the children of Chicago. Thank

1 you.

2 (Off the record at 6:47 p.m.)

3 (Back on record at 7:00 p.m.)

4 MR. CAWLEY: Excuse me, ladies and gentlemen,
5 it is now 7:00 p.m., so that concludes the
6 meeting for Stewart and Brennemann. In
7 30 minutes, we will start a separate meeting.
8 Everybody's welcome to stay, we don't think
9 we're going to run out of space, so people are
10 welcome to stay. However, the only thing I'd
11 say for the Stewart and Brennemann folks, if
12 you'd like to speak at the second meeting, you
13 will need to re-register, but you can just go
14 outside and re-register for the second meeting.
15 And we will start that meeting promptly at
16 7:30 p.m.

17 Thank you, very much, for your time
18 tonight, and your commitment, and your
19 engagement.

20 (Which were all the proceedings
21 had in the above cause this
22 date and time.)

23

24

1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)
4

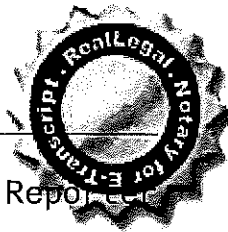
5 Sandra Di Vito, as an Officer of the
6 Court, says that she is a shorthand reporter
7 doing business in the State of Illinois; that
8 she reported in shorthand the proceedings of
9 said hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said hearing.

13 IN TESTIMONY WHEREOF: I have hereunto
14 set my verified digital signature this 8th day
15 of April, 2013.

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Sandra Di Vito

Illinois Certified Shorthand Reporter



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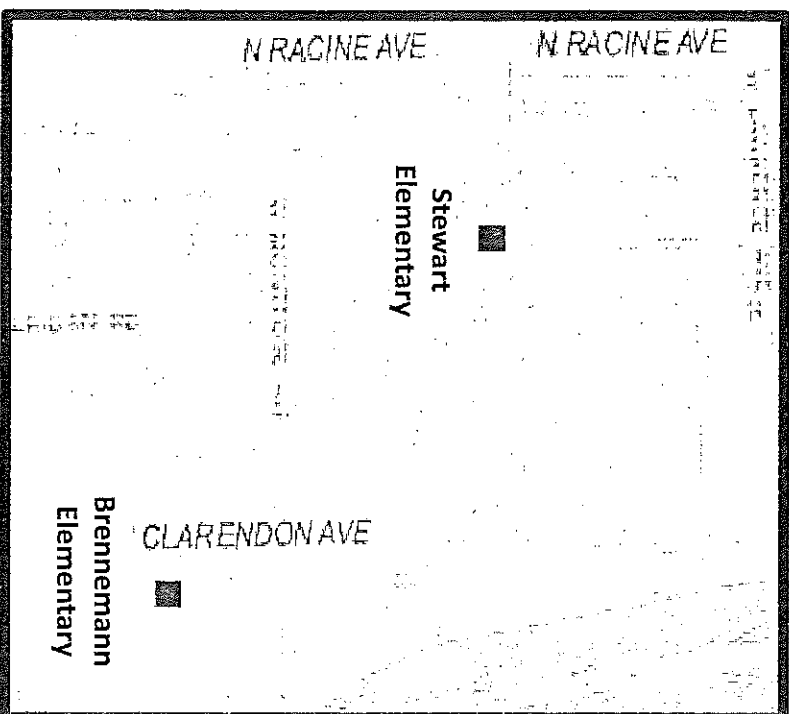
Providing A Better Education For All Students Stewart Elementary and Brennemann Elementary

As Chief Executive Officer of the Chicago Public Schools (CPS), Barbara Byrd-Bennett is 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 being cheated of the quality education they deserve because they are trapped in under-resourced and underutilized schools. Rather than fund half-empty buildings that are costly to maintain and repair, the District will redirect those funds for investments that parents, CTU and CPS agree children need to thrive, such as, air conditioning, a library, counseling and social work supports and technology and science upgrades.

Stewart Elementary

Why CPS recommends to close this school:

- Enrollment has declined by 41% over the last 10 years (433 to 256)
- Building is less than half full
- Building requires \$16.4 million to maintain and update
- School does not have full air conditioning



Brennemann Elementary

As a welcoming school, Brennemann will offer:

- A higher performing school
- Magnet cluster fine & performing arts program
- A Prek program
- Full air conditioning
- Expanded library space, computer and science labs and a playground
- \$1.7 million investment in the building over the last five years
- A school safety plan to provide a smooth and safe transition for all students

CPS has heard your concerns and after a thoughtful, rigorous engagement process, we have looked at every individual school and our decision incorporates the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood. A series of supports will be provided so that our students have a safe and seamless transition to a higher performing academic environment at their welcoming school in fall 2013. Please call 311, City Services, with questions or visit cps.edu/qualityschools.

Providing A Better Education For All Students Stewart Elementary and Brennemann Elementary

Pending Board approval of proposed closure

Current Stewart students will be enrolled at Brennemann Elementary for the 2013-14 school year, located at 4521 N. Clarendon Ave., unless families choose to enroll their student at another school.

Current Brennemann students will continue to attend Brennemann Elementary, unless families choose to enroll their student at another school.

- **Enrollment options:** Stewart and Brennemann families interested in enrolling their student at another school can apply via the re-opened Options for Knowledge process. Applications were provided in the transition packets sent home and can be obtained by emailing oea@cps.edu or calling (773) 553-2060. Applications need to be submitted by April 19th.
- **Safety & Security:** CPS Office of Safety & Security (OSS) is working on school-specific plans to address safety for all students. OSS continues to work in close collaboration with the Chicago Police Department (CPD) to plan Safe Passage. Close collaboration with CPD and families will continue through the start of the new school year to adjust plans as needed.
- **Teachers:** Many teachers will follow their students per a joint CPS-CTU agreement. If additional teachers are needed at Brennemann given an increase in enrollment, tenured teachers from Stewart can be assigned to these positions if they are rated in the top two performance rating categories and a position is available in the area they teach. Eligible tenured teachers will be notified of these assignments if the Board votes to approve this action and after organizational and budgetary planning activities have concluded.
- **LSC:** If a school closes, the Local School Council is dissolved at the end of the school year. Per school code, Local School Council elections at all schools will be held in Spring 2014.
- **Partnerships:** CPS will engage the Stewart and Brennemann communities and school leaders to enable the transfer of Stewart's external partnerships and programs.

Providing A Better Education For All Students

Investments in All Welcoming Schools will Provide Children with a Quality, 21st Century Education

Customized safety plan at every school, including:

- Safe Passage supports to provide safe routes for students traveling to and from school
- Additional security personnel inside each school
- Additional safety technology, such as, entry screening equipment

Facility and capital improvements

- Air conditioning in every classroom
- A library in every school
- New or upgraded technology supports, such as expanded Internet bandwidth
- iPads for all students in grades 3-8
- Improved ADA accessibility
- Upgraded school interiors and improvements such as fresh paint, new ceilings and floors

Academic and social emotional needs of students

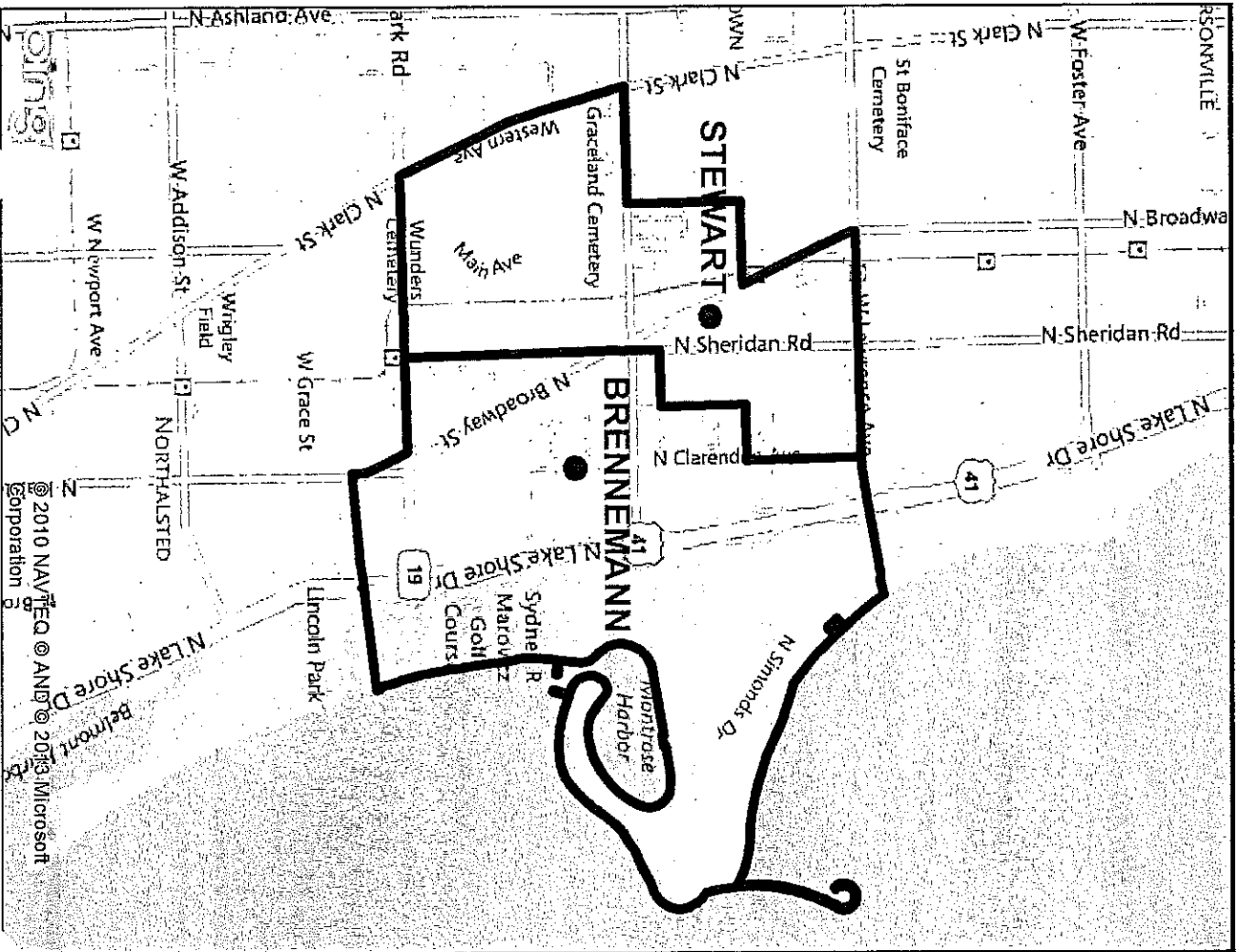
- “Welcoming School Fund” for principals to choose programs and services to address academic, social emotional, and language needs of students, such as:
 - Academic intervention programs
 - Activities to bring together parents, staff and students of both schools to build a new school community
 - Lessons and small group interventions for students to build coping and conflict resolution skills
- Principal Transition Coordinators (former CPS principals) to support school leaders, faculty and students of closing and welcoming schools to create a safe, seamless transition and build a new school culture

Specific transition supports will be provided for special student populations. For details, please contact the relevant department.

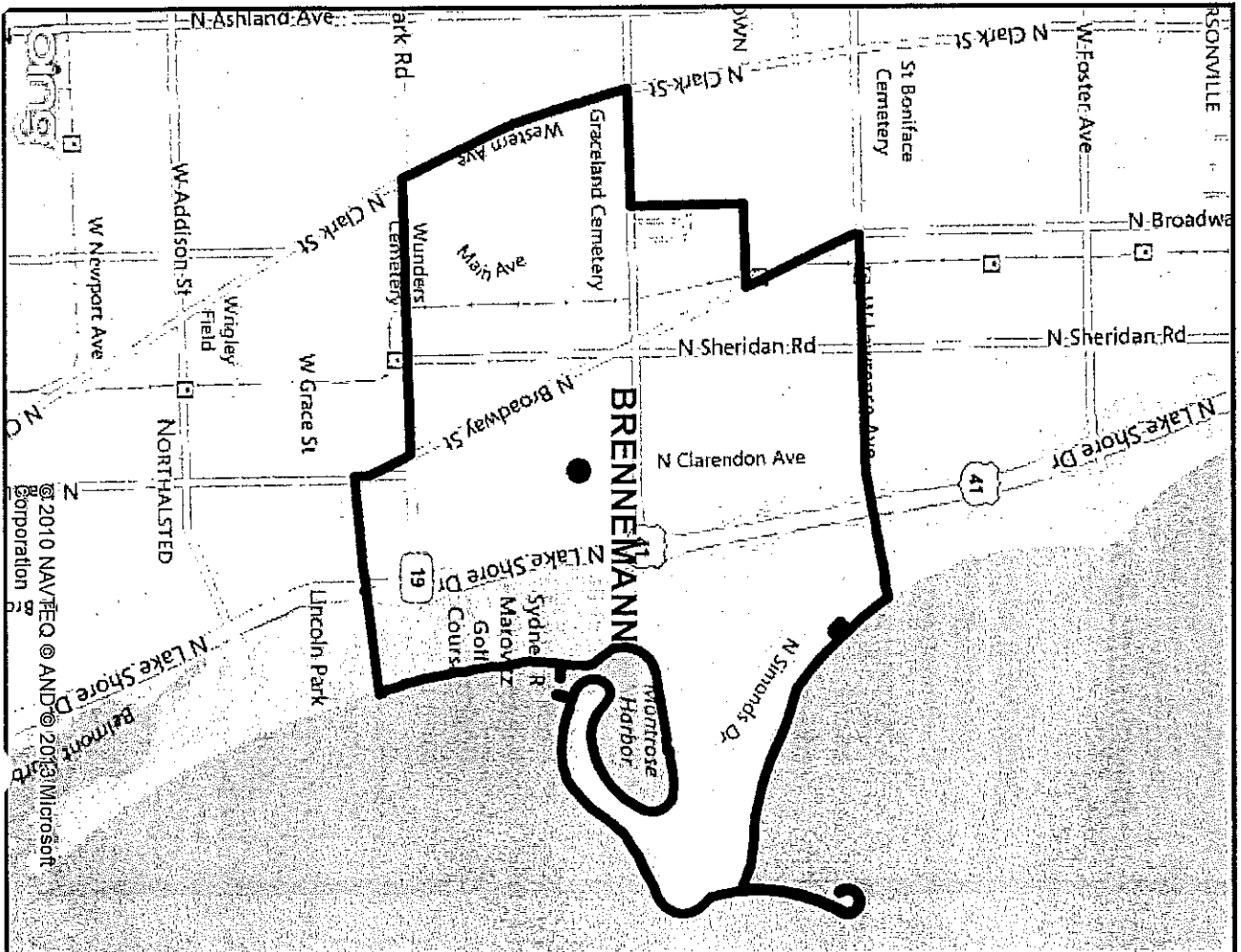
- For questions regarding students with disabilities, contact the Office of Diverse Learner Supports and Services, (773) 553-1800, odlss@cps.edu
- For questions regarding English Language Learners, contact the Department of Language and Cultural Education, (773) 553-1930
- For questions regarding students in temporary living situations, contact the STLS Department, (773) 553-2242

Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries





Community Meeting for the Proposal to Close Graeme Stewart Elementary

April 8, 2013; 5:00-7:00pm

Location: Amundsen High School: 5100 N. Damen Avenue

CPS Facilitators: Tim Cawley, Chief Administrative Officer and Sebastian De Longeaux, Chief Procurement Officer

CPS staff also in attendance:

Craig Benes, Chief of Elementary Schools, Ravenswood Ridge Network

Phil Salemi, Deputy Chief of Elementary Schools, Ravenswood Ridge Network

Luis Garcia-Juarez, Local School Council Relations

Annie Rivera, Deputy Chief of Staff to the CEO, Chicago Public Schools

Brief Summary: The purpose of the meeting was to receive public comments on the proposal to close Stewart Elementary School, in accordance with 105 ILCS 5/34-230. CPS officials reviewed the proposed action. There were about 25 community members in attendance and 8 speakers. The speaker comments focused on a variety of topics including: Brennemann's readiness to welcome students, student safety, future use of the Stewart building, and the district's willingness to listen to parent and community input.

CPS Presentation

Tim Cawley, Chief Administrative Officer, welcomed those in attendance and introduced the meeting. He introduced the sign language interpreters and Spanish translators. He asked if anyone required Spanish translation. No one raised their hands. Mr. Cawley then presented an overview of the proposal and reviewed the materials available to meeting attendees. Sebastian De Longeaux, Chief Procurement Officer then explained the meeting rules and procedures. The meeting was opened for public comment at about 5:14pm.

Public Comment

Sarah Abedelal, Principal of Brennemann Elementary School

Ms. Abedelal stated that Brennemann has the capacity to serve extra students. Further, she noted that the school has a newly renovated library, computer lab and writers café. She also said that teachers receive professional development through the CPS Literacy Initiative and that each of the teachers is developed in a meaningful way that impacts student achievement. She said that Brennemann is ready to be a welcoming environment.

Reggie Spear, Representative of Stewart Teachers and Students

Mr. Spear asked why the meeting was not held at Stewart Elementary School and said that more parents could be involved if the meeting was in the community. Mr. Spear also said that he was concerned about student safety. He said that students are afraid to walk 2-3 blocks and to be in

school with students who they have had conflict with in the past. He asked for clarity around safety.

Tim Cawley noted that if people have questions, there are numbers and contacts on the handouts to address questions.

Glenn Richards, Community Member

Mr. Richards stated that he does not understand the rationale for the proposal. He noted that the performance scores are very similar and that he doesn't think there is one with a clear advantage. He said Brennemann looks like a modular type building and Stewart looks solid and large. He questions the logic of closing the Stewart building and states that he sees that it requires a large amount of renovation investment. He wants to find out the plans for the Stewart structure.

Tim Cawley introduced Commander Elias Voulgaris of the Chicago Police Department and spoke of the relationship between CPS and CPD.

Stavronla Marissis, Community Member

Ms. Marissis lives down the street from Stewart. She questioned why the community meetings were being held and said that the community message at the prior meetings was no school closings. She said that the Board of Education is not listening. She said that the messages from the district do not make sense and are contradictory. She said Stewart is vibrant and that she likes to live in the area because she gets to be by the school. She asked what will happen to the building if it is closed and stated that she does not want to walk by a vacant building as that would be bad for the community.

Lory Richards, Community Member

Ms. Richards is a resident of the Uptown community. She stated that her observation is that Brennemann can take on 300 extra students and that there are 250 moving from Stewart to Brennemann. She said a new townhome and condo complex is being built on the Maryville Grounds and that there would probably be more than 50 kids moving in. She asked where they would go to school.

At 5:30pm Sebastian De Longeaux invited attendees to sign up to speak.

Karen Zaccor, CPS teacher

Ms. Zaccor is a CPS teacher and is not affiliated with Stewart or Brennemann, instead, she is affiliated with all schools. She believes all schools should stay open. She said CPS is not interested in what parents have to say. She said it is only logical that parents should question why they should attend. She asked to have a dialogue and said that school closings feel pre-determined.

There was no public comment from 5:33-5:49pm.

Marc Kaplan, Community Member

Mr. Kaplan is a local school councilman from Uplift Community High School, the school that Stewart and Brennemann feed into. He stated that the reason the room at Amundsen is empty and that Truman was packed was people do not believe in the sincerity of the Board of Education. He said that 20,000 parents, teachers, students and community members believe these closings will be a disaster. He said the closings do not add up and asked how the Board of Education has money to bribe kids and parents with air conditioning and iPads. He said a developer purchased the Salvation Army land near Stewart and that he believes this developer has already had discussions with the Board of Education to buy Stewart school. He said to expect more protests like the one that occurred on March 27th.

There was a pause in public comment from 5:52pm until 6:16pm

Steven Serikaku, CPS Retiree

Mr. Serikaku grew up near Stewart School. He said he wonders if CPS is concerned about children who go to school in Chicago because they have been underfunding schools forever. He said that schools were underfunded in 1974 when he started and were underfunded when he retired. He said now it is even worse. He asked why CPS is not in the forefront of trying to get more revenue. He said Illinois is 50th in the nation for funding. He asked why CPS isn't demanding TIF funds. He said that if CPS is to close schools that at least, the welcoming school should hire as many teachers from Stewart as possible. After all, seeing a familiar face would be the most welcoming thing to a child. He also said that CPS will need more wrap around services.

There was a pause in public comment from 6:19pm to 6:45pm

Debby Pope, Retired CPS teacher

Ms. Pope taught for 20 years, most recently at Gage Park and that she now works for the Chicago Teachers Union. She said she was speaking against the closure of Stewart because it is an important institution and because it has a rich history. She said it is a small learning community and that many students get extra attention. She said the building is not modern or technological. She said it is wrong to close Stewart. She said that this is about putting test scores above human needs. She stated that the district is doing this for expediency and perhaps for real estate profits. She said the closure is not what is best for students. She urged the Board of Education to reconsider on behalf of children in Chicago.

There was no comment from 6:47pm to 7:00pm.

At 7:00pm Tim Cawley thanked attendees for their comments and closed the meeting.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Stewart Elementary
(Sending) and Brennemann Elementary (Welcoming)
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 11th,
2013, at Amundsen High School, Chicago,
Illinois, commencing at 5:00 p.m., and
concluding at 7:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. TIM CAWLEY - Presenter,
Chief Administrative Officer

MR. SEBASTIEN DE LONGEAUX - Facilitator,
Chief Procurement Officer

ALSO PRESENT:

MR. CRAIG BENES - Chief of Schools
- Ravenswood Ridge Network

MR. PHIL SALEMI - Deputy Chief of Schools
- Ravenswood Ridge Network

Reported By: Sandra Di Vito, CSR

License No.: 084-004642

1	SPEAKERS	
2		
3	Mr. Martin Ritter	14
4	Mr. Jonathan Knowles	16
5	Mr. Martin Ritter	18
6	Mr. Reggie Spears	23
7	Mr. Jonathan Knowles	25
8	Mr. Jerry Ruiz	27
9	Mr. Jonathan Knowles	29
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13	* - Submitted hard copy testimony	
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1 (Whereupon, the following
2 proceedings commenced at
3 5:30 p.m.:)

4 MR. CAWLEY: Good afternoon, I think we're
5 ready to start. Before I do, I know we have
6 very few guests here, so -- but I feel I should
7 still ask, does anyone need Spanish translation
8 or sign language?

9 I guess not.

10 (Spanish language.)

11 MR. CAWLEY: Great. Thank you, very much.

12 My name is Tim Cawley, I'm the Chief
13 Administrative Officer for Chicago Public
14 Schools, and with me today is our Chief
15 Procurement Officer, Sebastien De Longeaux. We
16 are here to represent Dr. Barbara Byrd-Bennett,
17 our CEO, and the Board of Education to hear from
18 the community on the proposal to close the
19 Stewart School into the welcoming school of
20 Brennemann.

21 This is the second such meeting. We
22 met here on Monday evening, and we will, also,
23 have a public hearing on this on Saturday at
24 the -- at the Board Offices downtown, and the

1 details for that are available in the handouts,
2 which I'll talk about in a moment.

3 With me, also, is our Network School's
4 Chief, Craig Benes, and his Deputy, Phil Salemi.
5 And doesn't appear that there are any principals
6 in attendance here.

7 So, what I'd like to do is just give
8 you a sense for what we're trying to accomplish
9 here. This is a -- a process where we want to
10 hear from the community, this is not a session
11 where we answer questions or engage in a
12 dialogue, it's more to hear comments and
13 suggestions for how we can do this the best way
14 possible.

15 And every word of what's said is being
16 transcribed by the court reporter and we have a
17 note taker who will summarize the key points out
18 of the meeting. And the goal of all that is to
19 be 100 percent sure that Dr. Byrd-Bennett and
20 the Board knows what happens at every one of
21 these community meetings for each action that we
22 are proposing.

23 As a reminder, these proposals will be
24 considered by the Board of Ed at the May 22nd

1 Board Meeting and not until they vote will they
2 become final.

3 Now, we've been gathering these -- this
4 input from meetings all week, and as we've gone
5 through this, we've realized that people do have
6 questions. And we do have an opportunity for
7 people to see what questions are posted with the
8 responses, and those can be found on the
9 cps.edu/qualityschools website, that's actually,
10 also, in your handout, but just to let you know
11 that we will begin to post responses to all of
12 the questions that we receive on that website.

13 In addition, we will post meeting
14 summaries for every meeting, what we're hearing
15 from the different communities, the suggestions
16 that we're getting, and those will all be
17 available at that website within five days of
18 each meeting. So, they should be available very
19 shortly for you.

20 Now, one of the things we've heard
21 about at many meetings is just a concern for the
22 safety of the students that will be going to a
23 new school. So, we wanted to add a little bit
24 more information to what is on the handouts to

1 what we will be providing at each school.

2 And, specifically, every welcoming
3 school, so in this case, Brennemann will be
4 receiving a safe passage support for the
5 children. So, we're going to provide community
6 workers along the routes that children will
7 travel to the schools, we'll work with the
8 police, and the community, and parents to decide
9 what the right routes are, which are the --
10 obviously, the common ones that students would
11 travel to be sure that we've got that right
12 before those routes are finalized.

13 In addition, every welcoming school
14 will get additional security. The security
15 guard from the closing school will, actually,
16 transfer to the welcoming school to be sure that
17 children have a familiar face.

18 Third, every welcoming school will
19 receive new or upgraded safety supports, things
20 like alarms and entry screening cameras.

21 Fourth, CPS will hold ongoing parent
22 and student engagement forums at welcoming
23 schools to gather feedback on the various plans
24 that we've got to keep students safe.

1 I think it's very important to note
2 that we're partnering very closely with the
3 Chicago Police Department in this plan. The
4 Commander for this District was here at our
5 meeting on Monday, and we're working closely
6 with the police throughout the city to ensure
7 that they are providing appropriate support.

8 So, as we go through this, I want --
9 the most important thing for you to work off of
10 tonight is this handout. There were two
11 handouts that were available, one that
12 summarizes the meetings that we're holding and
13 the public hearing that will be downtown on
14 Saturday.

15 This one, the four-page one, it's two
16 pages stapled together with printing on both
17 sides, provides the key information from the
18 school action. And I'd like to just walk you
19 through that now, take a minute to do that. And
20 by the way, these handouts are identical to what
21 was provided at the meeting on Monday.

22 On the first -- on this handout, on the
23 first page, in the middle you see a map that
24 provides the broad overview of the two schools.

1 And to the left, a summary of why CPS is
2 recommending that Stewart be closed with some of
3 the key facts related to that.

4 And on the right, what the Brennemann
5 School offers: Higher performing, it does have
6 magnet cluster programs and Pre-K, full
7 air-conditioning, extended library space,
8 science labs, and a playground, and a
9 significant investment that's been put into that
10 school over the last five years, and then I've
11 talked about the safety plan a bit.

12 At the bottom of that first page, you
13 can see that your specific questions, you can
14 call 311 if you want to do it by phone or go to
15 the website, that's the last thing on that page.
16 And, again, that's where I said questions from
17 others will be posted with responses and you can
18 find answers to questions there or pose
19 additional questions.

20 If you turn the page over, on the back
21 of that first page it provides the details of
22 what will happen here, that the Stewart students
23 will be attending Brennemann and that the
24 current Brennemann students, of course, will

1 stay at that school in both cases, unless
2 families choose to enroll their students at
3 another school.

4 The next -- the first bullet point on
5 that page summarizes what parents should do to
6 consider other enrollment options. There's a
7 phone number where help can be provided, the
8 website, and the deadline of April 19th for
9 those applications.

10 For safety and security, I've already
11 talked about a good bit about what's going on
12 from that standpoint, but we do place the
13 highest priority on keeping your students safe.

14 There's a short summary of what will
15 happen to teachers who are effected by this and
16 the LSC, the Stewart LSC, in this case, will
17 close at the end of this school year.

18 And, then, we are talking with each of
19 the communities at Stewart and Brennemann to
20 make sure that any partnerships that they have
21 with community-based organizations are continued
22 when the schools are combined next year.

23 The third page of the handout
24 summarizes the investments that we're making in

1 the welcoming schools. Of course, the safety
2 plan, things like air-conditioning, but, also,
3 to ensure that the students are excited about
4 going to their new school, we're providing iPads
5 for all students in grades 3 through 8. Now,
6 those will be -- there will be a plan developed
7 to incorporate those into the curriculum and we
8 will look at how we can enhance the educational
9 experience for students with those.

10 We'll, also, look at Brennemann to see
11 what kind of upgrades it needs from an overall
12 freshening up to give the school the right kind
13 of atmosphere when students arrive on August
14 26th.

15 On the right side of that page, you'll
16 see we're, also, investing in academic and
17 mostly social needs of the students. We know
18 that change is tough and we want to be sure that
19 the students are receiving support as they go
20 through this big change.

21 At the -- at the closing school,
22 Stewart, there will be sessions on coping with
23 the change that will begin in the coming week.
24 So, we are starting now to help students

1 understand this change, understand the
2 uncertainty about it because it won't be decided
3 for about six weeks, and help them through this
4 process.

5 And, then, also, the bottom of that
6 right-hand column you'll see we're providing
7 principal transition support, because we know
8 both the closing school principal and welcoming
9 school principal are going through a lot, at
10 this time, and we want to provide support for
11 them.

12 The box at the bottom of that page
13 summarizes what resources are available to
14 students with special needs, either in temporary
15 living situations, with disabilities, or
16 learning the English language. And there is
17 specific phone numbers that are listed for each
18 of those situations and we will ensure that each
19 student has a customized plan that helps them
20 with this transition if they have these special
21 needs.

22 On the back of the handout, you can see
23 the maps, the before and after attendance
24 boundaries on the left in red outline, you see

1 how Stewart and Brennemann have been divided
2 across this area, and on the right, basically,
3 just a simple combination of the two attendance
4 boundaries being served by Brennemann where all
5 the students will attend. And, again, students
6 are entitled to apply to other schools outside
7 of this attendance boundary or through the
8 Options For Knowledge Program, but within this
9 boundary, everyone is entitled to go to
10 Brennemann.

11 So, with that, I'd like to hand it over
12 to my colleague here, Sebastien De Longeaux, who
13 will facilitate the comments, I think, at this
14 point, we only have one speaker signed up, but
15 facilitate that process to ensure that people
16 understand how this will go forward. Thank you.

17 MR. DE LONGEAUX: Thank you, Tim, and good
18 evening. So, my name's Sebastien De Longeaux,
19 I'm the Chief Procurement Officer for CPS.

20 So, as Tim mentioned, the purpose of
21 this meeting is to hear from you and regarding
22 the proposed school action. So, please, note
23 that there is both a court reporter, Sandra, as
24 well as a note taker, Katie, here to record all

1 official comments that could be reviewed by the
2 CEO and the School Board.

3 Each speaker will be given 2 minutes to
4 share his or her thoughts, however, one speaker
5 can register multiple times if he or she wants
6 to. Our timekeeper, Derrick, which is right
7 here, will be holding up timecards that will
8 show each speaker how much time you have
9 remaining.

10 If everyone -- anyone has written
11 speeches or other testimony materials you would
12 like the CEO and the School Board to review,
13 please, leave copies of these documents with the
14 court reporter so that they can be part of the
15 permanent record.

16 The speaker signups will remain open
17 for the meeting and you must signup if you want
18 to speak. Please note that the comment period
19 will last until the scheduled end time of the
20 meeting, 7:00 p.m., but not beyond as we have
21 another community meeting right after.

22 As a reminder, this is the second of
23 three meetings before the Board votes. The
24 first one took place on Monday, April 8th. And,

1 in addition, we have a community hearing that
2 will be held at CPS Central Office on April 16th
3 from 5:30 to 7:30 p.m.

4 If we need any translation from Spanish
5 to English, if there's any requests, at this
6 time, no.

7 So, I would ask our first speaker,
8 Martin Ritter, to come and, please, state your
9 affiliation with the school for the record.

10 MR. RITTER: This is awfully close. Am I the
11 only speaker? Can I take the whole two hours?
12 I can do, like, a burning sanders, what's it
13 called, filibuster for two hours. Mr. Cawley,
14 you're the highest ranking -- no?

15 MR. DE LONGEAUX: No. You have 2 minutes.

16 MR. RITTER: Just 2 minutes.

17 MR. DE LONGEAUX: Yes.

18 MR. RITTER: Okay. My affiliation is that I
19 am a Chicago Teachers Union Organizer, I have
20 been for the last two years. Prior to that, I
21 taught eight years in Chicago Public Schools.
22 So, I guess I'm affiliated with about 675 of
23 your units including the 18 middle schools that
24 we're organizing right now.

14

1 So, my comments include I believe that
2 I read today that CPS has issued a \$329,000,000
3 bond issue. Mr. Cawley probably can nod and say
4 that's correct. Is it wise to take the District
5 farther into debt when you have a projected
6 so-called one billion dollar deficit?

7 I took basic finance in college, and
8 when we're a billion in the hole, to get then
9 another 329,000,000 in the hole isn't the most
10 sound financial practice.

11 So, I realize that, you know, the spin
12 of the PR machine is going to be to use that
13 money for, you know, the iPads, and the
14 air-conditioning, et cetera, I understand that,
15 but there are plenty of other places that you
16 can cut to finance our school systems.

17 But more importantly, the CEO and the
18 Mayor have said that it's the tough decisions to
19 close schools. It's not really a tough decision
20 to close schools in communities that are poor,
21 it is really a tough decision if you ask your
22 friends at the Mercantile Exchange and the Board
23 of Trade to pay their fair share. We think that
24 they would happily do that if you ask them.

1 It's, also, a tough decision for the
2 leadership of CPS and the Board of Education to
3 tell the Mayor that the downtown LaSalle Street
4 and other downtown TIF Districts should be
5 closed and then provide you more revenue. That
6 would provide you hundreds of millions of
7 dollars in revenue for a sustainable period of
8 time. I think that is a tough decision, because
9 those are the people that, you know, really can
10 make a difference with their capital and CPS.

11 I know my time is up, can I have
12 another 2 minutes, please?

13 MR. DE LONGEAUX: No. You can signup again,
14 if you want.

15 MR. RITTER: This is the worst process ever.
16 Okay. I will --

17 MR. DE LONGEAUX: Thank you, very much.

18 MR. RITTER: Thank you.

19 MR. DE LONGEAUX: I'm now calling our speaker
20 No. 2 who is Jonathan Knowles.

21 MR. KNOWLES: Hello, everyone, my name is
22 Jonathan Knowles, I'm a student at Northwestern.

23 We're just here to find out a little
24 bit more, so I just have a few questions for you

1 guys based on the information that I was
2 presented and the pamphlets.

3 With the students being transferred
4 from Stewart over to Brennemann, how have you
5 guys -- how do you guys plan on handling the
6 additional students in the classroom? Because,
7 obviously, classroom size effects how teachers
8 can manage the classroom and how students can
9 learn effectively, so how do you guys plan on
10 managing that?

11 I see there's a 1.7 million investment
12 in the building, but there's a larger classroom
13 size with the additional children, so how is
14 that plan being handled?

15 And, additionally, how will the
16 students at Stewart Elementary be brought up to
17 standards to their new classmates over at
18 Brennemann, because you say that Brennemann is a
19 higher performing school, magnet program, and
20 all these accolades, but the new students, the
21 Stewart Elementary students will have to be held
22 to that standard as well, so how do you guys
23 plan on helping them transition and making sure
24 that they, also, hold that same standard?

1 And, yeah, pretty much, just how the
2 transition will effect them and how can you guys
3 make sure that that all can go smoothly. That's
4 all.

5 MR. DE LONGEAUX: Thank you.

6 Do we have any other speaker? Again,
7 we're here to hear from you, so you're welcome
8 to come and signup.

9 MR. RITTER: So, to continue with my
10 comments, how many people here who work for CPS
11 actually have teaching and learning experience
12 in our classrooms? I know Mr. Benes probably
13 does, right?

14 So, these are the people that are
15 making the decisions about our children's lives.
16 Northwestern students, I hope you, please, keep
17 that in your -- in your notes that you're
18 taking, the people with no background in
19 education policy are making disastrous decisions
20 about the lives of children in Chicago Public
21 Schools. But that's the way they want it, you
22 know ...

23 So, many of us who taught in classrooms
24 organized to take a new position in our -- in

1 our Union to fight back against this, I guess,
2 so-called corporate reform of Chicago Public
3 Schools, and we're going to keep doing it.

4 And -- and the most important thing
5 that all of us in this room should know is that
6 these decisions are being done on spreadsheets
7 without actual eye-to-eye direct contact with
8 teachers and other support staff.

9 We really believe that if you are truly
10 dedicated to putting children first, you will
11 make smaller classroom sizes, not bigger
12 classroom sizes. You will provide students with
13 art, and music, and a librarian, and world
14 language, and computer technology in addition to
15 iPads, which will be obsolete in a year or two,
16 anyway.

17 Do the things that best practices
18 dictate, don't do the things that are part of
19 your budget. If you can really make a
20 difference and you instead of destroying public
21 education will actually listen to the educators
22 in the classrooms, the ones who have got
23 bachelor's degrees and master's degrees in
24 actual teaching, ask them what works, don't ask

1 Bill Gates, and Eli Broad, and the Walton
2 Family, they don't have any experience doing
3 this. They do have plenty of experience in
4 destroying classrooms, closing schools,
5 privatizing a thing called public education, and
6 reversing the things that people like John Dewey
7 and other educational theorists put together
8 years ago.

9 That's the important thing that I hope
10 you take out of this. Thank you.

11 MR. DE LONGEAUX: Thank you.

12 MR. RITTER: I was wondering if any of the
13 Board Members are here, the people that are,
14 actually, making the decisions? They're not.

15 Or how about -- and Mr. Cawley is a
16 high ranking administrative officer, so I give
17 him credit for coming to these hearings, and
18 it's appreciated, but the people that are making
19 these decisions are not here to listen.

20 And while it's said that these notes
21 and the court reporter, and I know you're
22 working hard, are taking notes, but the last
23 time these hearings happened in the winter, I
24 believe the CEO made a comment to the press that

20

1 I'm not quoting exactly, but she said something
2 like we got it that the people understood that
3 we closed at the hearings. Well, I was at 15 of
4 those hearings and nobody got it that you had to
5 close schools and they didn't expect it as the
6 CEO reflected in her comments to the press.

7 No one wants you to do this. And I
8 really think that you don't want to do this, but
9 the Mayor in his agenda in favoring charter
10 schools and promoting the privatization of
11 public education is making you do this.

12 So, there's a famous person, his name
13 is Bishop Desmond Tutu who said that, and I'm
14 not quoting exactly, but you're either on the
15 fight for justice or you're standing with the
16 oppressors, okay? So, you -- when you go home
17 today or when you go back to the office, you
18 have to think about that, are you fighting for
19 education justice or are you standing with the
20 oppressors, because this is the fight right now
21 in our streets and our schools.

22 They use phrases like we're holding
23 kids hostage in failing schools. When did
24 teachers become terrorists who hold hostages?

1 Listen to the PR language that you're using. I
2 mean, seriously, we're the ones teaching things
3 like reading, and math, and social study, we're
4 not holding children hostage.

5 And that's the type of relationship you
6 have with the 27,000-plus workers in your
7 system. I mean, value the educators and provide
8 and protect the children, do not make decisions
9 because of projected budget deficits that over
10 the last few years every projected budget
11 deficit did turn into a surplus, am I wrong? I
12 think four in the last five years. So, this
13 year we have a billion dollar deficit, right?
14 Well, why do we have a billion dollar deficit,
15 what's the actual nuts and bolts of that billion
16 dollar deficit, is that because Arnie Duncan
17 decided he was going to put our pensions on a
18 credit card for five years before he went to
19 Washington, D.C., that might be some of it,
20 right?

21 But we have to really look at, you
22 know, who's making these decisions. It's an
23 unelected, an unaccountable, nonrepresentative
24 School Board that has -- well, I applaud you

1 actually appointed an educator recently to the
2 Board of Education, which is great, but this is
3 why we need an Elected School Board, this is why
4 we need to take back our schools from the
5 interests who have no interest in providing for
6 their futures, and I hope that in two years we
7 have a new administration at City Hall's fifth
8 floor, I know my goal for the next two and a
9 half years is to make that happen, and I hope
10 that whoever's the new Mayor and CEO does the
11 right thing. Thank you.

12 MR. DE LONGEAUX: Thank you.

13 (Off the record at 5:24 p.m.)

14 (Back on record at 5:28 p.m.)

15 MR. DE LONGEAUX: I'm now calling Speaker
16 No. 5, Reggie Spears.

17 MR. SPEARS: Hello, again. I wanted to say
18 something because -- again, because it's come to
19 my attention that it was told to me in a LSC
20 meeting that we don't have any plans for
21 anything yet because this is -- we're still two
22 weeks into this notice and things like that.

23 And my comment would be if we're, you
24 know, going to go forward with all these plans

23

1 and these school closings, shouldn't we've had
2 these plans in place already, our safety plans,
3 our plans for our students with special needs?
4 All those plans should have been in place. And
5 if they are, I know that myself, other teachers,
6 parents, and students want to have the details
7 on all of these plans, if there are details.

8 If there aren't details, and you made
9 the decision to close all these schools two
10 weeks ago and now -- now we're just trying to
11 come up with the plans, I think that's very
12 narrow-sighted, you know, it's not -- why -- why
13 isn't there a plan, you know, if this is the --
14 if this is the situation, and I understand that,
15 you know, things have to close and we have to
16 have these kind of movement and students and
17 things like that, I get that, I understand that
18 there is a financial crisis going on, but if
19 that was the plan, there should have been plans
20 in place already.

21 Those safety plans should have been
22 detailed. We knew what schools were on the list
23 already, you know, long time ago, we knew what
24 schools were close -- slated to be closed, I

1 don't want to say closed, but slated to be
2 closed. So, why aren't those plans in place and
3 why don't we have details for those plans?

4 Because for myself, and parents, and
5 students, you know, the devil's in the details.
6 We want to know what's going on because we're
7 trying to do what's best for our students and it
8 doesn't seem like the Board has students'
9 interest in mind because we're still -- oh,
10 we're coming up with the plan, you can call this
11 phone number, you can do this, that, and the
12 other. Where is our plan?

13 This two weeks -- you know, because
14 it's been two weeks, that doesn't cut it for me.
15 Thank you.

16 MR. DE LONGEAUX: Thank you, Mr. Spears.

17 (Off the record at 5:30 p.m.)

18 (Back on record at 5:35 p.m.)

19 MR. KNOWLES: I've already introduced myself.
20 So, just two follow-up questions on the
21 investments and all welcoming school slide, I
22 guess.

23 You guys mentioned two bullet points:
24 Academic intervention programs and activities to

1 bring together parents, staff, and students.
2 And I don't know how far or detailed this plan
3 already is, but it kind of just seems like
4 rather just make it seem like the plan is good,
5 but academic intervention programs seem so
6 vague. Like, you guys should provide details of
7 what this plan encompasses.

8 So, how are you guys going to intervene
9 in those kids lives, because just switching them
10 from one school to another school is not going
11 to change their academic performance if their
12 family life at home is crazy.

13 So, how are you going to intervene
14 these kids' lives to actually make sure that the
15 change isn't just a change of environment from
16 one classroom to another, but what activities
17 are you actually going to do to make sure the
18 parents are involved and that the teachers,
19 because sometimes the teachers I feel like are
20 held 100 percent accountable for something
21 that's out of their control. The kids don't
22 hand in the homework assignment and their family
23 life is crazy, the teacher shouldn't be held
24 accountable for something that's out of their

1 scope or out of their control.

2 So, how do you guys plan on making a
3 breakthrough to the students at home life to
4 not -- to not only make sure the teachers are
5 accountable, but, also, make sure the parents
6 are accountable.

7 So, thank you.

8 (Off the record at 5:36 p.m.)

9 (Back on record at 5:48 p.m.)

10 MR. DE LONGEAUX: Now calling our Speaker
11 No. 8, whenever you're ready, sir, Jerry Ruiz.

12 MR. RUIZ: I've lost my papers, but you know
13 that Stewart and Trumbull are both in the
14 architectural survey, the landmark survey, they
15 are both orange rated, they are both the highest
16 quality of architectural construct -- of
17 landmark building that there is in this survey.
18 They are just short of being a landmark and I
19 intend to -- and there are citizens' procedures
20 to nominate this to the Landmark Commission. I
21 intend to follow those citizens commission
22 procedures to make a recommendation.

23 Now, like the Tribune says that it's --
24 Landmark Commission is political, and it's a

1 waste, and it's an example of how our
2 administration vandalizes our city, how they
3 vandalize the Michael Reis, how they've torn
4 down Prentice, how they don't care about how we
5 have a government and a city that destroys our
6 schools, destroys our landmarks, destroys our
7 city.

8 This is a highest rated building. Even
9 if the procedures are simply not followed, we
10 will follow them and see if they are
11 destructive, this destructive city, this
12 destructive administration has to go through its
13 procedures. This is a highest rated building,
14 it's a Perkins School, significant Prairie
15 architecture. They are both listed, if you look
16 on the website for the Landmarks Commission, you
17 will see they are orange rated.

18 And if you will look on any
19 architectural history books about
20 Dwight Perkins, you will see he was a
21 significant Prairie architect, and that during
22 his time as architect for the Board of
23 Education, he built significant buildings.

24 For the city to close this and dispose

1 this and make Trumbull into a fast food place or
2 Stewart into, what, another building would be a
3 cultural vandalism. Thank you, very much.

4 MR. DE LONGEAUX: Thank you.

5 (Off the record at 5:51 p.m.)

6 (Back on record at 5:53 p.m.)

7 MR. KNOWLES: Just want to say one more thing
8 before I head out.

9 I'm not from the Chicago area, I'm,
10 actually, from Florida myself, but after coming
11 here, I'm just really disappointed just to see
12 that this is the -- the public display of what
13 this local government is like.

14 Like, this just seems like a PR move,
15 this whole event, because these people, these
16 teachers are coming out trying to fight for
17 their jobs, practically pleading, but you guys
18 won't even give them the simple decency to even
19 answer their questions. They're not coming up
20 here being disrespectful, they're not coming up
21 here yelling or making threats, they're just
22 trying to get answers and trying to find out
23 what's best for their students, they're kids,
24 their family. And I don't know, it's just

1 really sad.

2 So, I hope you guys -- I know you guys
3 have a tough decision, a lot of work to do, but
4 I just hope you guys realize the weight of the
5 decision that you're making when you go and
6 decide to whether to close the schools, keep it
7 open, that's the decision you make.

8 So, I really hope you guys take that to
9 heart and not just pound the gavel, actually
10 think about the kids that you're affecting, the
11 communities, the homes that you're -- because, I
12 mean, these kids have to go further, you might
13 be putting them in a more dangerous situation.
14 So, just, actually, think about the decision
15 that you're making and not just -- don't just
16 write it off as another -- as another day at the
17 job, actually think about what you're doing.

18 That's all. And have a good night.

19 MR. DE LONGEAUX: Thank you.

20 MR. CAWLEY: We're not answering questions,
21 but since it's part of our introductory remarks,
22 I feel like it's okay to repeat this.

23 This is part of a process that's been
24 going on for months, and CPS has listened to

1 sessions with a lot more people than this, a
2 total of 20,000 people have been in various
3 community meetings contributing to the
4 recommendations that were made, and now each one
5 of those recommendations will go through two
6 community meetings like this, some of them are
7 very well attended and some just aren't, and a
8 public hearing that will be held down by a
9 neutral Hearing Officer who tends to be a
10 retired Judge.

11 So, the process is very thorough and
12 listens to the community. The original
13 recommendation was shaped by the input from
14 those 20,000 people. The original list of
15 schools that are underutilized was 129 schools
16 and that was narrowed to the recommended list.
17 So, that reflected input from the community.

18 And very detailed plans have been
19 developed for each and every action. The
20 summary of that is on the handout that went out,
21 more is available on the website, and there will
22 be continuing engagement with the community,
23 with parents, with family.

24 The police have been with us

1 side-by-side through all of this because safety
2 is of the utmost importance, as we said earlier.
3 And we have very thoughtful people making very
4 thoughtful decisions about what's best for this
5 District and for the students of this District
6 long-term.

7 So, the -- we feel good about the
8 process that we've gone through, but we're not
9 done, there's still more people to hear from in
10 each of the communities, the effected teachers,
11 the effected families, the effected students in
12 many cases have come out to speak and we're
13 eager to hear from them.

14 Finally, the process to listen only and
15 not answer questions reflects that there were
16 meetings like this going on all over the city
17 and it's impossible to have all the right people
18 answer all the questions at every one of those.
19 So, that's why we have a very consistent process
20 where questions are posted and responded to
21 online so that the right people are responding
22 to them that know the most about each situation.

23 Thank you.

24 I would like to introduce

1 Commander Voulgaris from the 19th District who's
2 with us again this evening as evidence of our
3 partnership with the Police Department in coming
4 up with the best safety plans for each of our
5 school actions.

6 And as I said earlier for those who
7 were here at the beginning, we will be meeting
8 with parents, we're working with the police
9 first to come up with the right plans, and then
10 we'll sit down and talk to parents and the Local
11 School Council to refine those plans to make
12 sure we're doing the best thing for the students
13 who are effected.

14 (Off the record at 5:57 p.m.)

15 (Back on record at 6:59 p.m.)

16 MR. DE LONGEAUX: It's now time to conclude
17 the first meeting. So, thank you all for coming
18 this evening and thank you to those who spoke,
19 also.

20 Again, we would like to remind you that
21 this is the last public meeting regarding this
22 school action at this location. The public
23 hearing will take place at Central Office on
24 April 16th at 5:30 p.m. And, obviously, all of

1 you are very encouraged to attend.

2 So, thank you, very much, for all, and
3 now the session is closed. Thank you.

4 (Which were all the proceedings
5 had in the above cause this
6 date and time.)

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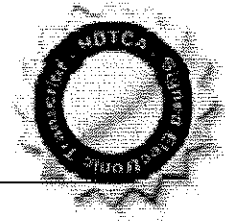
1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)
4

5 Sandra Di Vito, as an Officer of the
6 Court, says that she is a shorthand reporter
7 doing business in the State of Illinois; that
8 she reported in shorthand the proceedings of
9 said hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said hearing.

13 IN TESTIMONY WHEREOF: I have hereunto
14 set my verified digital signature this 11th day
15 of April, 2013.

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Illinois Certified Shorthand Reporter

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Community Meeting for the Proposal to Close Graeme Stewart Elementary

April 11, 2013; 5:00-7:00pm

Location: Amundsen High School, 5100 N Damen Avenue

CPS Facilitators:

Tim Cawley, Chief Administrative Officer

Sebastian De Longeaux, Chief Procurement Officer

Also in attendance:

Craig Benes, Chief of Elementary Schools, Ravenswood Ridge Network

Phil Salemi, Deputy Chief of Elementary Schools, Ravenswood Ridge Network

Luis Garcia-Juarez, School Council Relations

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Stewart Elementary School in accordance with Public Act 097-0474. CPS officials reviewed the proposed action and there were about 10 community members in attendance and 4 speakers. The speaker comments focused on a variety of topics including: CPS budget deficit, detailed supports for students, and concern around planning.

CPS Welcome

Tim Cawley, Chief Administrative Officer, welcomed those in attendance and introduced the meeting. He introduced the sign language interpreters and Spanish translators. He asked if anyone required Spanish translation. No one raised their hands. Cawley then presented an overview of the proposal and reviewed the materials available to meeting attendees. Sebastian De Longeaux, Chief Procurement Officer then explained the meeting rules and procedures. The meeting was opened for public comment at about 5:13pm.

Public Comment

Martin Ritter

Mr. Ritter is a CTU organizer; prior to that he said taught for 8 years and is affiliated with 675 units, including 18 UNO schools he said he is organizing. Martin asked if he was the only speaker and if he could take two hours to filibuster. He said he believes that he read that CPS issued \$329M bond issue and asked if it was wise to take a district father into debt when there is a \$1B deficit. He said he took basic finance in college and learned that if you are a billion dollars in the hole, it is not sound financial practice to go into the hole another \$329M. He said that the PR spin would be to use the money for iPads, AC and plenty of other things. He then said that he hears the CEO and Mayor say that closing schools are tough decisions. He said he thinks the tough decisions are to ask "friends at the merc and the board of trade" to pay their fair share. He said he thinks a tough decision is to close the LaSalle TIF and provide more revenue. He said those are tough decisions.

Jonathan Knowles

Mr. Knowles is a student at Northwestern University. He said that he had questions based on the information presented. He asked how does CPS plan on handing additional students in the classroom and maintaining class sizes that teachers can manage? He said that he sees noted there is \$1.7M invested in the building, but asked if there are larger class sizes how would it be handled? He then asked how Stewart students would be brought up to standard in their new classrooms at Brennemann. He said that Brennemann has accolades and asked how new students will be held to standards and how CPS plans on helping them transition. He asked how would CPS make sure the transition would go smoothly.

Martin Ritter

Mr. Ritter said that he would continue with his comments. He asked how many people who work for CPS have teaching and learning experience in classrooms, he said he knows that Mr. Benes does. He said that people without teaching experience, these are the people who make disastrous decisions regarding public school students. He said that those who taught have organized new opposition in the union to fight back against corporate reform. He said that the decisions are being done on a spreadsheet without actual direct contact with teachers and support staff who are dedicated to putting children first. He said that children deserve smaller class sizes, and to be provided with art, music, a librarian, world language, and computer technology. He said instead they will get iPads which will be obsolete in 2 years. He said that best practices are not part of the budget and that if you really wanted to make a difference CPS would listen to educators- someone with a bachelors and masters in teaching. He said educators know what works, not Bill Gates, Eli Broad and the Walton family, who do not have any experience in this but they do have experience in destroying classrooms, closing schools and privatizing public education and reversing what educators like John Dewey put together years ago.

Martin Ritter

Mr. Ritter asked if there are any Board of Education members present. He said Mr. Cawley is high ranking and said he “gives him credit”. He then said that people making decisions are not here to listen. He said that there is a court reporter and note taker. He said the CEO made a comment about the winter hearings that people understood about closings. He said he was at 15 hearings and he said no one at those hearings go it that CPS had to close schools. He said he does not accept the CEO’s comments. He said he does not think CPS wants to do this; he thinks the Mayor has an agenda for charters and to privatize. He said that Bishop Desmond Tutu said you either fight for justice or you stand with the oppressors. He said this is the time to fight right now. He said CPS PR uses phrases like “holding children hostage” in failing schools. He said when did teachers become terrorists? He said teachers are teaching reading, math and social studies. He then said that is the type of relationship CPS has with 27,000 workers in the system. He said the last two years deficits turned to surpluses. He said the deficit is because Arnie Duncan decided to put pensions on a credit card before he went to DC. He then said that an unelected, unaccountable school Board is making the decisions. He said there is an appointed

educator on the Board. He said in two years he hopes there is a new Mayor and CEO who do the right thing.

Reggie Spears

Mr. Spears said that it came to his attention at an LSC meeting that there are not plans for anything yet because we are only two weeks into the notice of proposed school closing. He said his comment is that if CPS is going forward with plans and school closings that plans should be in place already. He said all plans should be in place and he and other teachers, parents and students want details. He said if there are not plans the decisions are narrow sighted. He said safety plans should be detailed because CPS knew a long time ago what schools were slated to be closed. He asked why plans are not in place. He asked why students, parents, and he do not have details and said "the devil is in the details". He said it does not seem like the Board of Education has student interests in mind.

Jonathan Knowles

Mr. Knowles said he had follow up questions. He said the print materials mention academic intervention and asked what activities there are to bring together parents, staff, and students? He then said it mentions academic intervention. He asked how detailed is the plan? He said it seems like rhetoric and is vague. He said to provide details about what the plan encompasses and how CPS will intervene. He said that switching schools won't change performance and asked how CPS will make sure the change is not just a change in environment. He then said that sometimes teachers are held 100% accountable for things out of their control like student home life. He said if home life is crazy a student may not do homework and a teacher can't be held accountable. He said to make sure teachers and parents are accountable.

Jerry Rose

Mr. Rose said that Stewart and Trumbull are both in the architectural survey, a landmark survey and that they are both orange rated, which is the highest quality of architectural landmark in the survey. He said they are both just short of being a landmark. He said he intends to follow the citizen procedures to recommend them. He said that the tribune says the Landmark Commission is political and a waste and that they vandalize the city. He said they've vandalized Michael Reece, he said they've torn down Prentice, and now they don't care that we have a city that destroys schools. He said the schools are significant priority architecture. He said to look up Dwight Perkins. He said they are significant prairie architecture; during the time he was an architect for the board of Education he built significant buildings. He said for the city to close and turn Trumbull into a fast food place or into another building would be "cultural vandalism."

Jonathan Knowles

MR. Knowles said he is from Florida and that after coming tonight he is disappointed to see what looks like a PR move from local government. He said there are teachers here to fight for their jobs and they cannot get answers to their questions. He said teachers are not being disrespectful but want to find out what is best for students, kids and families. He said he thinks it is sad. He



said it is a difficult decision but for CPS to realize the weight of the decision and when CPS decides to close or keep open schools to take it to heart and not pound a gavel. He said to think about kids, communities, homes and children who may have to go further and be put in danger.

Tim Cawley reiterated the process of gathering public comment and input and the purpose for the meeting.

There was no public comment from about 5:59-7:00pm.

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Graeme Stewart Elementary School

Statement of Benjamin Felton, Portfolio Planner

April 16, 2013

Good evening, Your Honor. My name is Benjamin Felton, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since July of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as a teacher at CPS. I then joined the Tennessee Department of Education, where I focused on teacher and principal recruitment and contributed to the development of the department's five-year strategic plan. I have a Bachelor of Science from Vanderbilt University.

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 Stewart facility with respect to the proposal to close Stewart.

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 Craig Benes, will discuss the performance of the welcoming school and highlight the supports being offered in the draft transition plan.

Stewart is currently located at 4525 North Kenmore Avenue. Stewart is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 256 students in pre-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 B14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76%-77% of the total classrooms available. As an elementary school's enrollment increases above the efficiency range, a school may be considered overcrowded as programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range, a school may be considered underutilized as classrooms are unused or poorly programmed, making the use of limited resources less effective.

A typical elementary school building has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76%-77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 - 1080. If a school in this typical elementary school building 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 28 total classrooms within the Stewart facility. Approximately 76%-77% of this number is 21, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Stewart facility is between 504-756 students.

As I stated, the enrollment of Stewart, as of the 20th day of attendance for the 2012-2013 school year, is 256. This number is below the enrollment efficiency range, and thus, the school is underutilized.

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

Brennemann has 28 total classrooms. Approximately 76%-77% of this number is 21, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Brennemann facility is between 504-756 students. Brennemann currently has 320 students enrolled.

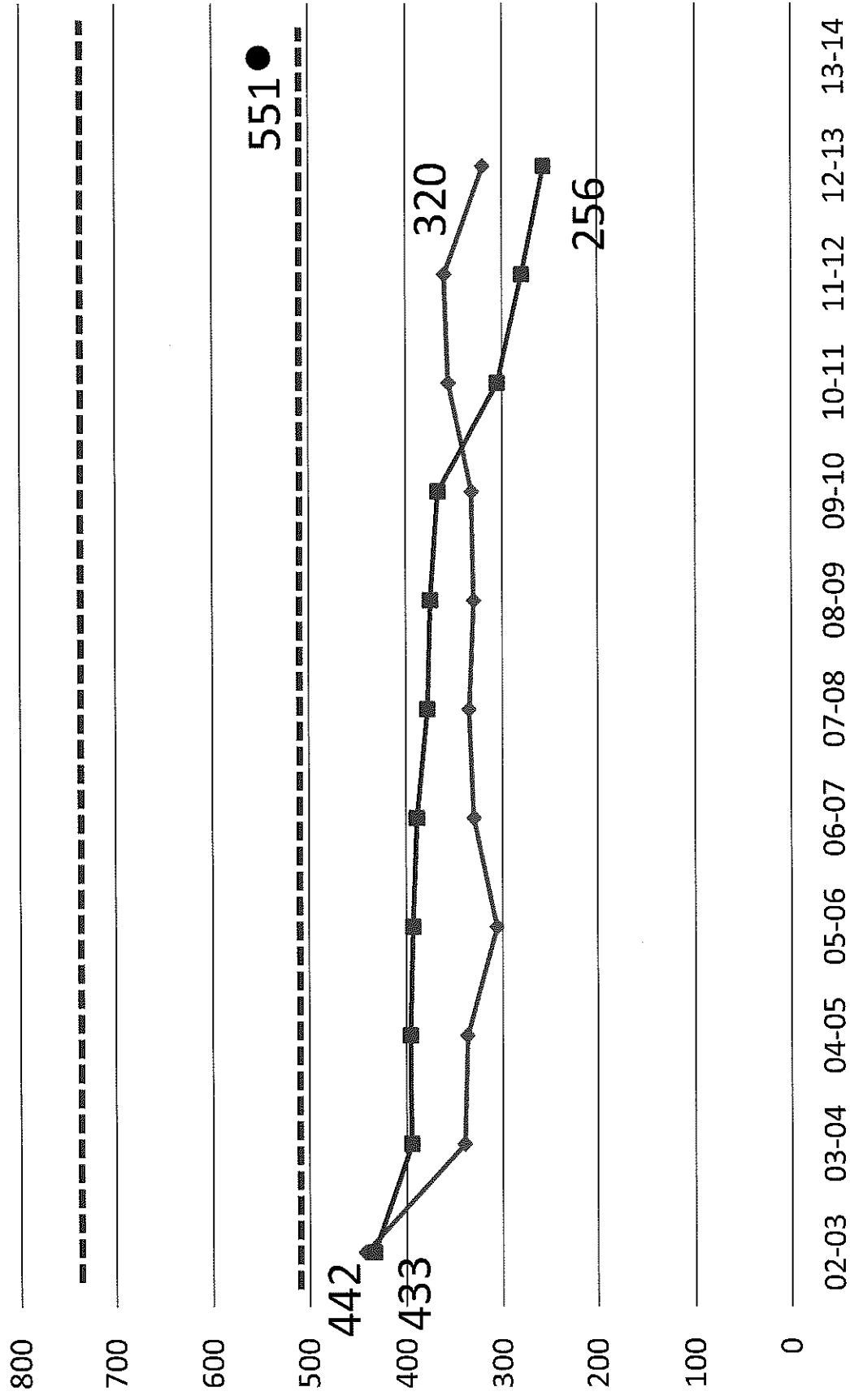
To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Stewart and Brennemann, green hashed lines showing the enrollment efficiency range of the Brennemann building, and a circle representing the combined projected enrollment for 2013-2014. Stewart's current enrollment is 256 students and Brennemann's current enrollment is 320 students for a total of 576 students, within the enrollment efficiency range. Further, the projected enrollment of Stewart for the 2013-2014 school year is 241 students and the projected enrollment for Brennemann for next year is 310 students for a total of 551 students, which is also within the Brennemann enrollment efficiency range. Thus, there is enough space within the Brennemann building for students from Stewart and students from Brennemann.

If Stewart is closed, the CEO is also proposing that Stewart's attendance area be reassigned to Brennemann at 4251 North Clarendon at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab C23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Brennemann, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Craig Benes, who will discuss the performance of Brennemann and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.

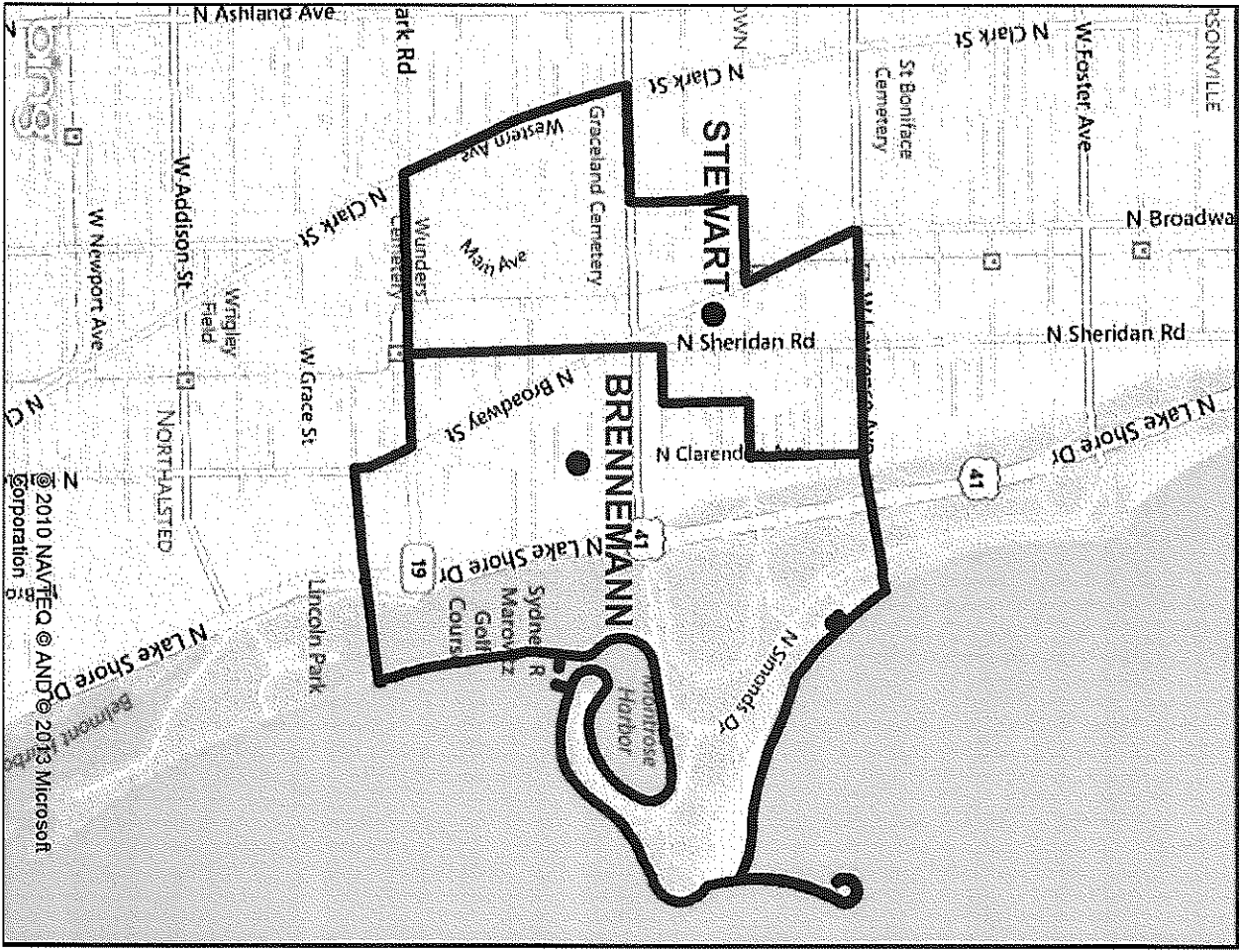
Enrollment History



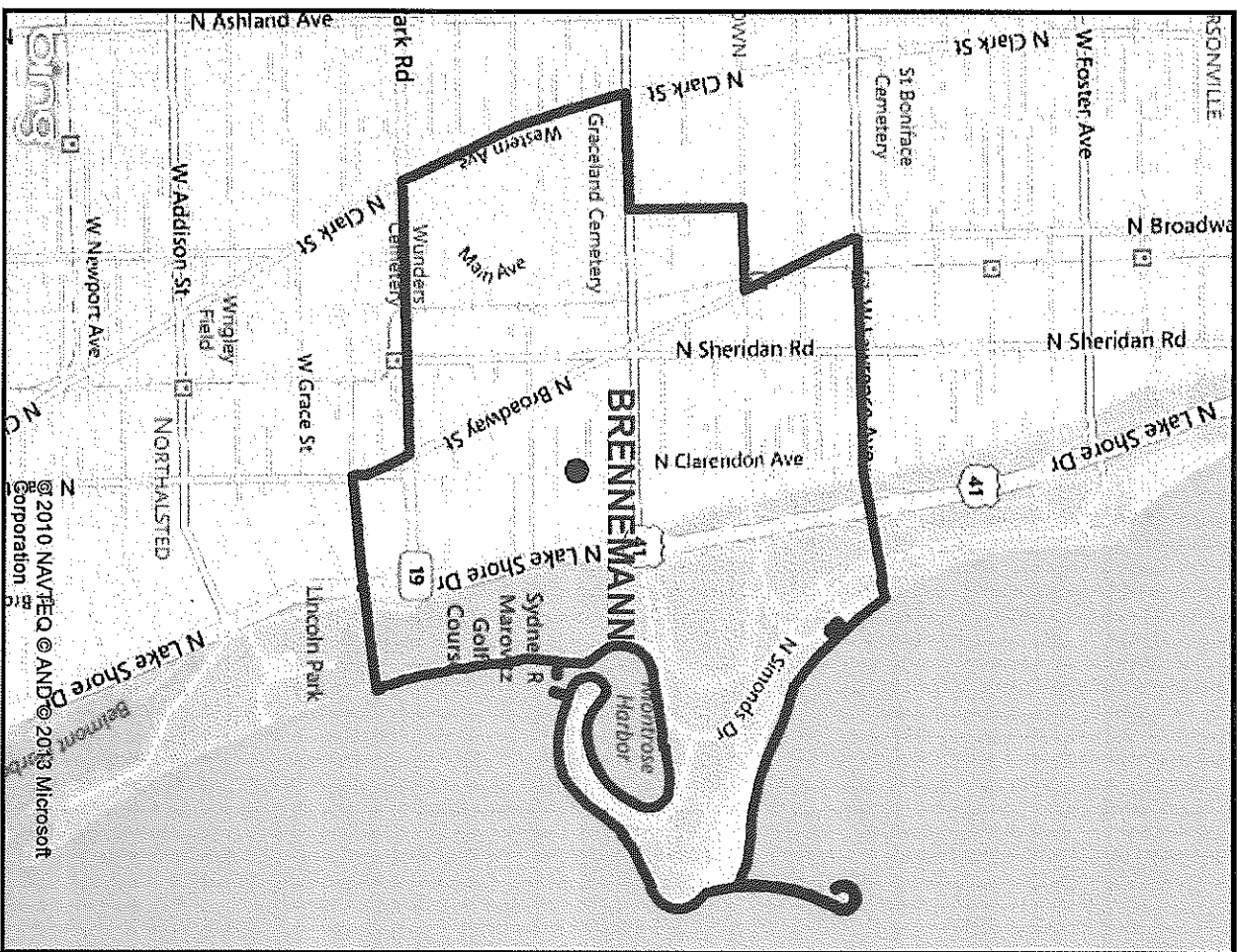
◆ Brenneman ■ Stewart

Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Graeme Stewart Elementary School

Statement of Craig Benes, Chief of Schools for the Ravenswood-Ridge Elementary Network

April 16, 2013

Good evening Your Honor. My name is Craig Benes. I am the Chief of Schools for the Chicago Public Schools, Ravenswood-Ridge Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Brennemann is within the Ravenswood-Ridge Elementary Network and I am responsible for the support and oversight of Brennemann on behalf of the CEO. I have been the Chief of Brennemann since fall of 2011.

By way of background, over the past 28 years, I have worked in a number of capacities within public education and social services, including Crisis Team Supervisor, Special Education Teacher, Behavioral Interventionist and Curriculum Writer for the Department of Curriculum and Instruction. I have also served as assistant principal and principal before becoming Chief in the Ravenswood-Ridge Network. I hold a bachelor's degree from the University of Wisconsin-Platteville, a Master of Science degree in Applied Family and Child Studies from Northern Illinois University, a Master of Arts degree in Special Education from Northeastern Illinois University and a Certificate of Advanced Study Type 75 Administration and Supervision from National Louis University-New Leaders for New Schools Principal Training Program.

As you have already heard, Stewart 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. Stewart students will be welcomed by Brennemann, located at 4251 North Clarendon Avenue. The facility at 4251 North Clarendon Avenue has enough space to welcome the Stewart students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Stewart students are welcomed by the Brennemann administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing elementary school to be a school receiving a higher level on the Performance Policy for the 2011-2012 school year. The CEO's Guidelines also define a higher performing elementary school, if the Performance Policy level is equal, to be a school performing higher on the majority of four performance metrics for the 2011-2012 school year. Both Stewart and Brennemann received a Level 2 rating in 2011-2012.

Thus, the higher performing school under the Guidelines is the one that performed higher on the majority of four performance metrics.

The four performance metrics analyzed are the percentage of points the school received on the Performance Policy, the ISAT composite meets or exceeds score, the Value-Added score in reading, and the Value-Added score in math. I will explain each of these metrics below and explain how Brennemann performed higher than Stewart in 2011-2012.

The first metric to compare is the schools' percentage of points received on the Performance Policy. The Performance Policy bases its rating on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. For 2011-2012, Brennemann received 66.7% of available points and Stewart received 64.3% of available points. Thus, Brennemann received a higher percentage of points on the Performance Policy.

The second metric is the ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments. Brennemann's ISAT Meets or Exceeds Composite score was 73.8%, while Stewart's Meets or Exceeds Composite score was 66.7%.

The third and fourth metrics are the schools' Value-Added score in reading and math. Value-Added is a component of the Performance Policy that compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in the Students in Temporary Living Situations program, Individualized Education Program (or IEP) status, English Language Learner status, and gender. Controlling for these factors allows us to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardization means that the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84% of schools in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the

District. And a negative score means that students at the school are growing at a slower pace than similar students in the District.

As you can see, Brennemann's reading Value-Added score was 0.2 in 2012 and Stewart's reading Value-Added score was 0.0. This means that, on average, students at Brennemann grew at a faster pace in reading when compared to students at Stewart. Brennemann's mathematics Value-Added score was -0.3 in 2012 and Stewart's Value-Added score was 0.1. This means that, on average, students at Stewart grew at a faster pace in mathematics when compared to students at Brennemann.

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

If this proposal is approved, students will receive additional supports at Stewart during the remainder of this school year and at Brennemann 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 A1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

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

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Brennemann 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 Stewart maintain academic rigor for the remainder of the school year and ensure a smooth transition to Brennemann. 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 Brennemann 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 held a parent meeting on April 5th with Stewart families and my deputy chief held a parent meeting with the Brennemann families on April 8th. I am also open to holding more parent meetings to welcome families and students affected by this action to discuss concerns and educational options.
- Fourth, the principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

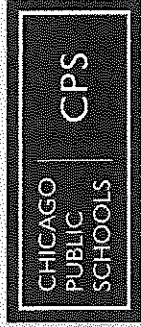
Students will also receive social and emotional supports to help them adjust to a new school environment, including the following:

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Brennemann 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 Stewart 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 A1.

In conclusion, Stewart is underutilized, the combined enrollment of Stewart and Brennemann students at the 4251 North Clarendon Avenue facility will not exceed the facility's enrollment efficiency range, and Brennemann 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.



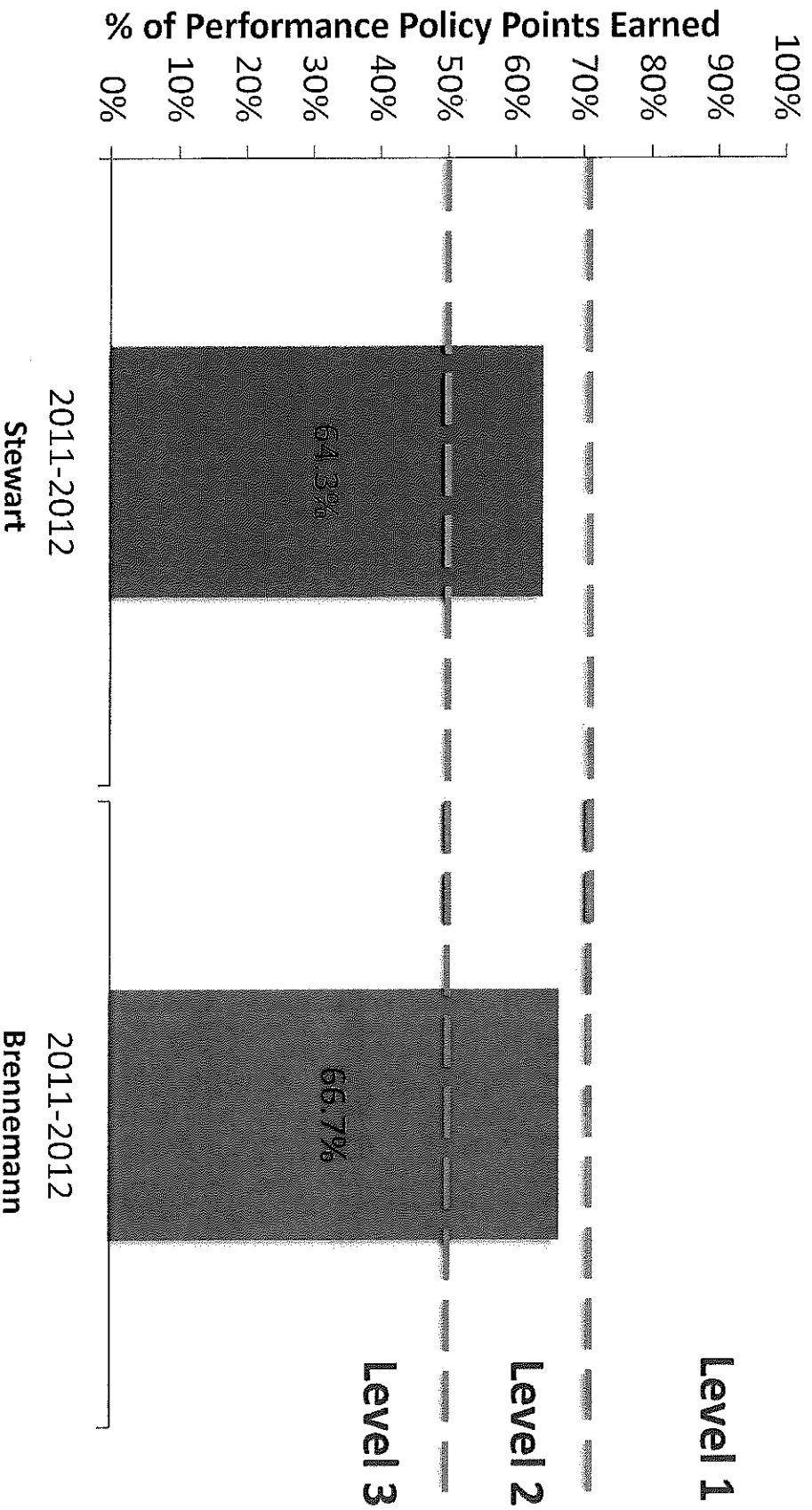
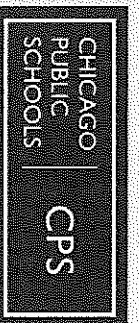
Proposal for School Closure

Stewart Elementary School

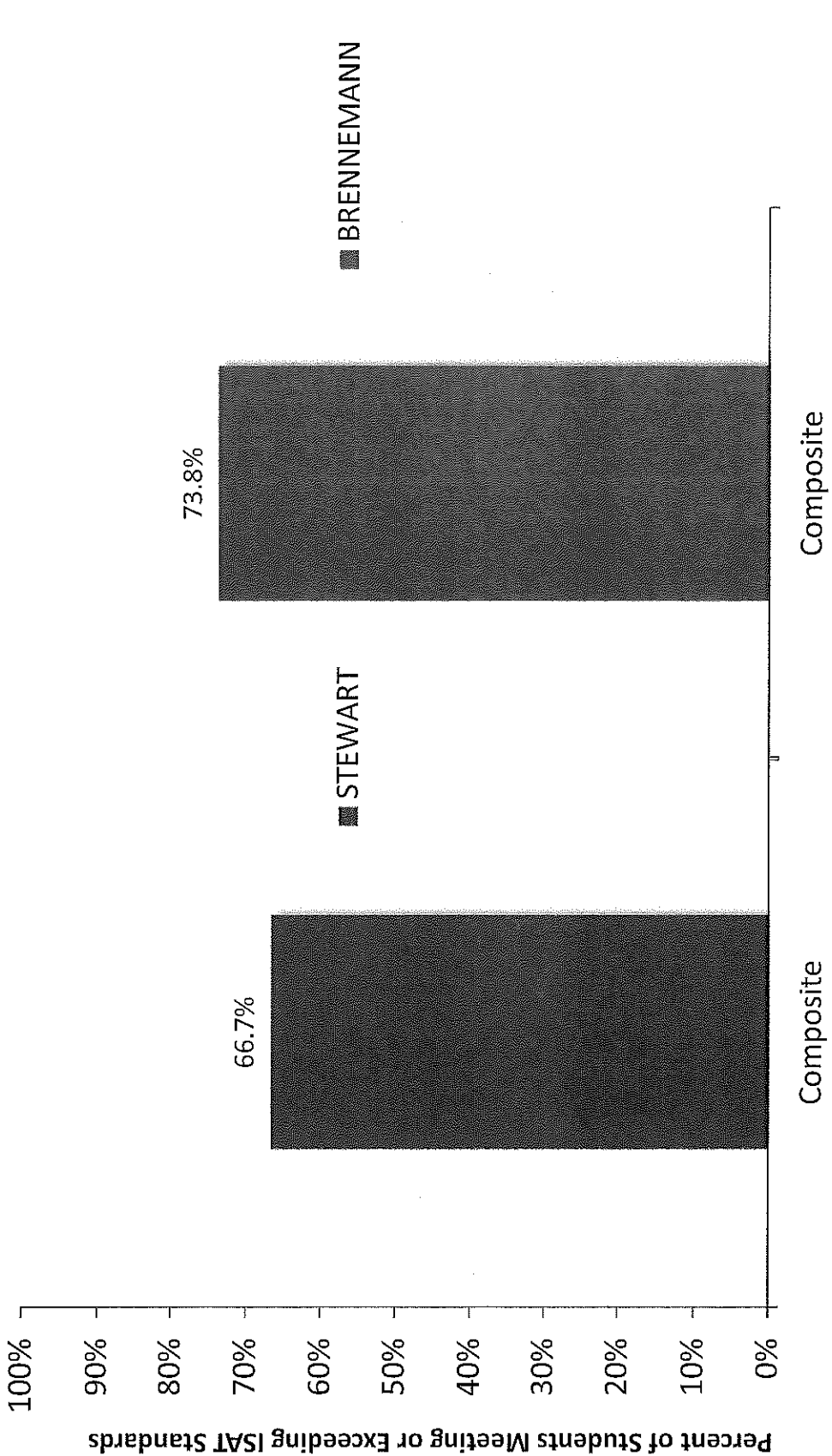
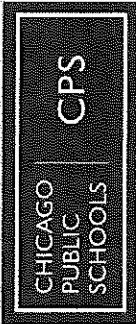
Office of Accountability

April 2013

Performance Policy

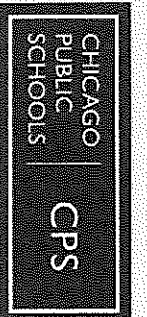


2012 ISAT Scores



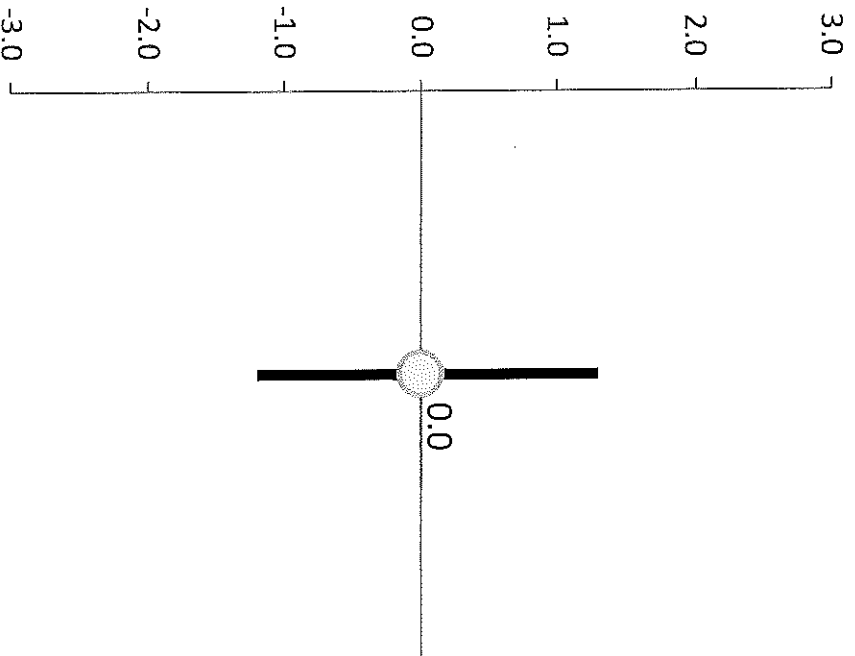
Office of Accountability 3

ISAT Reading Value-Added

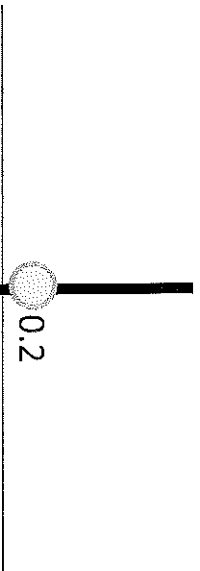


Stewart

Brennemann



2011-2012

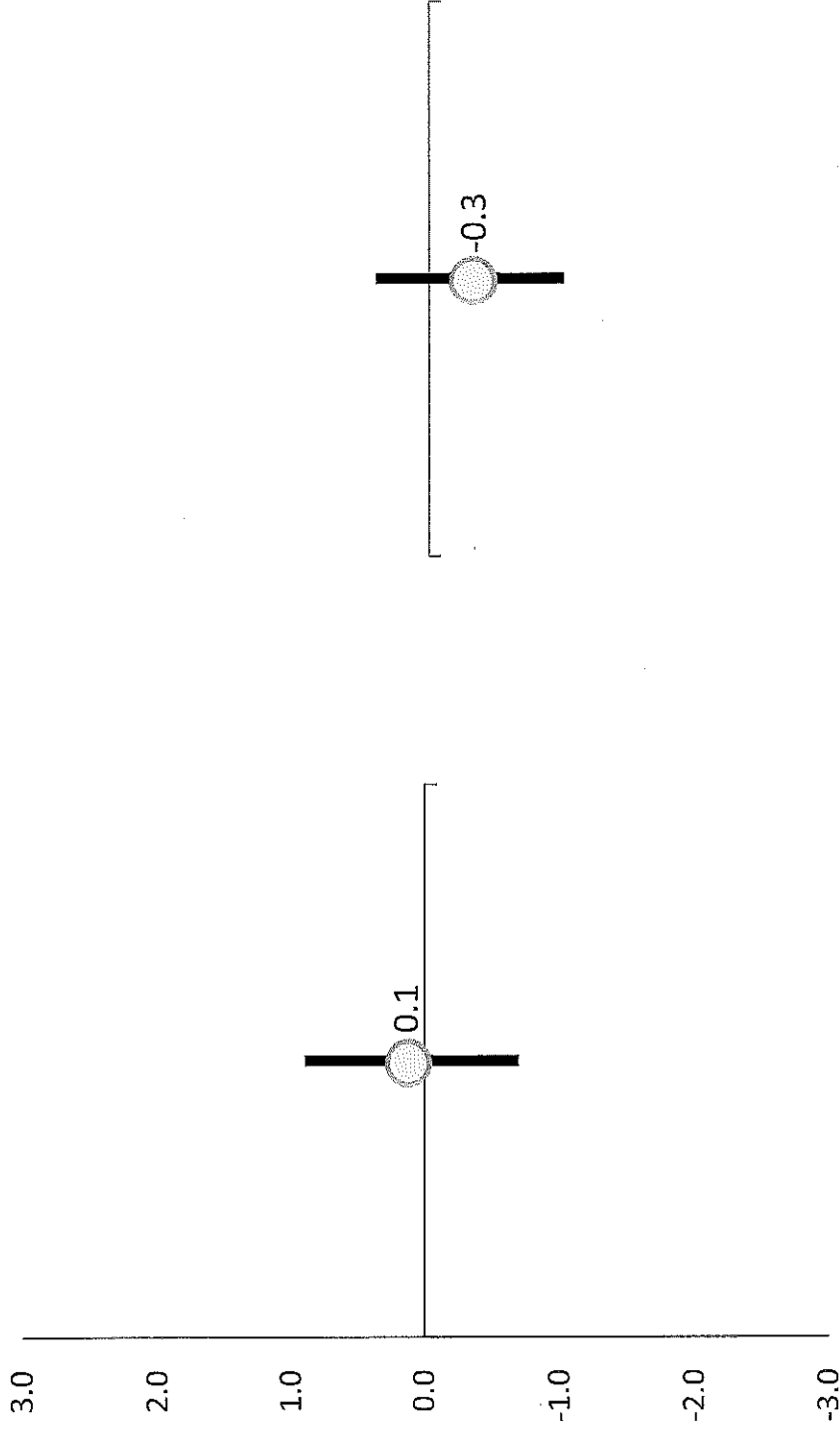


2011-2012

ISAT Mathematics Value-Added



Stewart Brennemann



2011-2012

2011-2012

Performance Policy



2012 Elementary School Performance Policy Report

Graeme Stewart Elementary School

School ID: 610187

Network: Ravenswood-Ridge Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	58.9%	57.8%	73.3%	59.8%	66.6% (1 point)	-2.6 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	66.1%	67.5%	74.0%	71.4%	72.8% (2 points)	+6.2 (3 points)	5 of 6
ISAT Science Meets/Exceeds %	50.9%	66.0%	65.9%	72.1%	67.0% (1 point)	+12.5 (3 points)	4 of 6
ISAT Composite Exceeds %	7.1%	5.3%	11.0%	9.4%	10.7% (1 point)	+1.3 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	10.9%	5.4%	19.6%	13.2%	18.9% (2 points)	+7.6 (3 points)	5 of 6
Adjusted Attendance Rate	94.1%	94.9%	95.2%	95.2%	95.6% (3 points)	+1.4 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	0.0	53rd	2 of 3
Value-Added Math	+0.1	60th	2 of 3

Overall Rating	2012-2013	2011-2012	2010-2011
Performance Policy Rating	27 of 42 (64.3%)	27 of 42 (64.3%)	13 of 42 (31%)
Performance Rating	Level 2	Level 2	Level 3
ISAT Composite Meets/Exceeds %	66.7% (2012)	72.2% (2011)	57.6% (2010)
Probation Status	Not on Probation	Probation	Probation

growth of similar students District-wide. This comparison is made using a regression methodology that controls for each 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 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school 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 PSAE score below 10% are automatically on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	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 Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	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 Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	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 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
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
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
Value-Added Mathematics	1.0 or more	3 points		
	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:
71% or more
50% to 70.9%
Less than 50%
*Notes on Probation: Schools that have been on probation more consecutive years must achieve a 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 to be removed from probation such action was taken or threatened in the previous 3 consecutive years, whichever is longer.
Charter schools do not receive charter school accountability agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/policy

Performance Policy



2012 Elementary School Performance Policy Report

Joseph Brennemann Elementary School

School ID: 610242

Network: Ravenswood-Ridge Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	68.2%	68.9%	67.0%	70.4%	68.2% (1 point)	+6.1 (3 points)	4 of 6
ISAT Math Meets/Exceeds %	79.8%	75.7%	79.2%	78.7%	79.0% (2 points)	+2.8 (1 point)	3 of 6
ISAT Science Meets/Exceeds %	68.7%	74.9%	68.2%	68.0%	68.7% (1 point)	+2.9 (1 point)	2 of 6
ISAT Composite Exceeds %	10.1%	9.4%	12.6%	16.9%	16.6% (2 points)	+9.9 (3 points)	5 of 6
8th Grade ISAT Composite Exceeds %	8.9%	11.5%	11.3%	17.0%	16.1% (2 points)	+6.3 (3 points)	5 of 6
Adjusted Attendance Rate	94.8%	95.7%	94.9%	95.9%	96.3% (3 points)	+0.2 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.2	59th	2 of 3
Value-Added Math	-0.3	37th	1 of 3

Overall Rating	2012-2013	2011-2012	2010-2011
Performance Policy Rating	28 of 42 (66.7%)	30 of 42 (71.4%)	23 of 42 (54.8%)
Performance Rating	Level 2	Level 1	Level 2
ISAT Composite Meets/Exceeds %	73.8% (2012)	71.8% (2011)	67.6% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

growth of similar students District-wide. This comparison is made using a regression methodology that controls for each 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 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school 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 PSAE score below 10% are automatically on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	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 Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	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 Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	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 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
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
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
Value-Added Mathematics	1.0 or more	3 points		
	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:
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