

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
MIRIAM G. CANTER MIDDLE SCHOOL**

**April 17, 2013
COMMENCING AT 5:30 P.M.**

**HONORABLE GIL GROSSI
HEARING OFFICER**

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1. Notice Letter to Parents or Guardians of Students at Miriam G. Canter Middle School, Bret Harte Elementary School and William H. Ray Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Miriam G. Canter Elementary School
2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Miriam G. Canter Middle School, Bret Harte Elementary School and William H. Ray Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Miriam G. Canter Middle School
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Miriam G. Canter Middle School, Bret Harte Elementary School and William H. Ray 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 before November 30, 2012, (c) Proposals on or before March 21, 2013, and (d) Summaries from Community Meetings on or before April 13, 2013 and April 17, 2013
6. Public Notice of Hearing and Community Meeting by Newspaper Publication in the Chicago Sun-Times beginning April 3, 2013

B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS

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8. 105 ILCS 5/34-200 (“Definitions”), effective July 13, 2012
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10. 105 ILCS 5/34-230 (“School Action Public Meetings and Hearings”), effective August 22, 2011
11. 105 ILCS 5/34-232 (“Proposed School Action Announcement and Notice; 2012-2013 School Year”), effective November 30, 2012
12. Chicago Board of Education School Performance, Remediation, and Probation Policy for the 2011-2012 School Year (Policy Manual Section 302.6A, Board Report 10-0728-PO4)
13. Chicago Board of Education Policy on Review and Establishment of School Attendance Boundaries (Policy Manual Section 703.2, Board Report 05-0622-PO1)
14. Chicago Public Schools Space Utilization Standards (Issued December 28, 2011)
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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
Miriam G. Canter Middle School
4959 S. Blackstone Ave

Parent or Guardian of a Student at
Bret Harte Elementary School
1556 E 56th St

Parent or Guardian of Student at
William H. Ray Elementary School
5631 S. Kimbark Ave

Re: **Proposed Closure of Miriam G. Canter Middle 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 Miriam G. Canter Middle School (Canter).

I am also recommending that Bret Harte Elementary School (Harte) and William H Ray Elementary School (Ray) both serve as the dedicated welcoming schools for students at Canter 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 Canter, located at 4959 S. Blackstone 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, Canter had 228 students enrolled on the 20th day of attendance, but has the capacity to serve 390 students. Canter students will be welcomed by Harte, located at 1556 E. 56th St. and Ray, located at 5631 S. Kimbark Ave. While the closure of Canter is not related to performance, it is important to note that both Harte and Ray are 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 Canter

The geographic boundary currently associated with Canter will be reassigned to Harte and Ray. This means that Harte or Ray, depending on the student's home address, will be the new neighborhood school for students living in the Canter boundary who are not currently enrolled at Canter.

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
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Wednesday, April 17, 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 Canter.

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,



Barbara Byrd-Bennett
CEO, Chicago Public Schools

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 Miriam G. Canter Middle School (Canter). This decision is based on the underutilization of Canter, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Bret Harte Elementary School (Harte) or William H Ray Elementary School (Ray), which have 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

Canter is a neighborhood elementary school located at 4959 S. Blackstone Ave., in the Burnham Park Elementary Network of CPS. Canter currently serves 228 students in 7th & 8th grades. CPS is proposing to close Canter based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Canter students will be welcomed at Harte, located at 1556 E. 56th St., or Ray, located at 5631 S. Kimbark 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 Canter, Harte, and Ray, 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 Canter will be reassigned to Harte and Ray. This means that Harte or Ray, depending on the student's home address, will be the new neighborhood school for students living in the Canter boundary who are not currently enrolled at Canter.

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 Canter. 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 Harte and Ray administrations and communities 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 Canter, and ensuring a successful transition to Harte or Ray 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, Canter students will be welcomed at Harte or Ray, which are higher performing schools. To ensure Canter students receive high-quality academic instruction throughout the transition, Canter, Harte, and Ray 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 Canter maintain academic rigor in the classroom and ensure a smooth transition to Harte or Ray. The PTC will follow students to Harte or Ray 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 Harte and Ray 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, Canter, Harte, and Ray 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. Harte and Ray 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 Canter 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 Canter 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 Harte or Ray, 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 Harte and Ray 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 Harte and Ray, provide observations of classrooms when school has resumed, and train Harte and Ray staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Harte and Ray, targeting training based on the unique population of the students in the school.
- Harte is not accessible and Ray is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" all have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Harte or Ray 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 Harte and Ray in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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

Transportation

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

V. Information Regarding Choice of Schools

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

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

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

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Wednesday, April 17, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

“Higher performing school” means:

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

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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



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

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
Miriam G. Canter Middle School
4959 S. Blackstone Ave.

Administrators, Faculty, Staff, and LSC Members
William H. Ray Elementary School
5631 S. Kimbark Ave.

Administrators, Faculty, Staff, and LSC Members
Bret Harte Elementary School
1556 E. 56th St.

Re: Board of Education Proposed Closure of Miriam G. Canter Middle 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 Miriam G. Canter Middle School (Canter). 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 Canter, located at 4959 S. Blackstone 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, Canter had 228 students enrolled on the 20th day of attendance, but has the capacity to serve 390 students. Canter students will be welcomed by Bret Harte Elementary School (Harte), located at 1556 E. 56th St. and William H. Ray Elementary School (Ray), located at 5631 S. Kimbark Ave. While the closure of Canter is not related to performance, it is important to note that both Harte and Ray are higher performing schools, 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 Canter

I am also proposing that the geographic boundary currently associated with Canter be reassigned to Harte and Ray. This means that Harte or Ray, depending on the student’s home address, will be the new neighborhood school for students living in the Canter boundary who are not currently enrolled at Canter.

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

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Wednesday, April 17, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

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


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

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

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 that reads "Barbara Byrd-Bennett". The signature is fluid and cursive, with a large initial 'B' and a long, sweeping tail.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN
For the Proposed Closure of Miriam G. Canter Middle 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 Miriam G. Canter Middle School (Canter). This decision is based on the underutilization of Canter, in accordance with the Chief Executive Officer’s Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Bret Harte Elementary School (Harte) or William H Ray Elementary School (Ray), which have 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

Canter is a neighborhood elementary school located at 4959 S. Blackstone Ave., in the Burnham Park Elementary Network of CPS. Canter currently serves 228 students in 7th & 8th grades. CPS is proposing to close Canter based on the school’s underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Canter students will be welcomed at Harte, located at 1556 E. 56th St., or Ray, located at 5631 S. Kimbark 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 Canter, Harte, and Ray, 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 Canter will be reassigned to Harte and Ray. This means that Harte or Ray, depending on the student’s home address, will be the new neighborhood school for students living in the Canter boundary who are not currently enrolled at Canter.

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 Canter. 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 Harte and Ray administrations and communities 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 Canter, and ensuring a successful transition to Harte or Ray 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, Canter students will be welcomed at Harte or Ray, which are higher performing schools. To ensure Canter students receive high-quality academic instruction throughout the transition, Canter, Harte, and Ray 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 Canter maintain academic rigor in the classroom and ensure a smooth transition to Harte or Ray. The PTC will follow students to Harte or Ray 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 Harte and Ray 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, Canter, Harte, and Ray 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. Harte and Ray 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 Canter 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 Canter 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 Harte or Ray, 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 Harte and Ray 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 Harte and Ray, provide observations of classrooms when school has resumed, and train Harte and Ray staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Harte and Ray, targeting training based on the unique population of the students in the school.
- Harte is not accessible and Ray is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" all have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Harte or Ray 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 Harte and Ray in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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

Transportation

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

V. Information Regarding Choice of Schools

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

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

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

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Wednesday, April 17, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

“Higher performing school” means:

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

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at: [http://www.cps.edu/About CPS/Policies and guidelines/Documents/SpaceUtilizationStandards.pdf](http://www.cps.edu/About%20CPS/Policies%20and%20guidelines/Documents/SpaceUtilizationStandards.pdf), establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

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

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

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

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

- y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
- z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy
- aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School
- bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center
- cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School
- dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
- ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy
- ff. Ignance Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignance Paderewski Elementary Learning Academy
- gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School
- hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
- ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute
- jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School
- kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
- ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School
- mm. Mary Mapes Dodge Elementary Renaissance Academy and Morton School of Excellence regarding the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

9. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified on March 22, 2013:

- a. John P. Altgeld Elementary School and Daniel S. Wentworth Elementary School regarding Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
- b. Elaine O. Goodlow Elementary Magnet School and Charles W. Earle Elementary School regarding the Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

10. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, the following schools for the proposals specified:

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

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

VERIFICATION BY CERTIFICATION

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


JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

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

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

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

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

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

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

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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



LEONARD LANGSTON

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
12. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 12, 2013 community meetings detailed below were published on the CPS website on or before April 17, 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 Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
- h. 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
- 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 Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
- l. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
- m. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
- n. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
- o. Proposed Closure of Kate S. Buckingham Special Education Center, 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

This E-Sheet(r) is provided as conclusive 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.

Ad Number:
Insertion Number:
Size:
Color Type:

Client Name:
Advertiser:
Section/Page/Zone: CLASSIFIED/053/
Description:

Public Notices

NOTICE
INVESTMENT TO BID
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
Sealed proposals, enclosed as below, will be deposited in the sealed bid
depository located in the lobby of the Metropolitan Water Reclamation
District Administration Building, 100 East Erie Street, Chicago, Illinois
60611, from the date of the invitation to bid, up to 11:00 A.M. on the bid
opening date, and will be opened publicly by the Director of Procurement
and Materials Management or her designee at 11:00 A.M. on the stated
bid opening date below. CONTRACT 11-817-21
WATER RECLAMATION PLANT
FURNISH, DELIVER AND INSTALL A STEAM LINE AT THE CALUMET
WATER RECLAMATION PLANT
Estimated Cost: \$800,000.00 Bid Deposit: \$40,000.00
Mandatory Pre-Bid Site
Walk Through:
Tuesday, April 16, 2013
10:00 am Chicago Time
Wednesday, April 17, 2013
10:00 am Chicago Time
400 E. 130th Street
Chicago, Illinois
Mandatory Technical Pre-Bid
Conference:
Tuesday, April 16, 2013
9:00 am Chicago Time
Carnegie MPP
400 E. 130th Street
Chicago, Illinois
Bid Opening: April 20, 2013
Compliance with the District's Affirmative Action Incentive Ordinance
Appendix C, Appendix C and the Multi-Project Labor Agreement are
required on this contract. 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

Public Notices

NOTICE
REQUEST FOR PROPOSAL
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
ECONOMIC ADVISOR FOR RENEWABLE ENERGY PROJECTS
13-RFP-08
The Metropolitan Water Reclamation District of Greater Chicago
("District") requests proposals from prospective Proposer for
the above captioned subject which is described in the 13-RFP-08
document.
Proposals are due 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. No proposals will be accepted after 11:00 A.M. on
the above scheduled due date. All proposals sealed, or electronically
submitted to the Metropolitan Water Reclamation District of Greater
Chicago will be deemed non-responsive, rejected, and returned
to the Proposer. Proposals transmitted by U.S. Mail or other
delivery will be considered only when said proposals are in the bid
depository site at the time fixed for receiving said proposals. The
District does not guarantee that proposals received by mail or other
delivery will be deposited in the bid depository site in time for the
scheduled due date and time.
The objective of 13-RFP-08 is to provide MWRDC management
with economic and financial advisory expertise in the renewable
energy market with emphasis on anaerobic digestion and biogas
energy sector and possible consultation on other renewable energy
sectors. This contract will be for a three year period.
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. Do not include the Cost Proposal in the six (6)
copies. Proposals received in a format which is different from that
described in this Request for Proposal will not be accepted.
All Proposers 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. A successful Proposer will be required to comply
with all applicable Federal and State of Illinois Equal Opportunity
Regulations, as required.
Questions regarding clarifications to this Request for Proposal
may be addressed in writing to Darlene A. Lofcasco, Director of
Procurement and Materials Management, 100 East Erie Street,
Chicago, Illinois 60611, 312-751-6848 or fax number 312-994-
2071. The last day to submit questions pertaining to this Request
for Proposal is on the Friday prior to the proposal due date.
The estimated cost for the services is \$90,000 for a three year
period. There is no bid deposit required.
Copies of the Request for Proposal may be obtained at the Districts
Procurement and Materials Management Department, Room
508, 100 East Erie Street, Chicago, Illinois 60611 during normal
business hours, 8:45 A.M. through 4:30 P.M., Monday through
Friday. The Request for Proposal will be mailed in response to a
fax request (312-751-5042). The Request for Proposal may also be
downloaded online from the District's website, www.mwrdc.org. No
fee is required for the Request for Proposal 13-RFP-08.
The District assumes no responsibility for documents sent through
the mail. Further, the District assumes no liability or responsibility
for the failure or inability of any bidder to successfully download any
and all contract documents, including but not limited to
specifications, proposal forms and/or plans, as a result of any
type of technological computer and/or software system failure
or breakdown that results, prohibits or prevents successful
downloading of any and all contract documents by the
bidder, whether caused by the District or other parties, directly or
indirectly.
The District reserves the right to accept Request for Proposal or any
parts thereof or to reject any and all Request for Proposals.
Metropolitan Water Reclamation District of
Greater Chicago
By:
Darlene A. Lofcasco, Director of
Procurement and Materials Management
Date of Advertisement: Wednesday, April 3, 2013

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF A PUBLIC HEARING
ON THE PROPOSED CLOSING OF
GRAEME STEWART ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN THAT TWO COMMUNITY MEETINGS HAVE BEEN SCHEDULED TO RECEIVE PUBLIC COMMENT ON THE PROPOSED CLOSING OF GRAEME STEWART ELEMENTARY SCHOOL, located at 4550 North Kenmore Avenue, South Chicago. The meeting and hearing will be held on Monday, April 15, 2013 from 5:00pm-7:00pm and Tuesday, April 16, 2013 from 8:00am-10:00am. The meeting and hearing will be held at the designated location, 04/03/2013 535265.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF A PUBLIC HEARING
ON THE PROPOSED CLOSING OF
GARDNER ECHOLS ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN THAT TWO COMMUNITY MEETINGS HAVE BEEN SCHEDULED TO RECEIVE PUBLIC COMMENT ON THE PROPOSED CLOSING OF GARDNER ECHOLS ELEMENTARY SCHOOL, located at 4550 North Kenmore Avenue, South Chicago. The meeting and hearing will be held on Monday, April 15, 2013 from 5:00pm-7:00pm and Tuesday, April 16, 2013 from 8:00am-10:00am. The meeting and hearing will be held at the designated location, 04/03/2013 535265.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF A PUBLIC HEARING
ON THE PROPOSED CLOSING OF
ROBERT EMERIT ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN THAT TWO COMMUNITY MEETINGS HAVE BEEN SCHEDULED TO RECEIVE PUBLIC COMMENT ON THE PROPOSED CLOSING OF ROBERT EMERIT ELEMENTARY SCHOOL, located at 4550 North Kenmore Avenue, South Chicago. The meeting and hearing will be held on Monday, April 15, 2013 from 5:00pm-7:00pm and Tuesday, April 16, 2013 from 8:00am-10:00am. The meeting and hearing will be held at the designated location, 04/03/2013 535265.

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF A PUBLIC HEARING
ON THE PROPOSED CLOSING OF
EMERIT ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN THAT TWO COMMUNITY MEETINGS HAVE BEEN SCHEDULED TO RECEIVE PUBLIC COMMENT ON THE PROPOSED CLOSING OF EMERIT ELEMENTARY SCHOOL, located at 4550 North Kenmore Avenue, South Chicago. The meeting and hearing will be held on Monday, April 15, 2013 from 5:00pm-7:00pm and Tuesday, April 16, 2013 from 8:00am-10:00am. The meeting and hearing will be held at the designated location, 04/03/2013 535265.

CHICAGO PUBLIC SCHOOLS
NOTICE OF A PUBLIC HEARING
ON THE PROPOSED CLOSING OF
PRELIMINARY CO-LOCATION OF
BRONZEVILLE WITTINGTON SPRAKE ELEMENTARY SCHOOL
NOTICE IS HEREBY GIVEN THAT TWO COMMUNITY MEETINGS HAVE BEEN SCHEDULED TO RECEIVE PUBLIC COMMENT ON THE PROPOSED CLOSING OF PRELIMINARY CO-LOCATION OF BRONZEVILLE WITTINGTON SPRAKE ELEMENTARY SCHOOL, located at 2710 Dearborn Street, South Chicago. The meeting and hearing will be held on Monday, April 15, 2013 from 5:00pm-7:00pm and Tuesday, April 16, 2013 from 8:00am-10:00am. The meeting and hearing will be held at the designated location, 04/03/2013 535265.

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Chicago, Illinois
April 3, 2013
Metropolitan Water Reclamation
District of Greater Chicago
By: Darlene A. Lofcasco
District of Procurement and
Materials Management

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Formerly cited as IL ST CH 122 ¶ 34-18

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Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

▣ Act 5. School Code (Refs & Annos)

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

→→ 5/34-18. Powers of the board

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

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

2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;

3. To co-operate with the circuit court;

4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by

Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

5. To employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardians;

6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;

7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of the Consent Decree and Desegregation Plan cited in Section 34-1.01;

8. To approve programs and policies for providing transportation services to students. Nothing herein shall be construed to permit or empower the State Board of Education to order, mandate, or require busing or other transportation of pupils for the purpose of achieving racial balance in any school;

9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;

10. To employ non-teaching personnel or utilize volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be as-

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;
23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;
24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;
25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;
26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;
27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;
28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;
29. (Blank);
30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;
31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;
32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;
33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

CROSS REFERENCES

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

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

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

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

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

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

LAW REVIEW AND JOURNAL COMMENTARIES

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

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).

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

Formerly cited as IL ST CH 122 ¶ 34-18

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





UNITED STATES SUPREME COURT



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

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1. Constitutional issues

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

2. Legislative intent

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

3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

4. Delegation of powers

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

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

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

5. Maintenance and development of schools

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

6. Budget

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

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

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

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

7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

8. Bus contracts

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

9. Subdistricts

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

10. Curriculum

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

11. Textbooks

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

12. Discipline of students

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

13. School property, use of

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

14. Racial discrimination

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

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

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

15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

16. Religious instruction

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

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

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

17. Fraternities or sororities


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


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


18. Lay-offs


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


Formerly cited as IL ST CH 122 ¶ 34-18


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



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


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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

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

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

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

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

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

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

Common Schools

Act 5. School Code (Refs & Annos)▣ Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)

▣ School Action and Facility Master Planning

→→ 5/34-200. Definitions

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

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

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

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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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Effective: November 30, 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

→→ 5/34-225. 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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Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

105 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

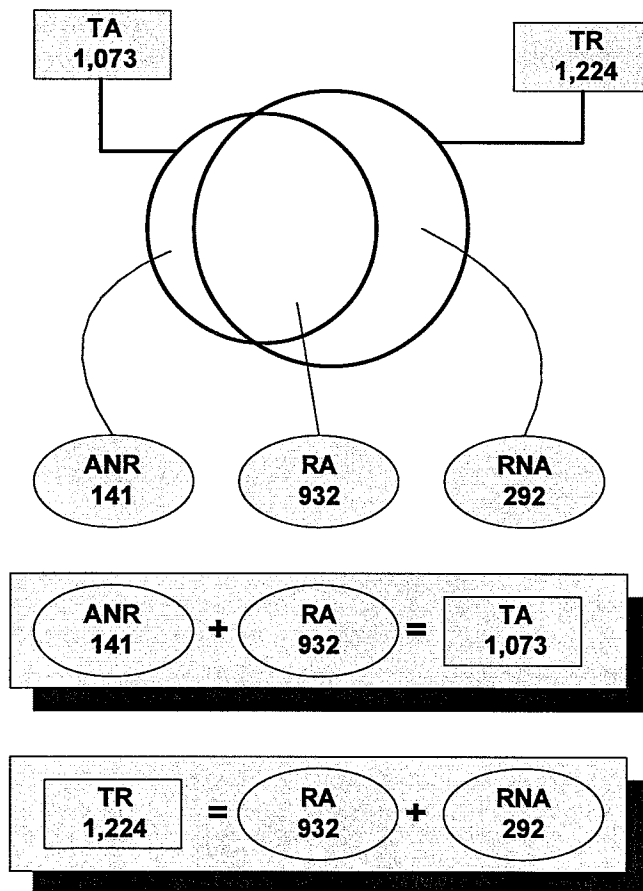
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

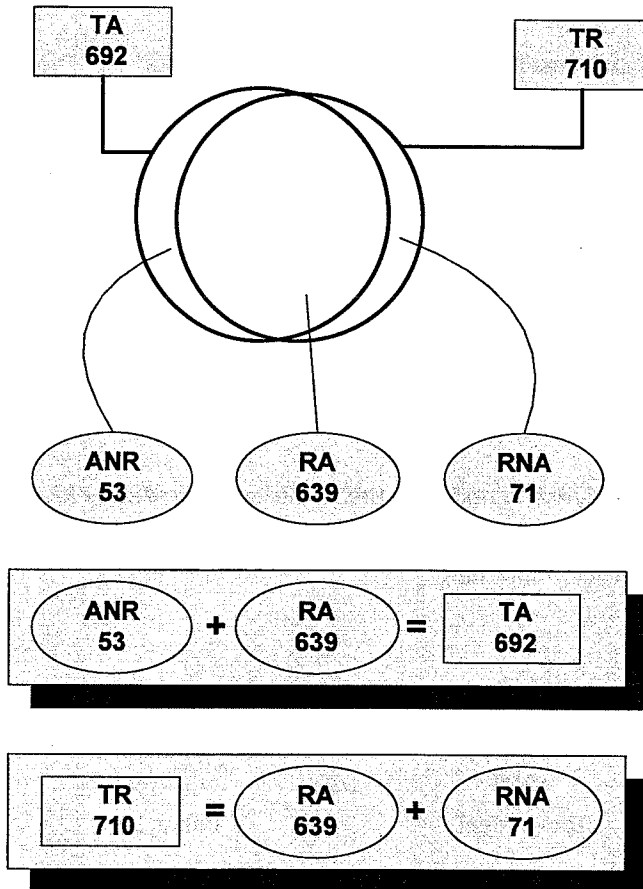
In this example, School A’s design capacity is 1,440 and ideal enrollment is 1,034. Because School A’s enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

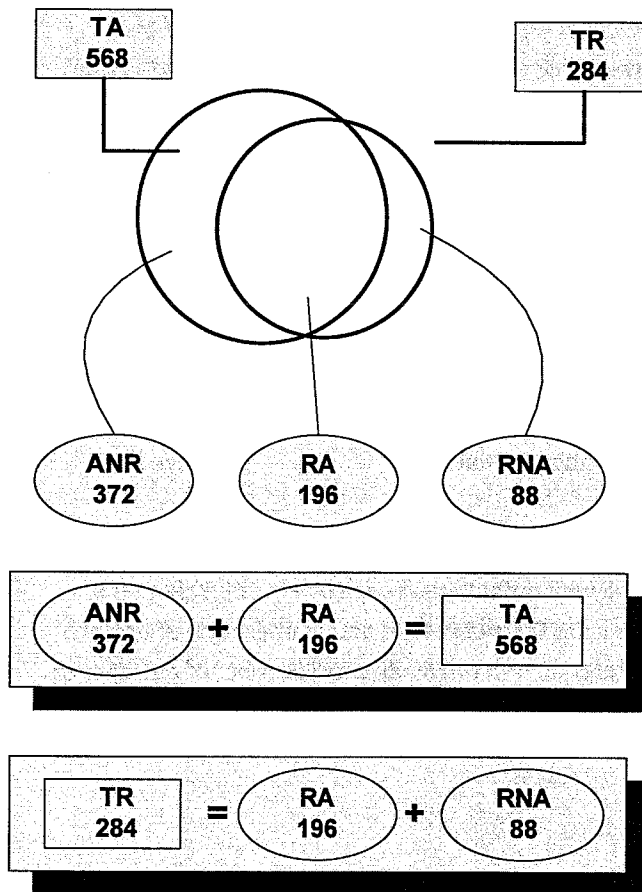
In this example, School B’s design capacity is 660 and ideal enrollment is 474. Because School B’s enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

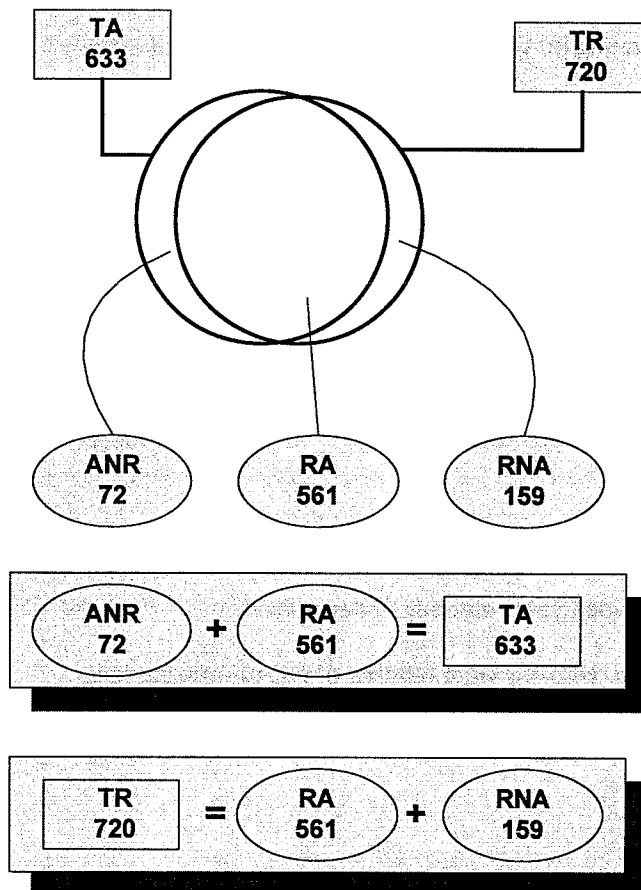
School C’s notional enrollment efficiency rating is calculated by replacing the school’s enrollment by RA, that is, the in-area students enrolled in School C. Because School C’s RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<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).

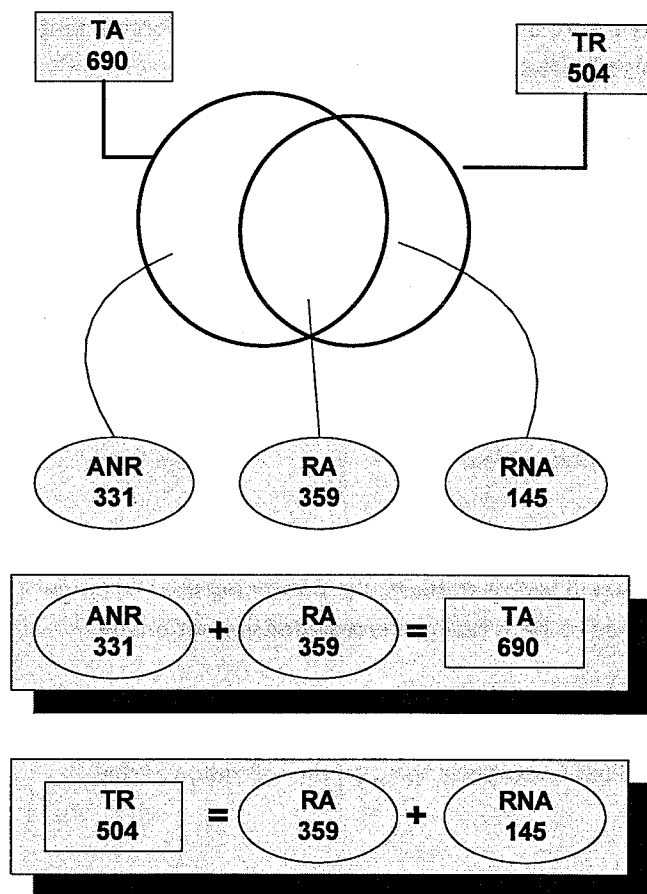
School D’s notional enrollment efficiency rating is calculated by replacing the school’s enrollment by RA, that is, the in-area students enrolled in School D. Because School D’s RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<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).

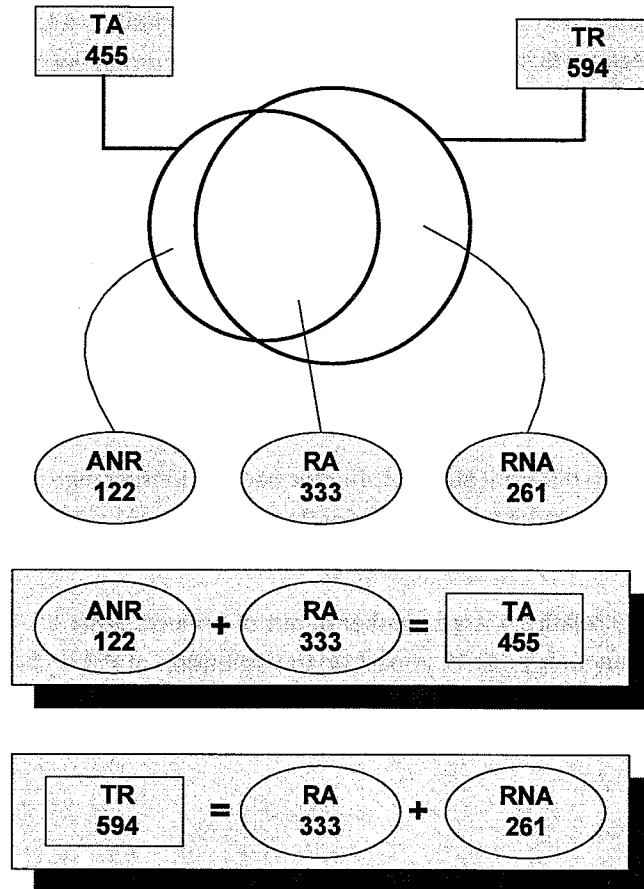
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<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

THE CHICAGO PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

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

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be closed, consolidated, co-located, phased-out, or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.
 - a. The hearing will commence and conclude at the time designated in the notice of hearing;
 - b. The hearing will be transcribed; and
 - c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.

2. Chief Executive Officer's Presentation
 - a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
 - b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.

3. Public Participation
 - a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m., if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).
 - b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not sign in to speak on behalf of another person.
 - c. The number of individuals in each hearing room will be limited based on room capacity.
 - d. The hearing officer will determine the order of speakers.
 - e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
 - f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
 - g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
 - h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.

4. Hearing Officer's Written Report
 - a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
 - b. The hearing officer's report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer's Guidelines for School Actions.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Canter Middle (Sending)
and Harte Elementary (Welcoming) and Ray Elementary
(Welcoming)
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-mentioned matter, held on Monday, April
8, 2013, at Kenwood High School, 5015 South
Blackstone Avenue, Chicago, Illinois commencing at
5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. JOHN BARKER, Chief of Schools of the
Chicago Public Schools;

MS. DENISE LITTLE, Chief of Accountability of
the Chicago Public Schools;

MR. JOHN PRICE, Chief of Schools, Burnham Park.

Reporter: Kim Bures, CSR, RDR, CRR, CBC, CCP.

Illinois CSR License No.: 084-003292.

	SPEAKERS	
1		
2	Howard Fishbein.....	6
	Jane Averill.....	8
3	Student NW.....	10
	Deb Hass.....	11
4	Chantelle Allen.....	12
	Patrick Papczun.....	14
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1 MS. LITTLE: Good afternoon. It is now
2 5:00 o'clock, and we would like to get started. My
3 name is Denise Little, and I am the chief of
4 schools for Chicago Public Schools. To my left we
5 have John Barker, who is the chief of
6 accountability, and then we have John Price, who is
7 the chief network officer for Burnham Park. We're
8 about to begin this community hearing on the
9 proposed school action of Canter Middle and Harte
10 Elementary and Ray.

11 I'd like to begin by first stating some
12 ground rules. We are here to listen. We are to
13 listen on behalf of the CEO, and we will take that
14 information back to Barbara Byrd-Bennett.

15 I'd also like to say that we have two
16 minutes for each speaker who has signed up, and
17 after your two minutes are up, this young lady
18 right here will give you an indication before so
19 you can wind up your last couple of sentences that
20 you may have. We are going to be respectful of you
21 and you of us and that we do have young people in
22 the audience as well.

23 If you don't have any questions at this
24 time, I am now going to turn it over to

1 John Barker, who will give you some further
2 instructions.

3 MR. BARKER: Just to check and see that
4 everyone has a handout, has one of these handouts,
5 if you'll lift your hand if you do not have a
6 handout, and let's see. Mike, who is outside -- we
7 would want you to have a handout, so let's pause
8 for just one second.

9 If you'll lift your hand for a handout.
10 Just touch base and make sure everyone is working
11 from the same pages. Thank you to the staff for
12 distributing those. If you will, take a look at
13 the first page, and what you see is a description
14 on the left side of Canter and why CPS recommends
15 to close.

16 On the right side you see Harte and as a
17 welcoming school what Harte will offer, Ray
18 Elementary as a welcoming school, what Ray will
19 offer.

20 If you'll turn to the inside page, which
21 would be Page 2, there's some specific notations
22 here that we call your attention to.

23 On Page 3 welcoming schools will have a
24 set of opportunities provided to students. Those

1 are provided on Page 3. There are telephone
2 numbers at the bottom of that page as well as an
3 e-mail address for further information.

4 On the fourth and final page, what
5 ultimately is the back of this document, is the
6 current map and the proposed map of the boundaries
7 of these schools.

8 As Chief Little has articulated, we will
9 hear speakers. Each speaker will have two minutes.
10 I will call your name. If you will approach the
11 microphone, if you would care to have translation,
12 if you'll let that be known immediately.

13 Miguel, would you mind offering that
14 invitation in espanol?

15 MR. FLORES: (Speaking in Spanish.)

16 MR. BARKER: Gracias. Our first speaker is
17 Howard Fishbein, to be followed by Jane Averill.

18 MR. FISHBEIN: Okay. Good morning, good
19 afternoon, good evening, whatever time this is.
20 Ladies and gentlemen, my name is Howard Fishbein.
21 I've worked in the field of education for 20 years.
22 In that time I have fulfilled many roles from
23 teacher aide to substitute teacher to full-fledged
24 classroom teacher.

1 I've also taught methods courses to
2 aspiring teachers, and I've supervised student
3 teaching interns. I've worked in high schools.
4 I've worked in middle schools. I have worked in
5 elementary schools. I have worked full time in
6 five schools in three different districts in two
7 different states. In addition, I've observed in
8 many other schools.

9 Based on this wealth of lived experience,
10 I believe I've come to understand a few things
11 about education. Of course, we don't have time for
12 a lecture today, so I'll keep it brief, right?

13 Okay.

14 I guess when you break it all down I think
15 it comes down to this. Educating children is about
16 relationships. In that sense a school has to be
17 like a family. Well, guess what. Canter Middle
18 School is a family.

19 Like any family, we take care of each
20 other, we support each other, and we challenge each
21 other. Like any family, we're not perfect, but we
22 are committed to each other. Of course, you would
23 really see that commitment if you came to visit our
24 building, and I encourage each and every one of you

1 to do so as soon as possible. By the way, I'm in
2 Room 106 if you want to check it out.

3 In closing, because I know we've got short
4 time, I want to thank you for listening, and I
5 leave you with this final thought. Canter is a
6 school that works. We do the real work of schools.
7 We provide children with a safe and encouraging
8 place to take that next step in life's wonderful
9 journey, and all we ask -- all we ask -- is that
10 you allow us to continue our critical and
11 productive work. Thank you.

12 MR. BARKER: The next speaker is Jane Averill.

13 MS. AVERILL: Hello. My name is Jane Averill.
14 I'm a teacher at Ray School, but mostly I'm here as
15 a parent of a Canter alumni. In 2001 before I
16 started teaching, I was a parent at Ray, and we
17 were looking into the possibility of opening a
18 middle school in Hyde Park, and a committee of
19 parents, teachers, community people met for over a
20 year to investigate whether this was a good idea.

21 We looked at Thurgood Marshall Middle
22 School. We looked at middle school models. Some
23 of our members went to middle school conferences,
24 and we decided we wanted to be part of this amazing

1 movement that recognized the special needs of early
2 adolescents.

3 Early adolescents are not high school
4 kids. They're not big. They're not little.
5 They're dealing with mature issues. They're
6 dealing with stuff that's really scary to see in an
7 elementary school, and I never could figure out why
8 it was that Chicago had K-through-eight schools
9 when almost the whole rest of the country has
10 either junior high or middle schools to take those
11 kids out and give them the special needs that they
12 have.

13 My son went to Canter for two years, and
14 it was the best experience he could have had. It
15 was better than if he had gone to any of the gifted
16 programs because he had reasonable sized classes,
17 and each one of the teachers there truly cared
18 about him and all of the other students in that
19 school, and they all expressed that regularly.

20 They knew the kids. They knew what their
21 needs were. They knew who they had to look out
22 for. This was exactly what we were looking for
23 when we were checking into whether Hyde Park needed
24 a middle school. We would not have started that

1 investigation if the Hyde Park schools had been
2 successful in teaching seventh and eighth graders.

3 We were losing our seventh and eighth
4 graders at Ray and Murray, and in frustration
5 people were saying, let's try something else.
6 Canter works. We need to keep it.

7 MR. BARKER: The next speaker is NW, NW.
8 Following Mr. W will be Deb Hass.

9 STUDENT NW: So hello. My name is NW. I'm a
10 seventh grader at Canter Middle School. I'm a
11 straight-A student, and I really enjoy my school.

12 When I was first sent -- when my mom told
13 me I was going to Canter Middle School for seventh
14 grade, I wasn't really too excited until she told
15 me that it was only seventh and eighth grade and
16 that was it, but I never had heard of any school
17 that had a seventh and eighth grade, so I was
18 pretty excited so far.

19 And when I came I liked the building, I
20 liked -- I really liked the lunches, and I liked
21 the teachers because what they did was when we did
22 math, my teacher, he connected the outside world
23 with the math and put it in math concept to better
24 prepare me when I'm going to go into the real

1 world, and if Canter closes then I won't be able to
2 take algebra, and I think I'm pretty ready for
3 algebra, and I would like to take algebra.

4 I enjoy most of the students there. I
5 have my best friend there. I like the class sizes
6 because we split, and I only have at least 12 in my
7 split period. I like gym because it's very fun,
8 and so far I just like my school because it's
9 working out for me, and so I decided that this
10 school should be kept alive because it's a really
11 good school.

12 MR. BARKER: Deb Hass.

13 MS. HASS: Hi. I'm Deb Hass. I'm a community
14 resident, I'm a CPS parent, and I highly value
15 public education. I seek a moratorium on school
16 closings across the City of Chicago, and I'm here
17 tonight especially for keeping Canter open in our
18 neighborhood.

19 I object to the process thus far that has
20 not valued neighborhood education or public
21 stakeholder input. These, let me stress, interim
22 results reflect the poor process and the lack of
23 true engagement. I will continue to organize
24 opposition to neighborhood school closings and to

1 support schools in my community and citywide.
2 Please don't close Canter or any other school this
3 year.

4 MR. BARKER: The next speaker is
5 Chantelle Allen.

6 MS. ALLEN: Hello. My name is Chantelle Allen,
7 like you heard. I'm coming from two hats. I'm
8 coming from the teacher hat because my daughter
9 goes to Ray, and the -- I mean, the parent hat and
10 the teacher hat because I'm a middle school teacher
11 myself, and Canter needs to stay alive because,
12 first of all, middle school kids have different
13 issues.

14 They have different situations. They're
15 early adolescents. They go through different
16 things, and the teachers are equipped with that,
17 and in terms of security, the security is equipped
18 for that. So that's my issue.

19 And, also, the culture at Ray is set, and
20 I feel like what you're doing is combining two
21 cultures, so what you're doing is you're exposing
22 kids who are K through six to a middle school
23 culture and sending middle school kids back to the
24 babies' school culture. You know what I'm saying?

12

1 Because K through six, that's little kids.

2 They evolved. That was like a transition
3 for them, rites of passage, and that's being taken
4 away from them because as a middle school teacher I
5 know that that's something they look forward to.

6 First of all -- and this is what I need to
7 happen as a parent. I need for you to tell the CEO
8 what I would like. I need to have a safety plan as
9 to how you're going to integrate these two cultures
10 and keep our students safe. Then I need to know
11 curricularwise how you're going to turn a K through
12 six school into a K through eight school and still
13 keep a curriculum that works.

14 Then I also want to know how you're going
15 to inspire students who have to go back to a K
16 through six and then inspire students that have to
17 deal with the middle school situation, so I am
18 asking and writing for a security plan, a
19 curriculum plan and an overall operations plan, and
20 I would like that to happen and I want a copy of
21 it.

22 My name is Chantelle Allen. I want that
23 copy of those three documents. Because know what
24 the truth is? I don't believe there are plans. I

1 don't believe that she has that plan, because
2 if there was I would already have it. I have
3 called. I have not gotten anything. They have not
4 called me back. Could you please ask her to send
5 those plans to me? Thank you.

6 MR. BARKER: The next speaker is
7 Patrick Papczun.

8 MR. PAPCZUN: I'm a first-year teacher at
9 Canter Middle School, and before being a teacher I
10 was an architect for about ten years, and this is
11 my first exposure to a middle school environment
12 and my first exposure to the beast that is CPS, and
13 it is a beast, and it isn't fair what's happening
14 in these cases.

15 I also am a parent of two kids that will
16 attend -- probably will attend CPS in Hyde Park, so
17 I have a vested interest in a lot of ways both in
18 Canter being open and in Ray being a great school
19 and Harte being a great school and Shoesmith being
20 a great school.

21 And what I've noticed and what I can speak
22 to from experience is that this school, Canter, I
23 had a lot of choices of where I could go to teach,
24 and I came to Canter because I felt that the admin

1 was strong. They worked together. They had
2 relationships with their students. I came to
3 Canter because these students are great.

4 When I went in there and talked to them,
5 when I talked to them in the interview, they were
6 great students. This is a place that is doing so
7 many things right, so many things, and we are
8 shutting it down with not so much as one person
9 coming out to see what we actually do.

10 They're shutting it down based on poor
11 information, based on garbage statistics that have
12 nothing to do with what we do in the building. And
13 then today, today -- and I work and collaborate
14 with teachers. I work and collaborate with
15 departments. We serve our students. We really
16 care. Everyone in there works their tail off.
17 There isn't politics happening. There's just good
18 things happening there.

19 And today we get somebody from our
20 network, from CPS that comes out to watch us today,
21 who's going to be here three days a week to make
22 sure we don't steal stuff and to make sure we still
23 teach. How insulting is that? This is what they
24 do. Hold on. Wait. This is what they do.

1 And was anybody out here watching our
2 school before? No. Nobody came to see what we do,
3 nobody. Not one person came to watch what we do
4 and analyze us as a staff, as a school, as a
5 student body. This is unfair. It is a joke, and
6 it is completely wrong as a parent, as a teacher,
7 as a person, as a community. These are our
8 schools. They're our schools.

9 MR. BARKER: The next speaker is
10 Janak Paranjape.

11 MR. PARANJAPE: I went to this school. I went
12 to Ray. I've taught at Canter for 21 years.

13 A VOICE: Come on.

14 MR. PARANJAPE: I have a daughter who's going
15 to be starting public school here in another year,
16 I suppose, in the neighborhood of Kozminski's.

17 I mean, look, this is what I'll tell you.
18 What you see here, this is Canter community. Take
19 a good look at this. This is the Canter community
20 in front of you. If you close Canter you're going
21 to divide this community. You're going to divide
22 this community. It's my community. That's all.

23 MR. BARKER: The next speaker is
24 Joy Clendenning.

1 MS. CLENNING: Hi, everyone. Good
2 afternoon. Thanks for coming out. My name is
3 Joy Clendenning. I have four children in Chicago
4 Public Schools. They're at Ray, Whitney Young and
5 Kenwood. My 12th year in Chicago Public Schools,
6 I've been to a lot of meetings.

7 I was at the meeting last week, the
8 educational hearing with the alderman and --
9 downtown, city council, and I just want people to
10 know that they told the alderman that the community
11 engagement process thus far and the community
12 engagement process going forward, which is now
13 legally mandated -- we're at that stage -- would be
14 a dialogue and conversation with communities.

15 I want to be really clear. This is not a
16 dialogue. This is not a conversation. I'm here
17 today to stand with all these folks and many, many
18 more in support of Canter and in support of all
19 schools.

20 There's just so much to say, but I know
21 pretty well what the take-aways are going to be, so
22 we're just going to keep saying it. Keep Canter
23 open. This is a school that works. It should be
24 kept open.

1 MR. BARKER: The next speaker is
2 Stacza Lipinski.

3 MS. LIPINSKI: Hello. My name is
4 Stacza Lipinski. I'm a member of HP Cares. I'm a
5 concerned community member. I'm a parent of a
6 soon-to-be CPS student. I stand with everybody
7 here today in support of Canter Middle School and
8 pretty much in support of all the schools that have
9 been on the closing list.

10 I'm really worried about the lack of
11 transparency in the school action process, and I
12 feel there's a really major lack of trust of the
13 parents, students and teachers for CPS. That's all
14 I have to say.

15 MR. BARKER: The next speaker is David Adams.

16 MR. ADAMS: Hi. I'm David Adams. I'm a Hyde
17 Park parent, and I have a child at the Ray school.
18 I just wanted to stand here in support of Canter
19 Middle School and to say that we think that Canter
20 is a school that works.

21 In the neighborhood Hyde Park parents want
22 a middle school that's a neighborhood school, and
23 we also do not want overcrowded schools, and I just
24 want to add that I've met a few Canter teachers,

1 and I'm really inspired by their passion. These
2 are some of the most dedicated teachers I think
3 I've ever met, so I've been really impressed with
4 everyone I've met from Canter. Thank you.

5 MR. BARKER: The next speaker is Tsitsopoulos,
6 Bessie.

7 MS. TSITSOPOULOS: Hello, everyone. My name is
8 Bessie Tsitsopoulos. I'm the school social worker
9 at Canter Middle School. I've been a social worker
10 there for three years. I'm also a social worker in
11 many other Chicago Public Schools throughout my
12 years in CPS.

13 I'm very concerned about the emotional
14 trauma that school closings are causing our
15 children. As many of my colleagues have said,
16 schools are about relationships and about learning
17 and education.

18 When you take away the relationships that
19 they have that keep them safe, that provide support
20 for them, the education goes down and the learning
21 goes down because children are worried about a lot
22 of different things.

23 My office is a revolving door of students
24 coming in. Actually some students think it's their

1 office, as it should be. That's how they should
2 feel. This is their school, their office. We are
3 their teachers, and that's who they have a
4 relationship with, and without that, education
5 doesn't work. Thank you.

6 MR. BARKER: The next speaker is Melinda Hall.

7 MS. HALL: Good evening. Good evening to
8 everyone. My name is Melinda Hall. I am a
9 resident and a Ray parent, and this is a big
10 mistake. You're overcrowding our schools.

11 My son's teacher, Ms. Clement, is an
12 awesome teacher, but she cannot teach effectively
13 with more than 20 or 25 students in a classroom.
14 It's impossible. And there's documentation to
15 prove this, so I just feel -- I feel like I'm
16 insulted. I'm so insulted as a parent, as a
17 taxpayer. As a productive citizen of this society,
18 I am just insulted. This is creating an
19 underclass, and we're creating future prisoners.
20 Thank you.

21 MR. BARKER: The next speaker is Emon Powell,
22 and after Emon Powell is Monique Williams.

23 MS. POWELL: Excuse me, sir. My name is
24 pronounced Emon.

1 MR. BARKER: Emon.

2 MS. POWELL: I'm a former parent of Canter
3 Middle School. My son graduated in 2009, so that
4 right there should say a lot for me to come, and I
5 don't have a child in CPS right now. It's kind of
6 sad because all of the people, every one of them,
7 even the teachers that I haven't really met, they
8 saw me, but I have dedicated myself to Dr. Conlan
9 as well as Canter to help them in any way I can.

10 I keep coming back because, like they
11 said, it's a family, and they're full of love.
12 I've never been to another school where you can
13 just walk in and the principal is made available to
14 you, literally walk in, and even when she's busy
15 she stops, like she's here right now. There she is
16 right there, (applause) and she's here.

17 And I can't discredit Canter. I have to
18 give them their props -- what time do I have -- to
19 give them their props for more than my son because
20 this is a little -- my son has sickle-cell anemia,
21 so he's in and out of the hospital, but because of
22 them it helps push him along and continue to get
23 good grades and go to Kenwood, where he's getting
24 ready to graduate June the 17th, and he got

1 accepted into Morehouse College, where he will
2 be -- (applause) -- but I cannot take credit for
3 me, the parent. I have to give it to Kenwood -- I
4 mean to Canter -- I apologize -- a big part of
5 that, because they molded him and we can still come
6 to them, so even though I don't have a child right
7 now with CPS, it still takes a village, so I'm that
8 village for everybody here.

9 MR. BARKER: The next speaker is
10 Monique Williams.

11 MS. WILLIAMS: Good evening, everyone. I am a
12 parent of a Ray student, and I am here concerned
13 because I really, really believe in the amount of
14 children that are in the class. First of all, you
15 definitely need to divide up the groups, so having
16 a middle school, even though my child's not there
17 yet, hoping that she would be coming here to
18 Canter -- I have spoken with parents from Canter.
19 They said nothing but positive things, which
20 reassures a parent who doesn't have a child here to
21 a school that their child could come to that there
22 is a facility that's doing a great job.

23 I don't care what anyone says, the amount
24 of people in a classroom, it does matter. I know

1 that it's over 600 kids at Ray. They put on paper
2 that it's to be 870. There are not empty classes
3 at Ray, so that means you're going to put 35, 45
4 kids in a class so that you can make up some
5 classes for the kids to come from Canter.

6 Canter needs to stay a middle school. Ray
7 does not need to welcome any students. I'm sorry.
8 But Ray is a great school. I've heard great things
9 about Canter, and I think that the amount of -- the
10 size of the classroom matters. The teachers cannot
11 teach when you have to calm down children because
12 you've got 40 kids in the class. It's not
13 effective. I don't care what anyone says. Thank
14 you.

15 MR. BARKER: The next speaker is Walter Winsor.

16 MR. WINSOR: Hello. I'm a math teacher at
17 Canter Middle School. First I just need to say
18 that I've been here eight years and our staff is
19 the strongest it's ever been. Everybody's an
20 expert in their field.

21 Imagine a school in Hyde Park. Imagine a
22 school where every teacher is an expert in his or
23 her field. Imagine a school where students come
24 back year after year, even students that may have

1 failed, hey, Mr. Winsor, I'm passed my junior, I'm
2 going to be a senior next year. Imagine that in
3 this neighborhood.

4 Before I got to Canter, I applied at other
5 schools. They wanted me to teach language arts and
6 math, and that's going to be the situation at
7 Bret Harte and Ray if you do that. I'm an expert
8 at math. Our students deserve a better language
9 arts teacher than me.

10 As a matter of fact, when I told my dad
11 eight years ago I might be teaching language arts,
12 he said, you don't know when to say I and me.
13 That's the point. I'm a math teacher. I'm an
14 expert at math. I'm giving a good math education.
15 Imagine that school. It's here, Canter Middle
16 School.

17 MR. BARKER: The next speaker is Gordon Meyer.

18 MR. MEYER: Hi. Hello again, Mr. Price. Good
19 to see you again, Ms. Barker -- Mr. Barker,
20 Ms. Little. Thank you.

21 One question I have. I'm a board member
22 and a parent of Ray school. I have a child at
23 Kenwood also. I'm on the LSC chair at Ray. I
24 guess before I start in, very quickly I just want

1 to say today is about Canter, and we're very sorry
2 that it's closing. We'd like you to take that
3 back.

4 Now, I want to know: What exactly are you
5 guys going to do with the information that we're
6 giving you today? What can we expect from you
7 guys?

8 MS. LITTLE: We have to report this information
9 back to Barbara Byrd-Bennett.

10 MR. MEYER: Is there any possibility that she
11 might change her mind about anything? Your
12 personal opinion. I know you can't predict. What
13 do you think?

14 MS. LITTLE: The board has to vote on this on
15 May -- by May 22.

16 MR. MEYER: Well, I'm here to say that I hope
17 that she's going to change her recommendation about
18 the school action that's related to Canter. I'm a
19 Ray parent. I so hate that we even have to do
20 this. So can you hear me okay? Is that all right?
21 Good.

22 So I do think that Canter should stay
23 open. If it can't, I'd like to see you guys about
24 a proposal that was first introduced by State

1 Representative Barbara Flynn Currie, which is to
2 have it happen in a more gradual way, which would
3 be to phase out Canter over two years and phase in
4 seventh and eighth grade at Bret Harte. We haven't
5 clarified the details, but you guys are
6 professional educators, so you know how this works
7 a lot better than I do.

8 It would be a lot better for the kids who
9 just got to Canter. Why should they have to change
10 schools three times in three years? That doesn't
11 make any sense at all, and it looks pretty clear
12 from talking to aldermen and state representatives
13 and folks at the network that it's quite likely
14 that the Canter building is going to be occupied by
15 somebody next year, so it might not even cost that
16 much money.

17 And, finally, I think it would be really
18 helpful for Ray. As you guys all know, Mr. Price
19 had a meeting this morning. We've had a pretty
20 exciting year already, and so if we could look for
21 a way to kind of phase things in and have a little
22 bit less rapid change, it would be extremely super.
23 Thank you very much.

24 MR. BARKER: The next speaker is Beth Herring.

26

1 After Ms. Herring the next speaker will be
2 Tom Panelas.

3 MS. HERRING: Hello. My name is Beth Herring.
4 My daughter attends Bret Harte Elementary School.
5 I also serve on the local school council.

6 I come to you tonight as a parent, a very
7 angry and frustrated parent, but I want you to know
8 that my frustration is not with you. It is with
9 Mayor Emanuel. However, Mayor Emanuel has not had
10 the decency to attend these meetings where I know
11 many of you have had to attend countless.

12 As you already know, closing Canter Middle
13 School will have serious repercussions to the
14 students and families it serves. In fact, for many
15 students this action will mean a seat in four
16 different schools over the course of four years.
17 This lack of continuity for students is appalling
18 at any age, but especially at such a crucial time
19 in their academic and social development, so I ask
20 you to take back, Mayor Emanuel. Do not close
21 Canter and fail these students.

22 Of course, Canter students will not be the
23 only ones affected by this proposed action. As
24 receiving schools, Harte and Ray face serious

1 consequences as well, and, as I know you are aware,
2 Harte is being efficiently utilized by CPS's own
3 formula and fully uses all of its space to meet the
4 needs of its learners. Cramming additional 60 to
5 100 students into that building is unthinkable and
6 extremely troubling to me as a parent. Again, I
7 ask you to ask Mayor Emanuel, do not close Canter
8 and fail the students at Harte and Ray.

9 However, I am not here this evening to
10 speak just about the need to keep Canter open but
11 to demand a moratorium on all school closings this
12 year. The community meetings designed by CPS,
13 tonight's included, have been a sham. The
14 community -- they are not designed to gather input
15 from constituents or to find creative ways to solve
16 the problems faced by our schools. They have
17 merely been forums to force people to come to beg
18 for their schools.

19 Parents, grandparents, community members
20 and even children have been forced to publicly beg
21 for their schools to be saved. I have attended
22 several of these meetings, and I know that you all
23 have attended many more. There is no doubt in my
24 mind that you agree with me that these meetings

1 have been dehumanizing for so many people involved.

2 They have absolutely not provided
3 community engagement until CPS is willing to work
4 with its constituents to create a long-term plan
5 for the future of all of our schools. I demand a
6 moratorium on school closings. Mayor Emanuel, do
7 not close any schools and fail all of our students.

8 MR. BARKER: Tom Panelas.

9 MR. PANELAS: Good afternoon. I'm here as a
10 father of a 2011 graduate of Canter. My son went
11 there for two years. He went to Ray before that.
12 At Canter he had a fantastic experience. It was a
13 great school. He had many of the teachers who are
14 here tonight. He had Mr. Winsor. He had
15 Mr. Paranjape. I recognize Mr. Fishbein because
16 I've seen him in action many times. He's an
17 absolutely fantastic teacher as well.

18 The administration at Canter is excellent,
19 and it is not an underutilized school. If you're
20 going to report back to the board, please tell them
21 if they think Canter is underutilized they're
22 misinformed. If they think Canter is not a
23 successful school, they're misinformed, and they
24 should know that. Please report that to them

1 because they're getting bad information.

2 One more thing. In the interest of having
3 a conversation, as Joy suggested a little while
4 ago, I'd like to suggest one possible idea and ask
5 you folks if this is something that could be done,
6 and if it can't, please tell me why.

7 What about the possibility -- if CPS is
8 decided that every school has to be packed to the
9 gills in order not to be closed, what about moving
10 sixth graders from Shoesmith over to Canter for
11 sixth grade. Ray and Harte keep their programs as
12 they are. They continue to send their graduates to
13 Canter after they graduate sixth grade. The only
14 difference is Shoesmith kids move over to Canter
15 one year early, something they would have done
16 anyway. They're just moving over a year earlier.
17 If Canter is more, as you say, utilized, it takes
18 some of the crowding off of Shoesmith. Is there
19 any reason that can't be done?

20 I'm asking the panel in the interest of
21 having a conversation, as Joy suggested, as this is
22 supposed to be done: Can you tell me why that
23 can't be done, it can't be done?

24 MS. LITTLE: You can set up a meeting to

1 discuss that with John Price. We do not have the
2 authority to tell you if that can be done. We can
3 simply take it back to Barbara Byrd-Bennett, and I
4 did write down you said the sixth graders, move
5 them --

6 MR. PANELAS: From Shoesmith.

7 MS. LITTLE: From Shoesmith.

8 MR. PANELAS: Yeah.

9 MS. LITTLE: You said Canter, right?

10 MR. PANELAS: To Canter, right. Okay. Thank
11 you. Don't close Canter.

12 MR. BARKER: The next speaker is
13 Camille Hamilton-Doyle.

14 While she comes forward, I'd like to thank
15 our note taker and our court reporter for their
16 work this evening.

17 MS. HAMILTON-DOYLE: Thank you. I did not come
18 with a prepared speech, but I wanted to come to say
19 I support Canter school for a lot of reasons.
20 Dr. Conlan and Mr. Lewis have done a wonderful job.
21 Our students are prepared for high school. They
22 run the school like it's a high school. They have
23 eight classes. They have teachers that teach a
24 particular subject, and the students are really

1 trying very hard to be the best they can, and the
2 administration supports them.

3 About ten years ago the school changed
4 where the board of education paid administrators
5 and teachers to work out why we should have a
6 middle school. Once they sold that middle school,
7 we supported it. Now you come back and say we
8 don't need middle schools, so what's the change?
9 Every ten years you're going to make a change like
10 that with the schools. Because we're talking about
11 creative minds that you're working with.

12 I don't think it's fair to the schools,
13 the community or parents that you keep changing the
14 schools the way you're doing. It's not in the best
15 interests of the schools at all. So leave Canter
16 open, if nothing else. Thank you.

17 MR. BARKER: The next speaker is Tom McDoyal.

18 MR. McDOYAL: Good evening. Thank you for the
19 opportunity to speak. I speak as a community
20 member. I've had the opportunity to meet and talk
21 with some of the math teachers at Canter, and they
22 impress me as a very professional group. I think
23 it will be a real loss to break that up.

24 Also, I'm going to echo the idea of

1 relieving some of the pressure on Shoesmith school
2 and moving some of the sixth graders from Shoesmith
3 over to Canter. That would solve two problems.

4 Thanks for your attention.

5 MR. BARKER: The next speaker's handwriting is
6 a tad difficult to discern. It looks like Gary.
7 The last name starts with an O. Mr. O will be
8 followed by Laura Shaeffer.

9 MR. OSSEWAARDE: Yes. I went to schools in
10 Michigan. I want to thank all these wonderful
11 people who have come out here to talk to the people
12 from CPS and to each other, and they have explained
13 how wonderful this school is, and the people from
14 Harte and Ray have explained how important their
15 programs are not to be disrupted and not to have
16 the problems with older kids mixing with little
17 kids and all these other difficulties.

18 We have heard many suggestions about
19 building up Canter instead of closing it down. To
20 the extent that there is any room that it could
21 have for additional students, by all means, talk to
22 the people from Shoesmith and see if something can
23 be done there.

24 I've been on the board many years at the

1 Hyde Park-Kenwood Community Conference and the
2 schools committee, and we back these people by
3 resolution and by talking with our elected
4 officials and talking more with people from CPS
5 too, and we not only want this school which
6 everybody worked for so long, this is an important
7 option for the parents of the middle school age
8 children.

9 It's an important building. We don't know
10 what parent university is. That's not the way to
11 do it. We want this school. We certainly don't
12 want empty buildings. We're trying to build up
13 Hyde Park, and this is tearing it down, so please
14 take another look and look at what -- the effects
15 are not only on children going to Harte and Ray,
16 but many of them come from other schools outside
17 the area or schools -- where are they going to go?
18 How can they guarantee that those affected schools
19 won't send them farther away? So please take all
20 of this information back and impress upon them Hyde
21 Park is mad as hell.

22 MR. BARKER: The next speaker is
23 Laura Shaeffer.

24 MS. SHAEFFER: I'm sorry. I signed the wrong

1 paper. I hadn't really prepared to come up and
2 speak, but here I am now, and I'm going to say
3 something, I guess.

4 Of course, I'm in support of keeping
5 Canter open. I'm a Ray parent. I think that I was
6 confused about the parent university idea. I think
7 that that could be in addition to having a middle
8 school. I think that we could have evening classes
9 for parents. I think that would be fantastic.

10 Our underutilized schools could be much
11 more creatively thought of as being also community
12 centers or also centers for more usage in the
13 evening or different times like Shoemith is doing
14 with its classes for one lab and various things.
15 I'm trying to think creatively how we can use our
16 schools instead of closing them down. That's all
17 I'm going to say for now.

18 MR. BARKER: The next speaker is Carol Gittler.

19 A VOICE: She's coming.

20 MS. GITTLER: I'm here.

21 MR. BARKER: Following Ms. Gittler will be RA.

22 MS. GITTLER: All right. So I actually talked
23 to some of the people about this beforehand.

24 Unlike everybody else, I'm not per se questioning

1 the closing of Canter, but I am questioning sending
2 these children back to Ray and Harte, which has no
3 programming at all for them.

4 I'm offering another solution. There is
5 another school, middle school in the neighborhood
6 called Dyett. Dyett has gardening curriculum.
7 Canter had a gardening curriculum. Why not come up
8 with a new program finally out of the board and
9 create an environmental school.

10 Canter has a garden area next to it. If
11 you go over to Dyett school, they have greenhouses.
12 They have a hoop house, Chicago Botanic Garden,
13 University of Illinois extension -- I'm trying to
14 think of all organizations that have put property
15 there, including the park district, which is now
16 being suggested to be closed, okay? Make it a
17 bigger, better curriculum.

18 I'll give you an idea. There's no program
19 now for seventh or eighth graders at either school.
20 Both Canter and Dyett have existing curriculum and
21 faculty who can deal with adolescents. To put
22 adolescents in schools with five-year-old children
23 creates a problem for both sets of kids. To give
24 them better support, to go through their

1 adolescence as a group with the program that's
2 geared to them is far more successful long-term.
3 The land around Dyett is perfect to have the new
4 curriculum.

5 I can't see that far, Hon.

6 The whole thing is the board of ed right
7 now is in a situation. They should be looking to
8 create new programs, new curriculum, new values for
9 young people, gardening, environmental science,
10 landscaping. There are 101 things. They can get
11 jobs in the summer because they have a vocation.
12 Just think about doing something new and different,
13 using your faculty, but using them better. Thank
14 you.

15 MR. BARKER: The next speaker is RA.

16 STUDENT RA: Hello. My name is RA, and when I
17 first came to Canter, I was a lost soul. I had
18 gone through a lot in my elementary school, and I
19 didn't care about school after that, and Canter
20 turned my educational career around. I started
21 to do my work. My teachers started to believe in
22 me. I started doing my homework, showing up for
23 class. My attitude toward school changed, and it
24 was all thanks to Canter, and if you close that,

37

1 then there will be other children that will be
2 lost.

3 MR. BARKER: The next speaker is
4 Isabelle Badili.

5 MS. BADILI: My name is Isabelle Badili. I am
6 so honored to be speaking right after this young
7 man because my daughter was in his graduating class
8 and had exactly the same experience at Canter.

9 If I have to put it in a nutshell, Canter
10 is simply better because it's small, simply better
11 because the teachers care, simply better because
12 the administration simply rocks, simply better
13 because the administration always has an open door
14 and simply better it is a long-standing middle
15 school. I don't care if you add sixth grade or
16 ninth grade or if we add something, but do not take
17 anything away from that school.

18 Now, if you say, there goes another parent
19 just saying blah-blah-blah, my school is so great,
20 I want to tell you about the experience my daughter
21 had at a school that was ten times larger, had
22 2,000 students instead of 200.

23 She came to seventh grade from a home
24 school experience. She was a number on a piece of

1 paper. She was cared for 45 minutes at a time by
2 each individual teacher. She completely fell
3 through the cracks, ended up with several F's on
4 her report card. That was never removed from her
5 report card because for some reason she was still
6 supposed to perform.

7 Now, when she came to Canter, something
8 happened. They were people who listened to her as
9 a human being because we're still, hmm -- wait, oh,
10 no, we're talking numbers, we're talking dollars,
11 we're talking all these things, we're talking
12 statistics, but I think you forget we're talking
13 about human beings -- (applause) -- one more time
14 that there is no money for our children. Because
15 without money for the children what is there?

16 So there's a saying in Montessori
17 education that says every child a masterpiece. I
18 know public education's a far cry from that, but
19 for some reason at Canter Middle School these
20 teachers, the administration, they are aiming for
21 that, and they are succeeding.

22 My daughter was below par for reading and
23 writing when she got there. She made several
24 poetry competitions. She was really good at math,

1 and they took her even further. She's still ahead
2 at her sophomore public high school now because of
3 Mr. Winsor. Thank you.

4 MR. BARKER: Next speaker is Cole Dillon.

5 MS. DILLON: I'm here as a graduate of public
6 schools, not necessarily the Chicago Public
7 Schools, but I also represent a point of view
8 that's not often heard in this discussion. I'm a
9 homeowner who does not have any children in the
10 public schools.

11 What you do when the public school has a
12 specific impact on the price of my home? It has an
13 impact on my community, and so because of all of
14 the hoopla in the news, there's this fire to go and
15 look and see what this is all about because you
16 don't normally pay attention to what goes on in the
17 schools when you don't have any children in the
18 schools, although I know that I specifically chose,
19 in moving back to Illinois, to move to the City of
20 Chicago to pay my tax dollars to support the
21 children in the City of Chicago as opposed to
22 moving to Flossmoor or Matteson, where a lot of
23 people have flown because of all of the problems
24 that there are in the school district.

1 And in researching this for myself, what I
2 found is a purported conflict of interest where the
3 CEO of the Chicago Public Schools has a contract
4 with the Broad Foundation, and if that is true, she
5 needs to recuse herself from this process, and I
6 make a formal request that she recuse herself from
7 this process. I don't believe she lives in the
8 City of Chicago. I don't believe she pays taxes
9 here, but I do.

10 The other thing that I want to say is in
11 my research there is a philosophy that is being
12 impacted here in Chicago that has been previously
13 tried and failed in Rockford, Illinois, in Seattle,
14 Washington, in Swampscott, Massachusetts, in
15 Antioch, California, in Detroit, Michigan, and
16 Rochester, New York, and Atlanta, where we just
17 recently saw three dozen school officials go to
18 jail for cheating on tests.

19 We do not want that to be the future of
20 Chicago, and I am asking as a taxpayer who
21 voluntarily lives in the City of Chicago who pays
22 five figures in taxes on my home: Invest in the
23 public schools. Make the public schools great.
24 Stop playing theories. In California where I lived

1 for 28 years, there's a whole generation of kids
2 who can't read because of something called whole
3 reading as a theory. Stop playing at theories. We
4 learned how to do public schools well in the 1950s.
5 Let's go back to what works: neighborhood schools.

6 MR. BARKER: The next speaker is
7 Pamela Williams. Immediately following
8 Ms. Williams is Kirsty Papczun.

9 MS. WILLIAMS: Hi. I just want to say that I'm
10 a Bret Harte parent and I'm a Canter Middle School
11 parent, and one thing, Harte as it is now and
12 Canter as it is now that most people haven't spoke
13 about is the child as a whole.

14 My kids for the last five years have
15 volunteered in this community, honor roll students.
16 They attend the Shrive tutor program. If you
17 change the dynamic of where they are, then it makes
18 it more difficult for them to be a citizen of
19 Chicago and of Hyde Park.

20 Every jazz festival at the Hyde Park Bank,
21 you see these two kids volunteering for the entire
22 festival, every year at the 53rd Street festival,
23 volunteering at the door, asking for donations so
24 these programs can continue in Hyde Park for the

1 families' free accessible family programs.

2 We volunteer for the 4th of July parade.

3 We are here in this community. We attend these
4 schools. They are creating citizens. My son just
5 completed the Project SYNCERE. His team came in
6 first place. Why? Canter.

7 Math, science, teaching these kids to be
8 citizens of Chicago, to be taxpaying adults, to
9 learn the education and learn it. They go to the
10 programs and the lectures at the University of
11 Chicago. If you change dynamics of where they are,
12 they will not have that opportunity.

13 My students, my kids are not the only kids
14 that does this in this community. These kids are
15 performers. They are basketball players. They're
16 football players. They're volunteers. They tutor.
17 They come out and they enjoy this community and all
18 the things that it has. They don't destroy this
19 community. They don't destroy the property that's
20 here. They love it here, the way it's set up to be
21 nurtured, and you can't say that about all the
22 schools in the City of Chicago.

23 MR. BARKER: The next speaker is
24 Kirsty Papczun.

1 MS. PAPCZUN: Hi. I'm Kirsty Papczun. I'm
2 here -- I'm a CPS teacher myself. My husband
3 teaches at Canter, and I also have students of the
4 future at Ray.

5 One of the things I would argue for is a
6 middle school philosophy. I've heard that
7 Barbara Byrd-Bennett does not like middle schools.
8 There's a lot of research out there by an
9 undergraduate student that says that middle schools
10 work. Middle school teachers have to pay their own
11 money because CPS demands they have a middle school
12 endorsement that backs up this philosophy, so we
13 are required to take coursework that makes middle
14 schools work.

15 We need to know how the adolescent mind
16 works, how they learn. The middle school
17 philosophy is an awesome transition into high
18 school. Doing a transition to high school is much
19 more strenuous on the students, so middle schools
20 work, and to take away the gateway is wrong.
21 Canter is doing great things. You shouldn't close
22 it.

23 You need to hold on to what you have
24 there, and as a CPS teacher I've seen a couple

1 different administrations in different buildings,
2 and the Canter administration is topnotch. They
3 support their teachers. They allow them to teach.
4 They support their students, and they do everything
5 they can to help the students learn, and that's
6 what we're here for, is the students, and if you
7 take Canter away, you're not just doing no harm.
8 You are doing direct harm to the students of
9 Canter. Do not close Canter.

10 MR. BARKER: The next speaker is Mikki Kendall
11 followed by Stephanie Burton-Taylor.

12 MS. KENDALL: Good evening. I've already
13 spoken at Ray earlier today. I am not just a
14 Canter parent. I'm not just a Ray parent. I went
15 to Ray. I went to Kozminski. I grew up in this
16 neighborhood. You cannot tell me that you are
17 going to fix what is not broken, to stand here and
18 say that our kids will be served by larger class
19 sizes, fewer teachers, limit access to the special
20 programs that have made our kids so successful not
21 just at Kenwood or at Whitney Young but in college.

22 I'm a product of Chicago Public Schools.
23 I was at Kozminski from K through eighth grade. I
24 attended special programs at Ray, at Louis Wirth

1 when Canter was Louis Wirth. I believe in this
2 neighborhood. I believe in this community, the
3 same school system that we are now saying is
4 failing because these kids are at Level 2 schools
5 or underserved because the stats say whatever they
6 say.

7 Let's be clear. It's not only the small
8 classes. Some teachers who have time. I didn't
9 come from a Level 2 parent safe home. I came from
10 a home that was less than that. My teachers made
11 sure, teachers at Ray, teachers at Kozminski,
12 teachers in the city, made sure that I made it.

13 I hear children telling you that they are
14 successful because of their teachers. I am not
15 saying that my relationship with Canter has been
16 topnotch all the time, but I am saying that Canter
17 has done a good job. I am a parent who wants to
18 see not just my child succeed but other children
19 succeed.

20 And in other communities that have had
21 successful public schools take a cradle-to-college
22 approach. We're now saying not only are we not
23 going to take you from cradle to college, we're not
24 going to take you from cradle to middle school, we

1 won't take you from cradle to high school, we're
2 going to interrupt and disrupt your education over
3 and over again for a new philosophy, a new
4 structure every five minutes.

5 And we say it's about money. We have
6 suggestions for middle schools to work. I'm not a
7 middle school fan. I'm not anti-middle school
8 either, because I went through a K through 8.
9 We're saying that we're going to pull you here,
10 we're going to pull you there and then as we remove
11 you from the community that you built, we're going
12 to help you make it anyway. That is what we are
13 saying to these children.

14 It's not good enough what you're doing
15 now. I spoke with my son tonight. He is a student
16 at Canter eighth grade right now. He said to me,
17 well, I know I didn't love it at first but it's
18 really turned around, it's really good, I really
19 like it, they shouldn't close it.

20 That's my not-quite-14-year-old son
21 advocating for his school to stay open. I do not
22 want my now first-grade, someday eighth-grade son
23 to be struggling to make it in a school with 45
24 kids to a classroom because we've decided that what

1 ain't broken should be fixed.

2 MR. BARKER: The next speaker is
3 Stephanie Burton-Taylor.

4 MS. BURTON-TAYLOR: Good afternoon. I
5 represent the community, Hyde Park community. I
6 live here. I'm a product of the Chicago Public
7 School System. I'm also a CPS schoolteacher, and
8 I'm here to support my brothers and sisters because
9 this could very well be me begging for my daughter
10 and for my school, okay?

11 What I want you to know is that my son is
12 not an honor student, okay? But he -- oh, I'm also
13 a former parent of Ray, and now my son goes to
14 Canter. My son has been going through all kinds of
15 educational struggles, although he's a wonderful
16 athlete, but he's not done yet, and he went to
17 Canter, and they're working with him. He's in
18 seventh grade. He'll be in eighth grade next year.

19 I really do think that adults, teachers,
20 we need to think about what are we teaching these
21 kids. We talk about respect, but now here you go
22 disrespecting the kids. Have you ever talked to
23 them and asked them why they want the school open?
24 Have you ever asked them?

1 It's all about the parents. It's all
2 about the adults. It's all about -- it's all about
3 the money, but you need to talk to these kids and
4 really find out why they would want -- why would
5 they want this? Why would they want the schools
6 open? Do they want the school open? Have you ever
7 talked to them? Have you ever sat down and went to
8 the school and talked to the kids like we're doing
9 as adults? You need to do that. You really do.

10 MR. BARKER: The next speaker is
11 Angela Paranjape.

12 MS. PARANJAPE: Thank you for your time. I
13 wanted to say a couple of things. First of all,
14 I'm looking at the map, and I see it looks pretty
15 identical, except that there's one great big silent
16 elephant in the room that nobody's talking about.

17 I see Ray, K through eight. I see Harte,
18 K through eight. I see Shoemith, Shoemith, K
19 through six. Where is Shoemith seven and eight
20 going to go? Where is Shoemith seven and eight
21 going to go. Where are they going to go? We don't
22 have answers. We have an incomplete plan. We have
23 not been given any details.

24 How many teaching positions are going to

1 be open at Ray, at Bret Harte? So how are we going
2 to determine that number? I want to know that the
3 kids are not getting something subpar, something
4 less. How do I know that they're going to be
5 guaranteed algebra if there's only eight students
6 there who qualify to take algebra whereas Canter,
7 there's enough students there to be able to have an
8 algebra class? Okay?

9 I'll tell you what. The other thing I
10 want to say -- I just want to make a point right
11 now, and the point I want to make is Hyde Park has
12 a very topnotch school here. We all know that.
13 That's no secret.

14 Now, Rahm Emanuel, he's using the line
15 kids first, this is for the kids. I want to tell
16 you that is propaganda. What I say is, okay, if
17 you are the director of -- if you're the mayor of a
18 city, you're the CEO of a public school system,
19 you're on the board of education, you send your
20 kids to a topnotch school that you can pay for and
21 now you're not using your public responsibility to
22 make CPS what that school is.

23 You're doing the opposite, okay? So let
24 me just think about it for one second. I send my

1 kids here. I'm going to run the schools for this
2 group of kids who one day will be the competitive
3 adults against my kids. I'm going to give my kids
4 everything I can, squash down these other kids so
5 my kids will have no competition. That's what
6 we're talking about. That's what we're talking
7 about. This is a has and has-not.

8 MR. BARKER: The next speaker is Vicky Long.

9 MS. LONG: Hi. My name is Vicky Long. I am a
10 community member, a homeowner, past mayor. My
11 children are grown, but I know how important public
12 schools are to a good neighborhood. It is
13 important for many reasons. Schools are not
14 isolated, just like violence is not isolated.
15 Everything goes together.

16 I want to say basically that my
17 question -- do you guys really care about the
18 students? This whole process has been flawed.
19 There has been no dialogue. There's been no
20 interaction. I don't see it happening. Canter
21 should not be closed. In fact, none of our schools
22 should be closed.

23 But we all know that this is kind of a
24 sham. None of us in this room have any power to do

1 anything, including the three of you sitting there,
2 and we do know who has the power, and I just hope
3 that Rahm Emanuel knows that the voters of this
4 city are going to remember this. This is not going
5 to go away. Thank you.

6 MR. BARKER: The next speaker is G. Holmes.

7 MS. HOLMES: It's Greta Holmes. I'm a senior
8 activist. I don't have a child in the public
9 school here. I want to ask you three people
10 sitting there: Is closing Canter a done deal? Are
11 you here just for a sham or what? Because it would
12 be a sin and a shame to close the school.

13 I have friends, relatives and a godchild
14 who went to that school. It sounds like it was
15 excellent, but I have been protesting social
16 justice issues for a long time, and sometimes these
17 meetings are useless. I hope you don't sit there
18 as bumps on a log and make this a useless meeting.
19 Do what you can as human beings who care about
20 children, who really care about children, to change
21 your impression about this school. Thank you.

22 MR. BARKER: The next speaker is Charlie Mabry.

23 MR. MABRY: Good evening. I'm so glad to be
24 given this opportunity to stand before you.

1 Everyone has said a lot of different things. We
2 need to put a human face on this.

3 I'm a former parent, Ray, Bret Harte --
4 Chris went to Kozminski for summer school --
5 Canter, and I have a student here at Kenwood now,
6 but since we're talking about Canter, let me put an
7 evidence-based practice on it. We seem to know
8 what that means, and the evidence is hard.

9 I've had four students to come through
10 Canter. Two of them are now at Alabama A&M. One's
11 a junior. One's a freshman, dean's honor roll. I
12 have a student here, sophomore, principal's honor
13 roll, and it's all of these people here who have
14 helped me become a better parent through our active
15 volunteerism from being around them, understanding
16 what it takes for these people, these teachers,
17 these administrators. Do not close Canter. It's
18 more than just a school. It's a family.

19 MR. BARKER: The next speaker's first name is
20 Donna. The last name begins with H-a --
21 Donna Hart.

22 MS. HART: I'm a parent of a Canter child also
23 in the seventh grade. We moved here two years ago
24 from Minnesota. Minnesota has a very high record

1 of education in the schools. I chose schools in
2 the Hyde Park area so my daughter could attend
3 Canter.

4 I am originally from Chicago, from the
5 south side of Chicago. I could move anywhere I
6 wanted to, but if I wanted my daughter to go to
7 that school in that area, I could certainly move
8 there, and I did not. I chose Canter because they
9 were a middle school still in the city, in the
10 community. The Hyde Park area was perfect for me
11 and my family.

12 Gabrielle has learned so much here. We
13 know she was doing okay in Minnesota, but Canter
14 teachers, outstanding, amazing. She's just
15 blooming in math. She talks about her teachers.
16 Mr. Goldsmith has just done wonders for her.
17 Mr. Fishbein, she loves Mr. Fishbein, all of her
18 teachers.

19 If Gabrielle -- if you guys do close
20 Canter, the thing is I have no other option but to
21 uproot and leave and go back to Minnesota because I
22 would not have my child going to a school to be in
23 the line of fire, transportation issues and all of
24 that. It's not an option for me. It's not an

1 option at all. That would be the final decision
2 for us, is to take my daughter and move back to
3 Minnesota. I need Canter to stay open. This is a
4 personal thing. You will be affecting my family,
5 my financial situation, my personal situation in
6 every way. Please consider leaving this school
7 open. Thank you.

8 MR. BARKER: The next speaker is
9 Patrick Brutus.

10 MR. BRUTUS: Good evening. My name is
11 Patrick Brutus. I'm a Ray parent, and my child is
12 a first grader, and let me just first say for the
13 record I'm in favor of keeping Canter open. And I
14 think my concern is the academic integrity of the
15 entire Hyde Park community. You'll hear from young
16 people, like the other kid who just spoke earlier,
17 you'll hear that, and you can see that the school
18 here is doing a fabulous job with our students, and
19 I think when we talk about community, the Hyde Park
20 community, we're talking about increasing our
21 educational options for our children.

22 I'm concerned about getting all three
23 schools back to Level 1. We need to keep these
24 schools open, and we talk about communities that

1 have more to offer. Let's keep Canter open. Let's
2 keep Ray open. Let's keep Harte open. Let's keep
3 all the schools at a reasonable student-to-teacher
4 ratio. Thank you.

5 MR. BARKER: The next speaker is JB. Following
6 Mr. B is TA.

7 STUDENT JB: Hello. I am a Ray alumni. I'm
8 also a 2012 Canter graduate. Now, coming here was
9 like a hard decision for me because I have to sit
10 here with a bunch of adults who are saying stuff
11 that I personally do not understand, but what I do
12 understand is CPS wants to close down one of my
13 favorite schools which raised me technically and
14 brought me here to one of the best schools in the
15 city, Kenwood Academy.

16 Now, what you don't understand is not only
17 will it affect the children, it will affect adults
18 too. I mean, my parents were Latinos that already
19 had problems as well economically, you know, and
20 now imagine what it's going to be putting parents
21 through, other parents and other children.

22 They're going to be forced to change their
23 schedules. They'll have to be forced to go through
24 transportation problems and then, you know, job

1 problems, hours, everything, so really closing down
2 Canter would be a shame, and that's it, all I have
3 to say.

4 MR. BARKER: The next speaker is TA.

5 STUDENT TA: Hello, everybody. I'm going to
6 talk about why you shouldn't close Canter. When I
7 graduated from sixth grade, I was nothing but a
8 hoodlum, lost cause. Nothing mattered in life, but
9 when I came here, I had basically a family, another
10 family. They gave me support, everything I needed.
11 If I struggled with a homework assignment, they
12 were there.

13 Every day after school I would go to my
14 mom and say, Mom, I need to stay after school for
15 two hours to get up with this. If I failed a test,
16 they said, hey, come here, I can help you and you
17 can take this.

18 So closing Canter would be wrong. And,
19 also, I've never seen my mom cry to see that
20 hoodlum, lost cause, meant nothing, nothing at all.
21 I had a chance, a new chance, so you really
22 shouldn't close Canter.

23 MR. BARKER: Is Alderman Hairston here with us?

24 ALDERMAN HAIRSTON: It's Leslie Hairston,

1 alderman of the fifth ward, which is the receiving
2 school.

3 I was never consulted when a decision was
4 made to close Canter and send the children into my
5 ward to Ray and to Bret Harte. I was never
6 informed even after a meeting in my office on
7 Thursday with you, Mr. Price, and Dr. Bennett that
8 Friday the principal of Ray and the vice principal
9 of Ray would be escorted out of the building. I
10 was not informed when you, Mr. Price, held a
11 meeting this afternoon at Ray about the future of
12 Ray school without including me.

13 Let me say this to you, and I want you to
14 hear me loud and clear. I was elected to represent
15 the people that live in the fifth ward, which
16 includes Ray and Bret Harte. I matter. My people
17 matter. My students matter, and we will not, we
18 will not, allow you to disrespect us and to just
19 disprove anything that you want. We will not, we
20 will not, we will not, be a city or a community
21 where only the rich and politically well-connected
22 children thrive. We have always been a proud
23 community, and we will speak with our voices and
24 our votes. Thank you.

1 MR. BARKER: My sheet says that we have five
2 speakers remaining. DL is our next. Mr. L.

3 STUDENT DL: Hi. My name is DL. I'm a student
4 at Canter Middle School. I am here to tell you how
5 badly it is to close down Canter. This is my first
6 year of being at Canter, but from my experience of
7 being at Canter, I think Canter is a very, very
8 good school.

9 The last schools I went to for the last
10 four years, that was a horrible school. There was
11 violence. There was gangbanging. There was a
12 whole bunch of ignorant things there, belligerent,
13 all right? I finally found a school that was
14 actually good, all right?

15 I had inspiration. I have Mr. Goldsmith.
16 I have Mr. -- (applause) -- all of them. All of
17 them are a great inspiration to me. I think
18 closing down Canter would be a waste of time, a
19 waste of energy, a waste of life, all right?

20 I have finally teachers that believe in me
21 instead of all them teachers that I went to for
22 four years that was telling me I couldn't do it in
23 this time, I won't be able to do it in this time.
24 They won't let me have the time to get it done, all

1 right?

2 I had to take three buses and a train to
3 get there, when at Canter all I've got to do is
4 walk down the block. So closing down Canter would
5 be wrong, disrespectful for all these students, all
6 these teachers that switched their time to actually
7 come here and just speak about what they want to do
8 about -- for this school, so I am here against
9 closing down Canter. Thank you.

10 MR. BARKER: The next speaker is TN.

11 A VOICE: He don't want to speak.

12 MR. BARKER: The next speaker is SB.

13 STUDENT SB: I'm a student at Canter, and I
14 think closing isn't -- is not good at all. I have
15 teachers every day that are thinking of me. I have
16 a school where I'll just be able to learn, get an
17 education. You guys changed it.

18 MR. BARKER: The next speaker is Leslie Travis.

19 MS. TRAVIS: Alderman Hairston and the students
20 are a really hard act to follow. Thank you to all
21 of them.

22 I came to Hyde Park in 1968 and never
23 left. I've been teaching Hyde Park students for 35
24 years. I'm now teaching children of children that

1 I taught. I'm a community member. I live here in
2 Hyde Park. I live a block south of Canter, and I'd
3 like to speak just a minute about the stabling
4 influence of having filled buildings in our
5 community.

6 The Canter staff is tireless in helping to
7 police our community. They do a fantastic job of
8 educating their students. They also do a really
9 good job outside the school patrolling the area, as
10 do the Kenwood faculty and administration.

11 As a community member I really worry about
12 the impact of having an empty building right next
13 to a high school, right next to one of the most
14 active branch libraries in the City of Chicago. I
15 really think that Canter is doing a great job for
16 the community as a filled building that is helping
17 keep our community alive and vibrant and a great
18 place for our families to live.

19 I am so glad to be part of this community,
20 and I think it speaks to our community that our
21 children do stay here and raise their own families
22 here, and I think we need to consider that we need
23 to keep the buildings here full and occupied.

24 MR. BARKER: The next speaker is CS. After

1 Ms. S will be Brandon Johnson.

2 STUDENT CS: All right. Hi. I'm CS. I'm an
3 eighth-grade student at Canter Middle School. I
4 believe this school should not shut down because it
5 is a very successful school. The teachers here at
6 Canter are very loving and caring, and they
7 actually help us with our problems that we have.

8 This school helps a lot of children in
9 this class, especially me, for example. They just
10 don't say no, forget the student. They take their
11 time out of their personal day to stay after school
12 and make sure that we understand and that we pass
13 their class.

14 I feel like if CPS -- I feel like if CPS
15 shuts down the school they are making a huge
16 mistake. Teachers are heartbroken. They have
17 families to support and to take care of. We need
18 from my opinion to build Canter, not break down
19 Canter.

20 MR. BARKER: Brandon Johnson.

21 MR. JOHNSON: They can have my time. They can
22 have my time.

23 STUDENT DJ: Good evening Canter family and
24 Hyde Park community. My name is DJ. I am an

1 eighth grader here at Canter Middle School. When I
2 first came to Canter, my seventh-grade year, it was
3 a place that opened its doors to me. It taught my
4 sister. It taught my cousin and aunties. This is
5 a place that I felt was my home away from home. It
6 wasn't a place my mom just took to get me out of
7 the house.

8 My teachers from seventh grade are here.
9 Mr. Goldsmith is here, who's retired now, and my
10 second set of parents because they always push me
11 to do better. Mr. Winsor, my homeroom teacher, is
12 here. I mean, I may not get to school sometimes on
13 time, but keep Canter open, keep the school open,
14 keep our families' home open because Canter is a
15 family that sticks together, and, as you can see,
16 everybody here tonight cares about Canter, and they
17 care if you close the doors or not.

18 Canter is a place that makes kids feel
19 safe. Canter is not just a place that kids come
20 to. It's a place that they come to learn, a place
21 they come to feel love when they're not getting it
22 at home. Canter is a really good school. It needs
23 to stay open, so please keep Canter open.

24 MR. BARKER: We have three speakers remaining.

1 The next is Irami Osei-Frimpong.

2 MR. OSEI-FRIMPONG: Good evening. My name is
3 Irami Osei-Frimpong. I have a child, a future
4 Canter student. Now, I'm trying to figure out who
5 are the winners and losers in this decision to
6 close Canter.

7 I can tell you the winners with Canter
8 open, the winners are obviously all the people who
9 were prepared and take algebra their eighth-grade
10 year because I know that if you don't take algebra
11 your eighth-grade year, you won't be competitive.

12 So you get losers when you take away the
13 possibility to take algebra in eighth grade. That
14 means not only offering algebra but preparing kids
15 in seventh grade to take algebra, so I just have
16 two questions concerning this decision and how well
17 we've thought out this decision.

18 Do the receiving schools, that Bret Harte
19 and Ray school, will they offer algebra at the rate
20 that Canter does for eighth-grade students?

21 MS. LITTLE: The answer is yes. Any program
22 that they have now at Canter, if the action takes
23 place, it has to also transfer to the welcoming
24 school.

1 MR. OSEI-FRIMPONG: All right. So if it's the
2 case that in a year and a half there isn't an
3 algebra class at Bret Harte and Ray school, can I
4 call you or you or you to hold you to your words?

5 MS. LITTLE: First of all, I do not have the
6 power for you to call me, but you can call
7 Dave Vitale, who is the chairperson of the Chicago
8 Board of Education, but let me -- may I finish?

9 The academic program that they have at
10 Canter when those students -- if this motion is
11 passed, those academic programs must be transferred
12 to the welcoming school. That I will say. Other
13 than that I cannot answer any other questions
14 pertaining to what would happen in a year and a
15 half. I can't do that.

16 MR. OSEI-FRIMPONG: So let's -- I'm going to
17 finish now. So we're mortgaging, we're trusting
18 you when you say that all these programs will
19 transfer, so if it's the case they don't transfer
20 for some forsaken reason -- because they exist now
21 as it stands. If they don't transfer, what are you
22 willing to do, you, to be accountable to your word?

23 MR. BARKER: Thank you, sir. Your time is up.

24 MS. LITTLE: They will do -- I'm respecting

1 you. I'm not --

2 A VOICE: No, you're not.

3 MS. LITTLE: Yes, I am. What I will do is I
4 will -- and I have recorded the notes. We have a
5 stenographer over there that's recording. As I
6 said, this information goes back to
7 Barbara Byrd-Bennett. I will take that back,
8 specifically what you requested.

9 MR. OSEI-FRIMPONG: What was it that I
10 requested?

11 MS. LITTLE: You requested in a year and a half
12 will that program continue to eighth grade.

13 MR. OSEI-FRIMPONG: What program was that?

14 MS. LITTLE: Algebra, sir.

15 MR. OSEI-FRIMPONG: And the preparation to
16 attend algebra, not just the existence of the
17 class.

18 MS. LITTLE: I understand.

19 MR. OSEI-FRIMPONG: Okay.

20 MR. BARKER: The next speaker is KS, KS.

21 STUDENT KS: I'm KS, and I'm an alumni from
22 2010. This is D and T, and we're all alumni, and
23 Canter really changed how -- like the person I am
24 today because without these teachers there is just

1 a lot of things I would not be able to do.

2 Like Mr. Winsor taught me algebra.

3 Without him I would not know algebra at all. When
4 we got to Kenwood, the things that they were trying
5 to teach us I already knew because of these
6 teachers, and (applause) -- without her I wouldn't
7 be here today, because right now I am the captain
8 of the track team, and if it wasn't for her, I
9 wouldn't be here right now, and I wouldn't be able
10 to get the money for college that I need without
11 her keeping me on the team and driving me to do
12 what I need to do.

13 When I didn't do my homework or I didn't
14 get the grades I needed, they came to me and they
15 told me, this is what you need to do to pass, and
16 at my schools before them, the teachers didn't care
17 if I was getting bad grades, I wasn't turning in
18 homework. They had other students to worry about.
19 They didn't care. They didn't listen.

20 These teachers actually care, so besides
21 just the students, what about them? If they
22 actually care, where are you going to put them?
23 They actually want to come and help the students.
24 The students need the help.

1 And like my sister who was graduating this
2 year, she's upset about this too because my cousin
3 and my other sister that come in, where are they
4 going to go? They have to be bused out to schools
5 in other neighborhoods, and they just -- Canter is
6 the best choice for them, and we all know it, and
7 we don't understand why you don't know that.

8 MR. BARKER: The next speaker is Mr. TS.

9 STUDENT TS: Hi. I'm TS. I'm a 2011 alumni
10 from Canter. Right now I'm a successful sophomore
11 at Kenwood because I was in Canter. Seventh grade
12 I came in. I went to Mr. Goldsmith's homeroom,
13 106. I still remember everyone out in the hallway
14 from Room 106. I still know them myself, and
15 they're always like really good at stuff.

16 Like eighth-grade year I was in algebra
17 with Mr. Winsor. Right now I'm a sophomore taking
18 advanced algebra and trig, and next year I'll be a
19 junior taking AP statistics, and just like K, I was
20 on the track team and the cross-country team, and
21 this year I'll be on my way to state with Kenwood's
22 track team, and next year I'll probably be on my
23 way to the Junior Olympics.

24 MR. BARKER: The next speaker that we have on

1 the list is Ms. Fritz, but we can -- there are
2 spaces available if you would like to take two
3 minutes.

4 STUDENT DL2: Hi. I'm DL2. I also am on
5 track. My biggest thing is what they did and how
6 they got us ready for our school. Like when I went
7 into my freshman year in social studies, I knew
8 everything about it. I could tell you about the
9 whole South America.

10 I can also say I am the captain -- I'm the
11 captain of the track team for the Canter all those
12 years. I also like to say I don't know what -- but
13 I kind of feel the reason you're all closing is
14 because you all want more money personally, so I
15 just think that's not cool because these teachers
16 work hard, and I feel every teacher should be paid
17 at the highest, more than anybody here, personally.
18 Now have a good one. Bye-bye.

19 MR. BARKER: Next speaker is Lina Fritz.

20 MS. FRITZ: Hi. My name is Lina Fritz. I'm a
21 ten-year resident of Hyde Park. I am also a
22 community -- an active community member. I don't
23 have a child in the schools yet. I have a
24 three-year-old, and I have one baby on the way in

1 July.

2 One thing I just want you guys to know is
3 that we as citizens of Hyde Park are working
4 incredibly hard for our schools. We are taking
5 ownership of our schools, and we're working to lift
6 up our schools. I've joined the LSC at Shoemith,
7 and this year alone we have as a community brought
8 in \$20,000 to -- for arts programming at Shoemith.

9 I am committed to sending my child to a
10 neighborhood school because I want to be able to
11 walk to school with my child, and this community
12 has an ideal academic canvas. We have a middle
13 school and then a high school right in our
14 neighborhood, and you guys are taking the middle
15 section of that away.

16 I find it confusing how we're supposed to
17 lift up schools that you're closing on us. How are
18 we supposed to have a full academic program when
19 you're taking away schools that we could be working
20 on?

21 It's insulting that you guys are saying
22 that you're taking community input by giving us
23 four hours parceled into two-minute sections for
24 all of us to get a chance to speak to you without

70

1 any real exchange or dialogue about questions that
2 we have and input that we really don't know if it's
3 actually going to be considered.

4 I remember last July Mr. Price sat down
5 with a group of concerned Hyde Park parents who
6 wanted to lift up Hyde Park schools, and he
7 actually promised us, Mr. Price, that Hyde Park
8 schools would not be affected in this closing, and
9 it is surprising to me. How are we supposed to
10 trust you? How am I supposed to trust my future
11 children and future CPS students to you at this
12 time when we don't know if you're going to mean
13 what you say?

14 I just want you to know that this is
15 lopsided. It's lopsided as a community who's
16 trying to own the schools that are supposed to be
17 for us, that our tax dollars pay for and that are
18 paying for your salaries and the salaries for the
19 principals at these schools, that you guys are the
20 ones that are making the decisions and having us
21 beg for our schools to stay open.

22 I think that's lopsided. You work for us.
23 So thank you. I just -- I just find that this
24 whole entire situation is surreal. We should be

1 the ones who are listening to your pitch, not the
2 other way around.

3 MR. BARKER: The next speaker I have on this
4 list is Hannah Hayes.

5 MS. HAYES: Hello. My name is Hannah Hayes. I
6 have been a resident of Hyde Park for 13 years. I
7 live about four blocks from here. My son went to
8 Ray school from preschool through sixth grade, and
9 when he was in second grade, we learned that Ray
10 was going to lose the seventh and eighth grade, and
11 we heard a lot about the importance of middle
12 school, the importance of neighborhood middle
13 schools and how you want your child to go to a
14 neighborhood middle school.

15 You know, the kids around that age need --
16 at this age need, you know, certain things they
17 can't get in a K through eight school. Now we're
18 told actually it's K to eight is the way to go, so
19 I'm just kind of echoing what Lina says. I'm not
20 sure why we should believe anybody. Why should we
21 listen when this has been done to us before?

22 You've also heard from all of the Canter
23 students, the alumni, parents, teachers. Canter is
24 clearly a school that works. There's no question

1 of that. I don't know that -- who has been here to
2 see that it's underutilized, but I wish the board
3 would use their own rhetoric because it's the right
4 size. It is the right size, and you've heard that
5 it's a learning environment that we believe in, and
6 I think just because we have a new flavor of the
7 month from Rahm Emanuel and the CEO that they have
8 decided that this -- you have to destroy this
9 neighborhood school, so I would just urge you to
10 listen to the kids that you've heard tonight and
11 everybody else.

12 MR. BARKER: Ladies and gentlemen --

13 MR. WINSOR: Because algebra's been brought up
14 lot, 30 seconds, can I speak? Two years ago, 19
15 out of 25 Canter students passed out of freshman
16 algebra. Last year 18 out of 26 passed directly to
17 geometry. Because of improvements in the seventh
18 grade math department, we're able to offer it to 32
19 students this year, which I expect 25 to pass.

20 We are talking literally here about 75
21 students from our community moving directly to
22 geometry. Not one of those kids is not going to
23 graduate.

24 Now, to get 32 students algebra this year,

1 we have a student body of 110 kids. The rest of
2 them are not algebra ready, so how you're going to
3 provide the algebra instruction at Bret Harte and
4 Ray with smaller numbers of seventh and eighth
5 graders, I really don't know. Again, 35 students
6 from Canter taking advanced placement math courses
7 as a junior, that's what colleges are looking for.
8 I don't think you're going to be able to provide
9 that. Thank you.

10 MR. BARKER: Ladies and gentlemen, we have a
11 few more minutes remaining, if someone has not
12 spoken, two minutes.

13 MS. DUNLAP: Okay. I can sign the list. My
14 name is Cassandra Dunlap. I'm a parent of an
15 eighth grader at Canter Elementary School. I'm a
16 parent who took my child from a K through eight
17 school and brought him over to Shoesmith, and now
18 she's graduating out of eighth grade this year.

19 I feel and respect to you all it's all
20 unfair that you all have sit here and take this
21 because the people who have the power to make the
22 difference are not here to face us as a community
23 and as parents.

24 But what I really want to say is I have

1 sat here. I have gone to Shoesmith. I have come
2 into Canter. I have seen Dr. Conlan and Mr. Lewis,
3 and I have never seen a dynamic duo as a principal
4 and an AP as you have here now, and I feel like
5 closing this school is telling our kids that they
6 don't matter.

7 You have kids sitting here crying. You
8 have kids sitting here letting you know how they
9 feel, and I feel, in all fairness, this has to be
10 reevaluated because I have a child that's at
11 Shoesmith that's going to sixth grade. My goal is
12 to have her at Canter. My goal is to have her at
13 Canter.

14 So I would like for everybody to please
15 reevaluate this because my family, they are CPS
16 employees. I've had administrators, and I also
17 have teachers, and I am a CPS student as well, so I
18 know the ins and outs, and I know how things are
19 going, and I know how it used to be and how it is
20 now, and how it is now is all about politics. It's
21 not about the kids.

22 MR. BARKER: Thank you, Ms. Dunlap. We have
23 another speaker who would like to approach for two
24 minutes? If you'll say your name, and the reason

1 I'm asking to come sign this is so we would have a
2 record.

3 Yes, sir. Thank you.

4 STUDENT S: My name is S. I'm from Bronzeville
5 Military Academy. I'm a sophomore. I want to be
6 completely honest with you. I didn't graduate from
7 Canter Middle School. I went to summer school in
8 ninth grade. Why? Because the education I was
9 getting there, as beautiful as it was, I just was
10 not focused.

11 I didn't come to school. I wasn't doing
12 my work, didn't even wear the uniform they gave me,
13 but, to be honest with you, in the system of me
14 being a young black male in Chicago, gangs want me
15 more than the college system or CPS system does.
16 They trust me more than the college and the CPS
17 system does. That's you also. We're sitting here
18 looking at you. Did you go to a CPS school?

19 A VOICE: No.

20 MS. LITTLE: Yes, I did.

21 STUDENT S: So how is it possible that you can
22 make a decision for a system that you are not a
23 part of at all. It doesn't make sense, period,
24 just period.

1 I go to Bronzeville Military Academy for
2 the simple fact that I needed the structure to be
3 able to become a student that CPS wanted me to be.
4 So you would close down my middle school where my
5 little cousins are planning to go, were planning to
6 go till this decision that you decided to present
7 us with came to us.

8 That's where they wanted to be. That's
9 where my mom wanted to be. That's where my
10 grandparents wanted to be. That's where I wanted
11 them to be because I trust these people, as much as
12 I put them through, as much problems that I gave
13 them. These are the people that I feel like can
14 educate children of the future of the United States
15 of America that you live in.

16 Your salaries, your social security, your
17 life that you plan to have when you're old and you
18 can't take care of yourself, these are the kids who
19 are supposed to help you.

20 People came up here and cried for you. I
21 cry inside because I feel like you're making a
22 decision that is very, very, very stupid. I'm
23 educated, so it's stupid, but I'm not going to cry
24 for you. I'm not going to get emotional. I know

1 the time is up. I see that.

2 I'm not going to get emotional. I'm not
3 going to be aggressive towards you. I don't feel
4 like it's necessary. I'm only looking with a smile
5 on my face because I'm going to graduate from
6 college, and when I graduate from college, I'm
7 going to come for your position, your job, because
8 you're not doing it right, and people who are
9 paying you to do it right are wasting their money.

10 A VOICE: Our tax money.

11 STUDENT LB: Hi. I'm LB. I'm a freshman at
12 Kenwood Academy. I came from Canter.

13 STUDENT HB: Hi. My name's HB. I'm a graduate
14 from Canter Middle School. I'm a freshman at
15 Kenwood, and they provide us with everything that
16 we needed, and I needed help after school and
17 everything.

18 STUDENT LB: I think Canter's a really good
19 school, and I would be disappointed for you guys to
20 shut it down, and Canter is really, really good,
21 and Mr. Winsor, he taught me really good algebra,
22 and now I'm a freshman.

23 UNIDENTIFIED STUDENT: Hi. I'm -- you know
24 what? I'm not --

1 MR. BARKER: Would you care to finish?

2 UNIDENTIFIED STUDENT: Yeah. I'm going to
3 finish. I'm a student at Canter. I'm an eighth
4 grader, and I'm one of Mr. Winsor's algebra
5 students, and I think to lose Canter would be bad,
6 all the teachers, not just Mr. Winsor, but I think
7 that you should keep Canter open because there are
8 some people that could use the help and that other
9 schools being just -- just all the students being
10 packed into one school, all of the students
11 wouldn't get the proper attention that they need,
12 so I think you should keep it open if you really do
13 care about the children.

14 STUDENT LB: I have one other thing. Where
15 would the kids go and -- who come from Shoesmith
16 and Canter? Where would the kids go? Is it the
17 money? So what's the point?

18 MR. BARKER: Thank you. Someone who hasn't
19 spoken, there's a gentleman --

20 A VOICE: Can we get an answer?

21 MR. TURAY: My name is Ismail Turay. I just
22 got a few questions. Before coming here this
23 evening, did you have a chance to go by Canter?
24 The reason I'm asking, you say it's only utilized

1 to 52 percent. I was there last Friday. That's
2 not what I saw. It's more utilized.

3 Again, I see when you're talking about an
4 underachiever school to close, I understand that,
5 but this is not the case here. I didn't see it
6 here. All you say is underutilized. If the school
7 is an underachiever and then have less student,
8 isn't your job to fill up the empty spots? You're
9 supposed to do that, right?

10 Number two, the gentleman say earlier if
11 you visited also some other schools here and went
12 to Shoemith, you will have seen that Shoemith has
13 more big classes over there. They have more big
14 classes, so why not, as he suggested, move the
15 sixth graders here? This way since it's all about
16 money, you'd be saving the two more classes money
17 for a year, right? That would be a savings for
18 you.

19 Canter has been here for a long time.
20 Canter has been here. They have been a finish
21 school. I mean, you hear nothing about Canter.
22 You see, it's not only kids from here. You also
23 have kids from fifth ward, third ward looking for
24 safe place to study, looking for safe place for

1 their parents. That's why they come here, and you
2 close that, you're just going to make their lives
3 miserable. Leave Canter open. Hyde Park, we all
4 need Canter. Please leave Canter open. Thank you.

5 MR. BARKER: We have four speakers, and then
6 the meeting will close, and note that that order is
7 NW, TM, Ismail Turay and DL. We have three
8 remaining speakers: NW, TM, Ismail Turay.

9 STUDENT DL: Hi, everybody. I'm a current
10 student at Canter Middle School, and there's a lot
11 of great teachers like Ms. Vroman. She's a great
12 science teacher. Like Mr. Goldsmith, he's a great
13 seventh teacher.

14 Like when I came to Canter Middle School,
15 like I didn't understand equations or anything.
16 Like when I came to eighth grade, Mr. Winsor had
17 taught me a lot of that, and that's when I started
18 understanding things.

19 Like the school before I came to Canter, a
20 lot of people was gangbanging, a lot of fighting, a
21 lot of drugs, all of that, and I didn't want to be
22 in that, so then that's when I came back to the
23 city and came to Canter, and that's when everybody
24 started -- it was accepting me, so please keep

1 Canter open, please. I beg you, please. Thank
2 you.

3 MR. BARKER: Mr. M, TM. I'm sorry. The
4 meeting concludes at 7:00 p.m., so we have --

5 A VOICE: This is our school.

6 MR. BARKER: TM, TM and DL.

7 STUDENT TM: My name is TM, and I'm currently
8 an eighth grader at Canter, and since I was in
9 fourth or fifth grade, I always heard good things
10 about Canter, and I always thought to myself, they
11 got it beautiful, what's up? And so -- but when I
12 got there it was different. It was -- teachers
13 pushed me forward, and I actually had a family
14 there, and for seven years behind of not able to
15 experience or being exposed to algebra and lunching
16 and cap and gowns and everything, and I go through
17 that, and I just think that -- I just think that
18 that's terrible.

19 And I don't think that it should be closed
20 because, number one, there is no gang violence or
21 influence in Hyde Park really, and because if we
22 have research or a project to do, the library's
23 right around the corner, walking distance, and if
24 you like art, the art center is right up the

1 street, walk to that too. I just don't think that
2 it should close at all, and that's all I have to
3 say.

4 MR. BARKER: Ladies and gentlemen, this is the
5 last speaker. This is Mr. DL.

6 STUDENT NW: I didn't get my turn.

7 MR. BARKER: Mr. DL is the last --

8 STUDENT NW: I did not get my second turn,
9 because I put my name on that list, so I'm going to
10 get my second turn.

11 MR. BARKER: The last name I have on the list
12 is Mr. DL.

13 STUDENT NW: I put my name on that list.

14 MR. BARKER: So this is the last speaker of the
15 evening.

16 STUDENT NW: Okay. My name is NW, and I have
17 just one question. Is my education being cheated?
18 Like is my education being cheated? Because if
19 this wasn't, I don't think that all these people
20 here would be here if my education was not being
21 cheated.

22 I like Canter Middle School. I'm going to
23 take algebra in Canter Middle School, because we're
24 going to fight to keep Canter alive, because all

1 these people are want to be Canter alive. People
2 are here crying trying to keep Canter alive.

3 We are not going to close Canter without
4 our representation because we have everybody here
5 wanting to keep Canter alive, so that's what we'll
6 do. We will keep Canter alive because we're now --
7 (applause). We will keep Canter alive.

8 MR. BARKER: Ladies and gentlemen, that
9 concludes tonight's meeting. Thank you all so much
10 for coming, and good night.

11 (Proceedings concluded at 6:59 p.m.)

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1 STATE OF ILLINOIS)

2) SS:

3 COUNTY OF C O O K)

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5 KIMBERLY D. BURES, being first duly sworn,

6 on oath says that she is a court reporter doing

7 business in the City of Chicago; that she reported

8 in shorthand the proceedings given at the taking of

9 said hearing and that the foregoing is a true and

10 correct transcript of her shorthand notes so taken

11 as aforesaid, and contains all the proceedings

12 given at said hearing.

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A handwritten signature in cursive script, "Kimberly D. Bures", is written over a horizontal line. To the right of the signature is a circular notary seal for the National Trial Court Reporters Association (NTCA). The seal features a central emblem and the text "NTCA" and "SHIRAZ" around the perimeter.

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Community Meeting for the Proposal to Close Canter Middle School

April 8, 2013; 5:00 to 7:00 p.m.

Location: Kenwood Academy, 5015 S Blackstone Ave.

CPS Staff in Attendance

Denise Little, John Price, John Barker, Jennifer Ramirez, Margaux Mooney, Toni L. DeLuca Campbell, Ayonna Patterson, Brigitte Louis, Dave Miranda, Michael McGehee, Sharice Fulson

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Canter Elementary School. Chief of Schools, Denise Little, began the meeting by stating the purpose of the meeting, which was to accept community feedback on the proposal, and John Barker, Chief Accountability Officer, explained the proposed action. Public comment was then taken from members of the public who had registered to speak. There were approximately 150 community members present.

CPS Presentation

Denise Little, Chief of Schools, welcomed audience at 4:57. She introduced John Price, Chief of the Burnham Park Network, and John Barker, Chief Accountability Officer. After stating the proposed school action to be discussed, she stated ground rules. She said to purpose of the meeting was to listen to the public comments on behalf of CEO and to take the information back.

Ms. Little turned over to John Barker who ensured everyone had a handout, and then walked the audience through the handout.

Public Comment

Howard Fishbein, Teacher at Canter School

Mr. Fishbein has worked in education for twenty years in a variety of positions, schools, and states. Based on this experience, he believes relationships are central to education, and stated that Canter is a family. He said that like any family, the Canter Staff takes care of, supports, and challenges each other and believes people would see this if they visited the school. He thanked people for listening and asked for the school to be allowed to continue its work of providing a safe and encouraging environment.

Jane Averill, Teacher at Ray, Parent of Canter Alumni

Ms. Averill explained the history and reasoning for the founding of Canter. Before she was a teacher, Ms. Averill was a parent of a Ray student. She stated that a committee of parents and community members investigated the merits of opening a middle school, by doing research. She stated the community decided to be part of the Middle School Movement, which recognized the special needs of adolescence. She stated that her son went to Canter, and she believes it was the best experience he could have had, because of reasonable class sizes and caring teachers. She stated that the committee would never have met about creating a middle school if these needs were being met by Ray or Murray, and believes that Canter works and needs to be kept open.

N.W., 7th Grader at Canter Middle School

This student stated he is a straight A student and enjoys school. He was not excited about going to Canter until he heard it was only for 7th and 8th graders. He likes the building, lunches, and teachers, specifically math. He would like to take Algebra next year and feels prepared. He just likes the school because it is working for him and thinks it should stay open.

Deb Hass, Community Resident and CPS Parent

Ms. Hass supports keeping Canter open. She said the school action process has not valued public education or supported the schools in her community or city wide.

Chantelle Allen, Middle School Teacher, Ray Parent

Ms. Allen said that middle school students have different issues and go through things differently. She said that the cultures at the welcoming schools are set and combining the schools would be difficult. She is concerned that students have already transitioned from elementary school and now they are having that transition taken away. She asked if the CEO was told of her request for a safety plan for integrating cultures. She also desires a curriculum plan and wonders how people will ensure it will be a curriculum that works. She wants a copy of the plans. She does not believe the plans exist. She asked that the plans be sent to her.

Patrick Papezun, 1st Year Teacher at Canter

Before becoming a teacher, Mr. Papezun was an architect. He stated working at Canter was his first exposure to middle school and CPS. He is a parent of two children that will attend a CPS school in Hyde Park, so he is invested. He stated that he had choices of where to teach but came to Canter because the administration was strong and the students were great. He believes it is being shut down without anyone coming to see the good things happening in the school and disagrees with the metrics used for the decision. He believes the staff works very hard, and is insulted that someone from the network came the day of announcement to ensure there was no stealing and teaching was still occurring, but did not notice network staff coming before. He believes the proposal is unfair.

Janak Paranjape, Ray Alumni, Taught at Canter for 21 Years

Ms. Paranjape has a daughter who is going to be starting public school shortly. She lives in the Kozminski attendance boundary. She stated that what the panel was seeing and hearing is the Canter community, which will be divided if the school is closed.

Joy Clendeming , CPS Parent

Ms. Clendeming said she has been to many CPS meetings. She went last week to a meeting with the Alderman. She said the community engagement process should be a dialogue and conversation, but this was not. She said she was there to stand with these people in support of Canter and of all schools, that Canter should be kept open, and that she believes Canter is a school that works.

Stacza Lapinski, Community Member

Mr. Lapinski is a concerned community member and a parent of a soon-to-be CPS student. He supports keeping schools open. He spoke of the lack of transparency and a lack of trust with parents, students and teachers in CPS.

David Adams, Ray Parent

Mr. Adams is in support of Canter Middle School. He thinks it is a school that works. Hyde Park parents want a neighborhood middle school that is not overcrowded. He has met Canter teachers and has been inspired by their passion.

Tsitsopilos Bessie, Social Worker at Canter

Ms. Bessie has worked at Canter for 3 years. She has also worked at many other schools. She is very concerned about the emotional trauma that school closings are causing the children. She believes that schools are about relationships and learning, and that school closings are taking away the relationships that keep children safe and allowing them to learn.

Malinda Hall, Hyde Park Resident and Ray Parent

Ms. Hall thinks closing Canter is a mistake and will lead to the overcrowding of schools. She believes her son's teacher is a great teacher, but can't teach effectively with over 20 to 25 students. She is insulted as a parent, tax payer, and a productive citizen, and believes this is creating an underclass and future prisoners.

Emon Powell, Parent of Canter Grad

Ms. Powell said it should say a lot that she came with no child in CPS, and she appreciates all of the Canter teachers. She is very supportive of the principal, and appreciates the help Canter provided her son who was dealing with an illness when he was there. He is currently getting ready to graduate high school and will attend Morehouse College. She still feels she is a part of the Canter community.

Monique Williams, Ray Parent

Ms. Williams is concerned about the impact this action will have on class size at Ray. She wants her child to go to Canter. She has spoken to parents at Canter who say nothing but positive things, which reassures her as a parent. She stated that the number of students in a classroom does matter, and believes there are no empty classrooms at Ray.

Walter Winsor, Math Teacher at Canter

Mr. Winsor stated that he has been at Canter for eight years and believes the staff is the strongest it has ever been. He stated that he is an expert in math and believes he should not be put into a position where he needs to teach language arts as well because that is not his expertise and students deserve better than that. He is concerned that the ability to have expert teachers in every class may be impacted by the proposed action.

Gordon Mayo, Ray Parent, Ray LSC Chair

He stated that the meeting was about Canter and said he was sorry it is closing. He asked what was going to

be done with the information heard today?

Summary of response from Ms. Little: We are going to report the information back to the CEO of CPS.

He then asked if there was a possibility she would change her mind?

Summary of response from Ms. Little: – No proposal is final until the board will vote expected 5/22.

Mr. Mayo said that he hoped she would change her recommendation, but if Canter could not stay open, he believes the board should go with the previous proposal by a state representative that it happens more gradually, which involves a phase out of Canter and phase in at Harte. He believes that plan would not cost more. He also stated that Ray is having an exciting year.

Beth Herring, Harte Parent

Ms. Herring said she came as an angry and frustrated parent. She was not frustrated with the facilitators but with the mayor, who did not attend these meetings. She stated that closing Canter Middle School would have serious repercussions. The lack of continuity would impact the mental and emotional well-being of the students and students at receiving schools will also suffer. She was concerned that Harte is already deemed efficiently utilized by the CPS formula but would receive more students. She does not support the closing of Canter and demands a moratorium on all school closings. She said that she believes these meetings were not designed to find creative ways to save schools. She believes this was dehumanizing for the many people involved and was not an example of community engagement.

Parent of Canter Alumni

This parent's son had a fantastic experience at Canter and had many of the teachers in attendance at the meeting. The parent believes the administration at Canter is excellent. She said it is not underutilized, and if the board thinks it is underutilized or not an excellent school, she believes they are misinformed. She suggested the possibility of moving the sixth graders at Shoemith to Canter to allow the programs at Ray and Harte to stay the same. She asked if there was any reason this could not be done.

Summary of response from Ms. Little – Ms. Little suggested the parent set up a meeting to discuss with John Price, and stated she did write it down to discuss with the CEO.

Camille Hamilton- Doyle

She supports Canter school for many reasons. She believes the administration has done a wonderful job, teachers teach a particular subject, and students try to be the best they can with the administration's support. She said a few years ago, the community was asked to change and create a needed middle school. Now that the community supports it, CPS is coming again to change it back to the way it was.

Tom McDoyal, Community Member

He has had the opportunity to meet and talk with the math teachers at Canter who impressed him as a professional group. He thinks it would be a loss to break them up. He likes the idea of removing sixth graders

from Shoemith to reduce the number of students there.

Gerry O., unidentified affiliation

He stated he believes Canter is a wonderful school and it is important to not change Harte and Ray. He said the suggestion related to building up Canter instead of tearing it down was a good one. He has been an active member of the Hyde Park community and supports the community. He said people need options and Canter is an important option for the parents of middle school-aged children. He stated that the community does not want empty buildings. He said to look at the effects this would have on the kids in the neighborhood and to please pass along the Hyde Park community's disagreement with the proposal.

Lara Shaeffer, Ray Parent

Ms. Shaeffer is in support of keeping Canter open. She was confused about the idea to use the building as a parent university. She thinks there could be other ways to use the building in addition to a middle school, and noted the example of community centers. She suggested people think creatively about how to use schools instead of closing them down.

Carol Gittler

Ms. Gittler is not questioning the closing of Canter, but she is questioning sending kids back to Ray and Harte with no programming. She noted an example of another middle school which has a gardening curriculum. The school has a green house and partnerships with city organizations like the Chicago Botanical Gardens. She suggested coming up with a new program for an environmental school. She said that both Canter has an existing curriculum and a faculty that know how to support adolescents. She thinks the Board should be looking to do something new and different.

R.P., Canter Student

This student said Canter turned his education around. His teachers believed in him, and he started to do his homework and go to class. He said if Canter is closed, there may be other students that will not be able to get the same help.

Isabelle B, Carter Parent

Her daughter was in the previous speaker's class and had the same experience. She believes it is a better option for students because it is a small school, and the teachers and administrators care. She said it should be added to and not taken away. She stated that her daughter had an experience at a much larger school and fell through the cracks, but that changed when she came to Canter. She stated that we are talking about human beings and not just numbers. She believes Canter is aiming to make every child a masterpiece, and they are succeeding. She said her daughter was an example of that.

Cole Dillon, Graduate of a CPS School, Chicago Homeowner

Mr. Dillon stated he represented the point of view of a homeowner with no children in the public schools. He expects school closings will have a big impact on the price of his home and impact on his community. He chose to move to Chicago to put his tax dollars to support the children of Chicago. While doing his own research, he

learned the CEO may have a contract with the Broad Foundation. He said that if this was the case, she should recuse herself of this process. He does not believe that she lives in the city or pays taxes, as he does. He believes this is a philosophy that has been previously tried and has repeatedly failed in a variety of school systems and does not want this to be the future of Chicago. As a taxpayer who is invested in the city's schools, he wants CPS to make them great and stop playing with theories. He said go back to what works and he believes that is neighborhood schools.

Pamela Williams, Harte and Canter Parent

Ms. Williams' children volunteer regularly in this community. She believes if the community dynamic changes, it makes it more difficult for them to be active citizens of Hyde Park and Chicago as a whole. Every year they play an active role in different festivals and free family programs. She believes these schools are teaching these children to be citizens of Chicago, like her children. She said that she does not think this could be said about all schools in Chicago.

Kristy Papczun, Wife of a Canter Teacher, Ray Parent

Ms. Papczun did her graduate research on middle school philosophy. She believes middle school works. Middle school teachers have a special endorsement. She stated that the transition from a middle school into a high school is much less stressful than the transition from a K-8 school into a high school. She said Canter is doing great things and should not close. Closing Canter would be doing direct hard to its students.

Mikki Kendall, Canter and Ray Parent and CPS Alumnus

Ms. Kendall said CPS cannot fix what is not broken. Students will not be served well by larger class sizes and fewer teachers. She was at Kozminski and believes in this neighborhood and community. She wants to see children succeed and believes this disruption will hinder that. She believes the proposal is about money but will harm her younger son.

Stephanie Burton-Taylor, Hyde Park Resident, CPS Alumnus, CPS School Teacher

She said her son is struggling in his education. He is now a 7th grader at Canter, and the staff at Canter is working with him. Adults need to think about what they are teaching students. Adults talk about respect but are now disrespecting these kids by not talking to the students and asking them why they want their school to stay open.

Angela Paranjape

Ms. Paranjape argued that the plan is incomplete. She said Ray and Harte will be K-8 and Shoesmith is staying a K-6. She wanted to know where Shoesmith's 7th and 8th graders would go. She also wanted to know how many teaching positions would be open and if Algebra will be offered. She wanted to make the point that Hyde Park is home to Lab School, a top notch school where the Mayor's children go. She disagrees that this is the best plan for students and is not convinced that CPS administration has the best interest of children in mind.

Vicky Long, Community Member

She argued that this process has been flawed. She said that there has been no dialogue or interaction. She does not believe schools should be closed. She does not believe the community has a voice in the decision.

Greta Holmes, Senior Activist

Ms. Holmes does not have children in public schools. She asked if closing Canter was inevitable and if so, what the purpose of the meeting was. She does not believe the school should be closed. She has been active in seeking social justice and believes meetings like this are sometimes useless. She asked that the facilitators do what they could to ensure the community at the meeting is heard.

Charlie Mabry, Parent of former Canter Students

Mr. Mabry has had four students come through Canter. He has two who are now on the honor roll in college at Alabama A&M and two on the honor roll at Kenwood. He stated that the Canter staff has helped him become a better parent, and the school is like a family.

Donna Hart, Canter Parent

Ms. Hart moved her family from Minnesota two years ago. She wanted a middle school in the Hyde Park area, so Canter was the perfect choice. She stated that if Canter closes, she will have no other choice but to move back to Minnesota.

Patrick Brutus, Ray Parent

He is in favor of keeping Canter open and maintaining the academic integrity of the Hyde Park community. He stated that CPS should be talking about increasing educational options for our children because the community is better when there is more to offer.

J. H., Canter Graduate

She said that coming to speak was a hard decision, because adults told her she did not understand. She said what she understands is that CPS wants to shut down the school that made her successful. She said she is currently at Kenwood. She believes that both children and adults will be affected by this action.

T.A., Canter Student

When he was in 6th grade, he said he was thought of as a 'lost cause'. He said Canter gave him what he needed, including staying after school and retaking failed tests. He said he had a chance at Canter.

Alderman Hairston, 5th Ward

The Alderman explained that she was never consulted when the decision was made to close Canter and send children into her ward. She was never informed at a meeting with Mr. Price that the principal and assistant principal of Ray Elementary School was going to be escorted out of the building. She was also not informed of the parent meeting that was conducted earlier that day at Ray School. She stated that she was elected to represent the people of the 5th ward and that she matters, her people matter, and her students matter. She will not allow anyone to disrespect them. She stated that they will not be a community where only the rich and politically connected get a say. They have always been a politically active community and will continue to speak with voices and votes.

D., Canter Student

He thinks Canter is a very good school. The last school he was at had a lot of violence. He thinks he finally found a good school. He is inspired by his teachers and says they believe in him and thinks closing Canter is a mistake. He can walk to the school.

S. B., Canter Student

This student does not think closing Canter is a good idea. She said her teachers have faith in her.

Leslie Travis, Teacher in Hyde Park

The Canter building is a stabilizing influence in the community. The staff is tireless at policing the community and patrolling the area. As a community member, she is worried about the impact of an empty building next to a high school and an active library branch. She thinks Canter is doing a great job keeping the community vibrant. She stated that it speaks a lot about the community that children stay and raise their children here. Buildings need to stay filled and occupied.

S.S., Canter Student

This student believes this school should not shut down because it is very successful. She says the teachers help students with their problems. They take personal time to stay after school and make sure students understand and pass their classes. She thinks shutting down the school is a mistake.

D.R., Canter Student

This student stated that when he first came to Canter, it was like a home away from home. His teachers pushed him to do better, and said Canter is like a family. He said students come to Canter and feel loved and safe even if they do not feeling that way at home. He asked to please keep it open.

Irami Osei-Frimpong, Parent

He asked who would be the winners and losers. He said if Canter stayed open, winners would be students who get to take 8th grade Algebra. He asked if the receiving schools offer algebra.

Summary of response from Ms. Little - Yes. Any program at Canter will be transferred to the welcoming school.

He asked if this was not the case, who can he hold accountable.

Summary of response from Ms. Little - Ms. Little stated he can call David Vitale, who is the chair of the Chicago Board of Education. If the motion is passed, all programming must be transferred to the welcoming school.

He stated the community is trusting Ms. Little when she says these programs will transfer, and again asked who can be held accountable.

Summary of response from Ms. Little – Ms. Little noted that this request and guarantee is being recorded.

S., Canter Alumnus

She said Canter changed the person she is today. She felt prepared when she got to high school at Kenwood. The teachers cared and told her what she had to do to pass. She asked about what would happen to these caring teachers. She said she wanted her family members to go to Canter.

S., Canter Alumnus

She believes she is a successful sophomore at Kenwood because she went to Canter. She was in 8th grade algebra with Mr. Winter and now she is taking advanced algebra trigonometry. Next year she will take statistics.

D., Canter Alumnus

He discussed how Canter got him ready for high school. He feels like they are closing because CPS wants more money. He said teachers work hard and should be paid.

Lina Fritz, Community Member

Ms. Fritz has been a Hyde Park resident for 10 years and does not have a child in CPS yet. The community is working hard to lift up the schools. She joined the LSC at Shoemith and thinks the community is the ideal academic canvas. She wants to be able to walk her children to school and is committed to CPS. She is insulted that community input is parceled into 2 minute fragments without any exchange or dialogue. She is not sure anything is going to be considered. She claimed Mr. Price said Hyde Park schools would not be affected in this closing, so she asked how people are supposed to trust that CPS means what it says. The community is supposed to own the schools their taxes pay for, and CPS should work for them. Now decisions are made about the schools for which community taxpayers are paying. She said CPS should be defending the proposal to taxpayers, not the other way around.

Hannah Hayes, Hyde Park Resident

Ms. Hayes' son went to Ray from K-6. She said they heard there about the importance of middle school and how students need certain things they cannot get in K-8. She does not know why she should believe CPS. She said that CPS has heard from the community that Canter is clearly a school that works. She said that she did not know who said underutilized. She urged the panel to listen to the students and everyone else that had spoken.

Mr. Winters, Canter Math (including Algebra) Teacher

He explained how the number of students who passed out of freshman algebra and geometry has increased over the years. He explained that Canter was now able to offer algebra to 32 out of 110 students. He wondered how this amount of success would be possible with much larger numbers at Ray and Harte.

Casandra Dunlap, Canter Parent

She said the people who have the power to make a difference are not here. She stated that she had never seen as dynamic of a duo as the current Canter administration. She said that this has to be reconsidered and that she wants her current 6th grader to go to Canter. She believes this is all politics and not about kids.

Student from a CPS Military Academy

This student said he did not graduate from Canter Middle School. He went to summer school and was not

focused. He felt as a young black male, gangs want him more than the college system and the CPS system does. He questioned how people who did not go to CPS schools can make decisions about them. He wants his family to be able to go to Canter because he trusts the teachers there. He does not believe the people leading CPS are doing a good job.

Canter Student

This student said the staff at Canter are the people that are making a difference and making sure students are getting the attention they need. The student questioned where the students from Shoemith would go.

N.W., Canter Student

This student said there are great teachers at Canter. When he came here, he did not understand equations, but his teacher taught him. He said the school he came before had drug and gang problems. When he came to Canter, he said people were nice and accepted him. He asked to keep Canter open.

T.M., Canter Student

This student said that when he was in elementary school, he heard good things about Canter and always thought it was because there were no uniforms. When he got there, he said it was different. There was no gang violence or influence. There is a library, a McDonalds, and an art center down the street.

JOHN BARKER

Mr. Barker stated that the next meeting would be Friday at 5pm, and thanked the community members for attending..

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure and Relocation of
Canter Middle School to Ray Elementary and Bret
Harte Elementary School
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 12, 2013,
at Kenwood Academy, 5015 South Blackstone Avenue
Chicago, Illinois, commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MS. DENISE LITTLE

MR. ERIC PRUITT

MR. TOM TYRRELL

Reported by: Tracy Jones, CSR, RPR, CLR

License No.: 084-00455

		SPEAKERS	
1			
2	Ms. Plair.....		10
	Ms. Tsitsopoulos.....		11
3	Mr. DeShazier.....		12
	Ms. Hamm.....		14
4	Mr. Winsor.....		16
	Mr. Lynch.....		18
5	Student CZ.....		18
	Ms. Herring.....		19
6	Ms. Mulberry.....		22
	Ms. Franklin.....		23
7	Mr. Canter.....		24
	Ms. Paranjape.....		26
8	Ms. Petty.....		29
	Ms. J. Petty.....		29
9	Mr. Papczun.....		31
	Ms. Wasserman.....		34
10	Student JB.....		35
	Ms. Royal.....		36
11	Ms. Burton-Taylor.....		40
	Ms. Badili.....		42
12	Ms. Cayolle.....		44
	Student DR.....		45
13	Ms. Fritz.....		47
	Student DL.....		49
14	Alderman Burns.....		50
	Student WL.....		57
15	Student SA.....		59
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SPEAKERS (Continued)

Alderman Hairston..... 88
Student BK..... 90
Student MP..... 91
Student TA..... 93

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

4 MS. LITTLE: Good evening. My name is Denise
5 Little. I'm the Chief Officer of Networks for
6 Chicago Public Schools. To my left is Tom
7 Tyrrell, who is serving as Deputy Chief
8 Operating Officer for the Chicago Public
9 Schools.

10 To my right is Eric Pruitt, Deputy
11 Chief of Schools for the Burnham Park Network.

12 And we would like to thank you for
13 coming this evening as we discuss a proposal for
14 Canter Middle, Harte Elementary, and Ray
15 Elementary Schools.

16 MR. TYRRELL: Thank you, ladies and
17 gentlemen. There's a lot of familiar faces here
18 this evening, but bear with me, and I'll go
19 through the administratively required marks
20 really quickly.

21 I want to point out that there's a
22 court reporter recording every word toward our
23 front. There's also a sign language
24 interpreter, a translator, and a CPS note taker

1 taking additional notes on a laptop. These will
2 be provided directly to our CEO, Barbara
3 Byrd-Bennett, within 48 hours of the meeting.

4 I remind everyone that this is the
5 second of three meetings before a Board vote.
6 The next meeting will be in the form of a public
7 hearing.

8 I want to share that we have been
9 gathering questions from these meetings and are
10 preparing responses. I want to state that
11 before the public hearings start next Tuesday on
12 April 16th, you will start to be able to view
13 these responses at cps.edu, backslash, Quality
14 Schools.

15 There's been a common concern at all
16 meetings around safety, and we want to provide
17 some additional and specific information
18 regarding safety and security.

19 Every welcoming school will have Safe
20 Passage for children, and we will work with
21 parents before any routes are finalized. Every
22 welcoming school will get additional security,
23 and the security guard from the sending school
24 will follow the students to their welcoming

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

7 In addition, we are partnering with CPD
8 to lead checks of Safe Passage routes with the
9 Department of Buildings, Streets and Sanitation,
10 and Transportation to identify abandoned
11 buildings, potholes, any cracked sidewalks that
12 need to be addressed so that children will have
13 a safe walk to and from school each day.

14 Pending Board approval, the proposed
15 closure of -- for current -- I'm sorry, for
16 Canter School, students will be enrolled at
17 Harte Elementary, located at 1556 East 56th
18 Street or Ray, located at 5631 South Kimbark
19 Avenue for the 2013-2014 school year unless
20 their families choose to enroll the student in
21 another school.

22 Current Harte and Ray students will
23 continue to attend their current school unless
24 families choose to enroll their student at

1 another school. Both Harte and Ray will serve
2 students in all grades K to 8.

3 Canter students who currently live
4 within the Canter boundary will be assigned to
5 their proposed attendance area school based --
6 based on their home address, and a boundary map
7 has been provided for your review in the
8 handout. Current Canter students who do not
9 live in the Canter boundary will now be assigned
10 to a welcoming school based on the proximity to
11 their address and availability of open space.

12 Please take a minute to look at your
13 handouts. If you did not receive one, raise
14 your hand, and we'll get one to you.

15 Mike, can we get the handouts down
16 here.

17 Please put your hand up if you don't
18 have a handout, and we'll get one to you.

19 Anybody else?

20 You will see the information on the
21 front page, which includes the boundary. The
22 next page, you will see basically what I was
23 reading from, which has the proposal and
24 additional information. On page 3, you'll see

1 that as part of our proposals, we're looking to
2 reinvest and support students both in schools
3 that are closed as well as those that are
4 welcoming students. This page outlines those
5 investments that will go into every welcoming
6 school including air conditioning in every
7 classroom that does not currently have air
8 conditioning in interior premises to schools,
9 iPads for all students grades 3 to 8, and a
10 safety and security plan that includes Safe
11 Passage and equipment upgrades.

12 In addition, in the box at the bottom
13 of the page, there is contact information on how
14 to reach the Support Office if you have specific
15 questions. Page 4 shows the potential future
16 boundary if this proposal is approved by the
17 Board.

18 Let me just take a second to go through
19 some of the rules of the house for facilitation.
20 I want to reinforce that the purpose of the
21 meeting is to hear from those that are in
22 attendance. And as I pointed out, there is both
23 a court reporter and a CPS note taker. The
24 court reporter can only capture speakers'

1 remarks if she can hear them, so please respect
2 each speaker so that their voice can be heard
3 and recorded.

4 Because we want to give everyone a
5 chance to speak, each speaker that is signed up
6 to speak will have two minutes to share their
7 thoughts.

8 I want to point out the timekeeper to
9 my left. She'll be holding up timecards to show
10 the speaker how much time they have remaining.
11 If you have a written speech or remarks that you
12 would like to give to the Board, please bring
13 them up. We'll take them and provide them to
14 the Board for their review.

15 The speaker signup sheet will remain
16 open. If you would like a second opportunity to
17 speak, and we have time available, you will be
18 allowed a second opportunity to speak. And we
19 will start the meeting on time and end the
20 meeting on time.

21 Again, I just want to emphasize that
22 we're here representing the Board of Education
23 and Barbara Byrd-Bennett to listen, take notes,
24 and provide your feedback to the decision

1 makers.

2 If translation is required, please let
3 us know, and we'll provide translation.

4 I would like to call up the first three
5 names. Bettye, Bessie, and Julian.

6 Yes, ma'am.

7 MS. PLAIR: Hi. My name is Bettye Plair. I
8 have a son that attend Canter. He's in 8th
9 grade. But I also work for the Board. I see
10 I'm in an area already where they're closing
11 schools, and I -- my son have been in this
12 situation where they closed the school already.

13 Okay. You're talking about abandoned
14 buildings, that you're going to make sure
15 they're secure. When you close Canter, you're
16 leaving an abandoned building there. That's in
17 the area. That brings down the property value.

18 I work in the area of Englewood-Gresham
19 area. I see so many abandoned buildings.
20 Guggenheim that closed last year is one. That's
21 on 71st and Morgan. That has been vandalized
22 along with the other vacant buildings. But the
23 Board also -- It's still Board property which
24 you maintain, which you still provide security,

1 give the lights, the heat; you have someone come
2 over there. My question is, what are you going
3 to do about this when you close Canter's
4 building? Will this building --

5 MS. LITTLE: We're not here to answer
6 questions, only to listen to your comments and
7 take that back to Barbara Byrd-Bennett.

8 MS. PLAIR: Okay. Then what's the purpose?
9 I'm not being funny. I'm serious.

10 MS. LITTLE: I can say that from the last
11 meeting that we had, all the comments that were
12 given were taken back to Barbara Byrd-Bennett.
13 That has happened. And this will be shared as
14 well.

15 MR. TYRRELL: Bessie.

16 MS. TSITSOPOULOS: Bessey Tsitsopoulos,
17 social worker at Canter Middle School.

18 Trust is the reliance on the integrity
19 and strength and ability of a person. You ask
20 us to trust our children's learning, safety, and
21 well-being with you; that you have a reliable
22 and foolproof plan of a safe transition with
23 full community input. However, on the day you
24 have scheduled the public hearings of 11 schools

1 and Wednesday April 17th, it is also our
2 children's report card pickup day. We have two
3 opportunities a year to converse around
4 important things in our lives, our children's
5 progress, and CPS is making us choose between
6 going to the hearing to keep our schools open or
7 attending report card pickup and converse with
8 the parents about the children's progress. Or
9 maybe, just maybe, you really do not want
10 community input. Otherwise, why would you
11 double schedule these?

12 Please tell me, how did you allow this
13 to happen?

14 (Applause.)

15 MS. TSITSOPOULOS: Trust means reliance on
16 the integrity of another person. This is what
17 we teach our children. I ask you, can we trust
18 CPS?

19 (Chorus of "Nos.")

20 MS. TSITSOPOULOS: Thank you.

21 (Applause.)

22 MR. TYRRELL: Julian, please.

23 MR. DeSHAZIER: Thank you. And I think that
24 what many of the parents and students hopefully

1 will say today will be far more important in
2 speaking to this matter than how I'll speak.

3 My name is Julian DeShazier. I'm the
4 pastor at University Church, and we represent
5 many of the children and teachers who are a part
6 of that community and -- at Canter and the other
7 schools as well and are glad to stand with them
8 in this. But also to stand with all of our
9 teachers and our students who we believe it is
10 their God-given dignity to maintain their
11 dignity in this process, and that the process
12 has been jarring; the process had been
13 immediate; it has been sudden; it has been what
14 we might also be able to say about violence in
15 the city. And that's been an important
16 conversation in the city around violence. And
17 this act seems violent to me, without a gun. It
18 is a violent act.

19 (Applause.)

20 MR. DeSHAZIER: And I'm just wondering, the
21 question is, have you all taken into
22 consideration the violence or possible violence
23 in the act itself and the jarring nature, the
24 traumatic nature, how it breaks up communities.

1 Everything we say about our young people who are
2 dying every day as well is threatening to happen
3 in this very move right now.

4 MR. TYRRELL: Diane, Walter, and Terry, next
5 three speakers. Diane, Walter and Terry.

6 MS. HAMM: My name is Diane. I'm here today
7 to advocate for Canter Middle. My undergraduate
8 degree is in community studies, and my graduate
9 work is in educational psychology.

10 Each school is a microcultural
11 environment unto itself. It can either be
12 functional and supportive of human development,
13 or it can be dysfunctional unstable and chaotic.

14 Canter is clearly a safe, vibrant,
15 caring, vital place for students and teachers.
16 It's many top-quality teachers staff and special
17 programs help create and maintain this culture
18 of enrichment and is a longstanding investment.
19 I know this intimately as I'm married to
20 Mr. Fishbein, an 8th grade teacher over at
21 Canter, who has taught there for nine years
22 solidly, happily. He has taught at many other
23 schools, cultural environments that were not as
24 supportive and not as functional both in

1 neighborhoods of privilege and poverty.

2 To close so many schools at once,
3 displacing students families and teachers, is
4 reckless. It would simply create chaos for both
5 the displaced students and those schools
6 receiving them.

7 These kids are not inanimate objects
8 akin to boxes in a warehouse that can simply be
9 dumped without any kind of consequence into some
10 other kind of warehouse. It's not that kind of
11 situation. These are people with psychological
12 needs, hopes, desires, and goals. These are
13 people nested in cultures that each merit
14 careful consideration. These are people that
15 comprise distinct communities.

16 These schools, Shoemith, Canter, and
17 Kenwood are all links a well-established
18 network. The psychological needs of students
19 and communities and their well-being cannot be
20 simply overlooked. The public has a right to
21 its public good. These schools are funded by
22 public money and ought to be subject to public-
23 and community-level decision making.

24 Closing a school is a measure beyond

1 last resort. I am absolutely astonished that
2 this was the most innovative solution in the
3 absence of a real public dialogue that the Board
4 could come up with. This policy is what I would
5 call being on the wrecking crew of society,
6 whereas those people at Canter are on the
7 building crew of society.

8 MR. TYRRELL: Thank you.

9 MR. WINSOR: Hello everybody, and hello. I'm
10 here to promote Canter's Math and Algebra
11 Department.

12 Getting -- I want to talk about algebra
13 first. Getting freshman algebra credit as an
14 8th grader is really one way that CPS allows
15 students to get a jump ahead. And as
16 competitive as colleges are now to get into, if
17 a student can start geometry as a freshman, they
18 can be taking AP math as a junior and, I think,
19 you know, to get into University of Illinois or
20 something that's very, very beneficial.

21 Two years ago, Canter passed 19 out of
22 25 students that got freshman algebra credit.
23 Last year, 18 out of 26 got freshman algebra
24 credit. There are students in our neighborhood

1 that get into the Academic Center, Whitney
2 Young; and there are many other students with
3 the potential that, for whatever reason, maybe
4 choice, maybe they wanted to go to Canter, have
5 the opportunity to pass out of algebra as an 8th
6 grader.

7 This year, 32 Canter students are
8 taking algebra. And honestly, I would be
9 disappointed if not at least 25 pass out of
10 freshman algebra.

11 Very respectfully stated, my worry is
12 if you split up the students into two or three
13 schools, you may not have the pool of students
14 to really have a successful algebra program.
15 The last thing you want to do is move students
16 into algebra before they're ready.

17 Very quickly also, if I can just have
18 another second, I think Canter has been very,
19 very successful with its pre algebra program
20 built through 7th and 8th grade. I have student
21 after student come back that are here at Kenwood
22 and other schools that really are just coming
23 back and saying, Mr. Winsor, algebra was easy.
24 Everything I learned at Canter really, really

1 helped me. I don't have the hard core numbers
2 for that, but definitely.

3 And thank you all, Canter students,
4 staff. Thank you.

5 MR. LYNCH: Good evening, everybody. I'm a
6 parent and an alumni from Louis Worth, and my
7 question is, you say you're closing schools for
8 low enrollment. If you put it back to 6th, 7th,
9 and 8th grade, the enrollment would grow
10 dramatically. That was my only question. Why
11 are you stopping it from being a junior high
12 school?

13 MR. TYRRELL: Thank you.

14 C, Beth, and Alice.

15 STUDENT CZ: Okay. So good evening,
16 everyone. So I'm a 7th grader in Canter, and I
17 want to say that Canter is a very good school,
18 and I don't think it should be closed because we
19 have very good students in Canter that they get
20 all As, and they can do all the tests very well.
21 And they follow the rules. So I don't think
22 there's a reason that you should close Canter
23 because Canter is -- Canter is very good.

24 And of all of the students, they are

1 really good too. And I think -- And they -- And
2 if Canter was closed, those good students would
3 have to continue study in -- will have to
4 continue studying in Ray School or Harte School,
5 so that will make them uncomfortable because
6 they have to study a whole -- in a very
7 different environment. So I think Canter
8 shouldn't be closed.

9 MR. TYRRELL: Beth.

10 MS. HERRING: Good evening. My name is Beth
11 Herring, and my daughter attends Bret Harte
12 Elementary School, where I also serve on the
13 local school council.

14 I know many of you, and some of you are
15 new faces tonight. As on Monday night, I'm
16 speaking as an angry parent. And as I did on
17 Monday, I want to reiterate that my anger and
18 frustration is not directed at you. I hold
19 Mayor Emanuel responsible for these reckless,
20 unprecedented, and poorly planned school
21 closings. However, neither the mayor nor his
22 appointed School Board members are willing to
23 hear the voices of our community. So I'm left
24 no alternative but to speak to you tonight.

1 As anyone who has spent time in Hyde
2 Park and Kenwood knows, this is a safe community
3 on the South Side of Chicago. For the life of
4 me, I cannot understand why the mayor or Barbara
5 Byrd-Bennett would suggest closing a safe school
6 in a safe neighborhood on the South Side of
7 Chicago, especially one that performs above the
8 CPS average on State tests.

9 In the news, much has been made of the
10 fact that the mayor and the CEO have never
11 visited many of the schools and communities
12 proposed for closing. However, we all know that
13 Mayor Emanuel is familiar with Hyde Park as he
14 chooses to send his own children to a school in
15 our very neighborhood, though admittedly, it is
16 not a Chicago Public School. I believe in
17 choice for parents. But Mayor, do not limit our
18 choices for our children.

19 And though our public schools in Hyde
20 Park and Kenwood do not have the same amenities
21 as the school where the mayor sends his
22 children, one thing that they all have in common
23 is that they are all safe schools in a safe
24 neighborhood on the South Side of Chicago. In a

1 city that is plagued with violence concentrated
2 primarily on the South and West Sides, it makes
3 no sense to close a safe school in a safe
4 neighborhood on the South Side of Chicago.

5 It may be true that Canter is not
6 filled to the brim with kids from within the
7 Hyde Park-Kenwood attendance boundary area, but
8 it is also true that it --

9 MR. TYRRELL: Please conclude.

10 MS. HERRING: -- provides a safe learning
11 places for children from other communities on
12 the South Side. And while the mayor seems so
13 determined to provide choices for parents by way
14 of charter schools, why is he denying the choice
15 for families living on the South Side of a safe,
16 standalone middle school. Mayor Emanuel --

17 MR. TYRRELL: Please conclude your remarks.

18 MS. HERRING: I'm almost done. Thank you.

19 Please allow South Side families the
20 same choice you have chosen for your own
21 children: A safe school in a safe neighborhood
22 on the South Side of Chicago. Do not close
23 Canter Middle School.

24 (Applause.)

1 MR. TYRRELL: Alice, Stephanie, and Evan.

2 MS. MULBERRY: Good evening. I'm Alice
3 Mulberry. I'm a lifelong resident of this
4 neighborhood. You can tell by the color of my
5 hair. That means that I've lived here a very
6 long time. And there may be some people in this
7 room who recognize me as a retired teacher who
8 has taught for 25 years at Ray Elementary
9 School, for nine years at Kenwood Academy High
10 School, for five years at Hyde Park High School
11 when it was Hyde Park High School, and also one
12 year at Harvard-St. George. So there is a
13 person in the room who once labeled me during
14 the Fourth of July parade as the neighborhood
15 Latin teacher.

16 And I am concerned about several
17 things. One is I think this is quite unfair to
18 the current 7th graders of Canter to disrupt
19 their educational experience and send them off
20 to a different school when they've already had
21 to change schools in order to enter Canter
22 during this past year. I thought the Chicago
23 Public Schools said that they valued continuity.
24 I thought I read that somewhere. This is

1 certainly not an example of putting that into
2 practice.

3 If Canter must be closed, and I'm not
4 sure that it must be, why not wait a year and
5 let the current 7th graders complete their time
6 at Canter?

7 Secondly, if Ray Elementary is to
8 become a receiving school, I would like know
9 what is meant by providing it with additional
10 safety technology such as entry screening. Does
11 that mean that to enter Ray School you're going
12 to have to go through the same kind of screening
13 that you go through at airports or that we had
14 to go through to enter this meeting? That would
15 change the nature of Ray Elementary School, my
16 alma mater, my son's alma mater, and the place
17 where I taught happily for 25 years and with
18 which I'm still somewhat peripherally involved
19 in a very serious way.

20 Thank you.

21 MR. TYRELL: Stephanie Franklin.

22 MS. FRANKLIN: Good evening. My name is
23 Stephanie Franklin, and I live here in the
24 community. As a former high school teacher, I

1 MR. CANTER: Parents, teachers, and court
2 reporter, and MP3 recorder, I'm happy to be here
3 tonight.

4 I have thought about what my mother and
5 my father would say about these events. And I
6 think that my mother would certainly say, Don't
7 worry about the name. The name will carry on.

8 She has nine grandchildren. She is not
9 worried about that. She would say as far as the
10 fight that the parents need to keep in mind that
11 everyone in this drama has a role to play. The
12 mayor is thinking about the city. His concern
13 is not your kids. The CPS is thinking about
14 buildings and budgets. Their concern is not
15 your kids. The principal is thinking about
16 staff and test scores. This principal is
17 exceptional, but she is not -- her main concern
18 is not your individual child. The teachers also
19 unfortunately have 35 of your children in each
20 classroom in many of these schools, and their
21 concern cannot be your child.

22 Your child is your concern. You must
23 get upset about your child. And this is what my
24 mother did when I was growing up. When I would

1 come home after school, my mother was not there.
2 She was here, and she was in the building next
3 door at parent meetings. Her concern was her
4 kids. And you must keep that in mind --

5 MR. TYRRELL: Please conclude, sir.

6 MR. CANTER: -- no matter where you end up.

7 The Canters are proud of what the
8 Canter School has become, and we urge you to
9 continue to fight.

10 MR. TYRRELL: Angela.

11 MS. PARANJAPE: Thank you for your time. You
12 all can exercise your neck muscles in the other
13 direction.

14 I come in a number of different
15 capacities. I'm a resident of the neighborhood.
16 I am a mother. I am a social worker. I run an
17 after-school mentoring/tutoring program, and I'm
18 married to a Canter teacher. So I want to make
19 sure that we're all on the same page here about
20 a few things.

21 One, the whole talk about the school
22 closings being about saving money and -- saving
23 money, I want you to know that there was a WBEZ
24 report today talking about all this school

1 closing stuff is being financed by bonds, which
2 is going to cost tens of millions of dollars
3 every year for the next 25 years. Okay? So
4 first of all, let's make sure we're all clear
5 about that.

6 Secondly, the promised AC and all the
7 other things that they're using to bribe
8 welcoming schools, Kozminski, a school in our
9 neighborhood that decided to be Track E, was
10 promised air conditioning when they became a
11 Track E school, meaning they have school during
12 the summer. They never did receive that air
13 conditioning. So please know that.

14 I want to know where Shoesmith students
15 are going. I'm not talking about former
16 Shoesmith students who are now Canter students,
17 I'm talking present Shoesmith students who will
18 be in 7th and 8th grade in years to come.

19 I'm concerned about property values.
20 Now, let me tell you something. Four of the 12
21 units in my building are owned by CPS teachers.
22 Across the city, we're talking about a 1,000,
23 1,500 lost teaching jobs. What is that going to
24 do to destabilize our condos in our

1 neighborhood? Okay.

2 Now, we are a community that has Murray
3 Elementary School, which was once a K through 6
4 school. We were very excited to take the
5 phasein approach, have them retain their 7th
6 grade one year, then retain their 7th and 8th
7 grade. Okay? This has not been a success.

8 MR. TYRRELL: Please conclude.

9 MS. PARANJAPE: I work with kids who come
10 from Murray. Parents are very disappointed with
11 the school culture that has been created at that
12 school. They have not addressed the needs of
13 7th and 8th graders, and now having 7th and 8th
14 graders there with unaddressed needs has changed
15 the whole school culture.

16 MR. TYRRELL: Ma'am, please wrap up.

17 MS. PARANJAPE: One last thing.

18 This is not for the children as Emanuel
19 says. 35 kids in a class for the children
20 destabilizes all of their adult teacher
21 relationships for the children, separates them
22 from their friend groups, and makes them
23 question their own place of belonging for the
24 children. Do you think we're dumb, Emanuel?

1 Thank you.

2 MS. PETTY: Good afternoon. My name is
3 Audrey Petty. I'm here with my sister, Jill.
4 We grew up in this neighborhood. I'm a
5 professor at the University of Illinois. I went
6 to Shoesmith, Louis Worth, and Kenwood. The
7 cultures of these institutions made me who I am,
8 made me believe in the power of education.

9 This process has been deeply
10 disturbing. I stand in solidarity with Canter
11 this afternoon.

12 MS. J. PETTY: I'm getting two minutes, yeah?
13 Is that right? This is not paired together. I
14 want to make sure.

15 My name is Jill Petty. I went to
16 Shoesmith, Louis Worth, and Kenwood. I went on
17 to Grinnell College and Duke University. I have
18 a sister, Miriam Petty, who is a professor at
19 Northwestern University. She went to Shoesmith,
20 Louis Worth, and Kenwood.

21 We came back to Hyde Park to raise our
22 children and were excited about the prospect of
23 sending our kids to the same schools we went
24 very happily to. Instead, we're greeted with a

1 very violent and disrespectful act as the
2 minister said earlier, very violent and
3 disrespectful. People coming in front of you
4 and crying about keeping their schools open,
5 people pleading with you. And we greeted with
6 silence. Emanuel does think we're crazy, but
7 we're not. We're taking notes.

8 I would like to know where the
9 Shoemith kids are going to go, the 7th and 8th
10 grade students, where are they going to go?
11 Louis Worth was not created ten years ago and
12 has been sending children from that school --
13 Shoemith has been a feeder school for Canter
14 for about at least 40 years. So where are these
15 kids going to go?

16 I would also like to amplify some of
17 the concerns of the earlier speakers. What are
18 you going to do with students who are 12, 13,
19 and 14, who need competent teachers who are
20 skilled to deal with adolescents, have dealt
21 with concerns that 5- and 6-years-olds do not
22 have? These schools are not set up to address
23 adolescents. They're for K through 6 kids.

24 I wanted to speak to what Mr. Fishbein

1 said about the algebra program. A lot has been
2 said about the algebra and math program and how
3 exceptional it is at Canter. What's going to
4 happen to the program? You're not going to have
5 enough students at the receiving schools to keep
6 those programs going.

7 And looping back to the complete
8 craziness of this scene, you all should have
9 been coming to us to propose these changes.
10 This is completely wrong, it's disrespectful,
11 and we're not going to forget it. It's
12 completely disrespectful. And the fact that you
13 cannot speak back to us when we're coming to you
14 on hands and knees to beg for our damn schools
15 is outrageous.

16 MR. TYRRELL: Alderman Leslie Hairston has
17 arrived. Alderman, can you stand.

18 (Applause.)

19 MR. TYRRELL: Patrick, Eileen, and Jose.

20 MR. PAPCZUN: Hello. My name is Patrick
21 Papczun, and I'm a first-year teacher at Canter.
22 I teach in the Math Department. I have two
23 children, both of whom will go to the public
24 schools in Hyde Park. We're in the Ray area, so

1 my son will start attending Ray probably next
2 year.

3 A couple of things I wanted to say
4 about what a couple of speakers have already
5 mentioned. The component of violence I think is
6 a big one, that's very important, and the
7 component of safe schools. One of the things
8 that I've noticed since I've been teaching at
9 Canter is how many of our students come from
10 areas in the city that are plagued by violence
11 and plagued by disinvestment, in poverty, right?
12 And they're able to come to Canter. They're
13 taking buses, trains, buses, two buses, they're
14 commuting a long way to come to Canter because
15 this gives them a chance. This gives them
16 hope.

17 They come to school in a safe
18 neighborhood. These are kids that are in 7th
19 and 8th grade, whose lives at this point shift.
20 Their lives shift very easily. They can fall
21 into the traps of gangs and the traps of not
22 doing well in school. And we're able to in this
23 school really reach these kids. And I think we
24 really save these kids.

1 I've been touched by how many kids have
2 come into my classroom and tell me things like
3 they've lost family members, they saw somebody
4 get shot and killed this weekend. They tell us
5 this stuff. This is the things they're going
6 through in their neighborhoods, yet they can
7 come to school, and it's a safe place in a safe
8 neighborhood.

9 They don't have to worry about getting
10 jumped after school. They don't have to worry
11 about getting involved in gangs. They know they
12 have teachers that really care, and they know
13 they're also mixing with a lot of students from
14 a lot of different parts of the city who are all
15 together doing great stuff.

16 This is important, and this is going to
17 be lost. Because those kids aren't going to get
18 into Ray, and they're not going to get into
19 Shoesmith and Harte. Those kids that come to us
20 in 7th and 8th grade from other schools, we're
21 not even talking about. Where are they going to
22 end up? Where are they going to go?

23 I honestly, truly believe that we save
24 a lot of kids, or at least help them prepare for

1 high school because we have a middle school
2 focus and a departmentalized focus, and our
3 teachers care. And we are right sized. We
4 could use more students. We could use a 6th
5 grade. We could grow. We have some room for
6 that, yes. But we are not a failing school. We
7 are a greet school.

8 Keep us open.

9 MR. TYRRELL: Eileen.

10 MS. WASSERMAN: Hi. My name is Eileen
11 Wasserman. I've lived in the neighborhood my
12 whole life. My daughters went to Shoemith,
13 Worth, and Kenwood. They have Ph.Ds; they have
14 developed beautifully as adults. They're in
15 their 50s and 40s now.

16 I think it's outrageous that Rahm
17 Emanuel is closing schools left and right to --
18 He says it's education. But it has to do with
19 money. That's the only thing it has to do with.
20 Because he wants kids that are in a classroom of
21 28 to be in a classroom of 38 kids with one
22 teacher. Where is the education there?

23 This has nothing to do -- It is such a
24 sham. I'm just outraged that they say it has to

1 do with educating the kids better.

2 Also, it's mostly in the black
3 neighborhoods. That's where they're closing
4 schools. Who cares about the kids that are
5 getting shot every day and are going to have to
6 be bused and walked with adults to go to class?
7 It's outrageous. Nobody cares. This
8 administration does not care for children.

9 And it's a fait accompli that Rahm
10 Emanuel -- What is he, an emperor? He just
11 closes schools without ever talking to us? And
12 you can't talk to us. I think that is the
13 craziest thing I've ever experienced.

14 And what is going to happen to the
15 teachers in these schools that are closing and
16 the janitors and the food helpers? Who cares
17 about them? They're poor people. Throw them to
18 the dogs, as long as Rahm Emanuel looks like
19 he's doing something.

20 He's an evil person.

21 MR. TYRRELL: Okay. JB.

22 STUDENT JB: I am a Canter Middle School
23 class of 2012 graduate. I passed out of
24 freshman algebra, made honor roll for a quarter,

1 and also was voted as my class of 2012
2 salutatorian.

3 If Canter was closed down during my
4 year, would I be given the same curriculum at
5 another school stuffed with 45-some students per
6 class? Would I be valued at that school just as
7 Canter valued me?

8 Your goal is to make schools safer.
9 But is a school really safe when it is crowded
10 with students K through 8?

11 A book introduced to me by
12 Mr. Fishbein, a strong English teacher in 8th
13 grade, said that you never really understand
14 someone until you consider things from their
15 point of view. Now, I would advise you that for
16 once you take things from not just Canter
17 students but Ray, Shoesmith, Bret Harte
18 students, that you take things from their point
19 of view. Thank you.

20 MR. TYRRELL: Stephanie Royal followed by
21 Stephanie Burton-Taylor and Isabelle.

22 MS. ROYAL: My name is Stephanie Royal, and
23 my child is a student at Canter Middle School.
24 I'm a mother, I'm a former educator. I've

1 worked as a teacher for ten years for New York
2 Central Charter School. I a also a minister.
3 My ministry is Royal Life International
4 Ministry.

5 I am concerned today about the school
6 closings because everybody is talking about the
7 safety of the children, but nobody is dealing
8 with the fact that there are hundreds of
9 pedophiles in the Hyde Park neighborhood. There
10 are hundreds of homeless people that I work with
11 every day that live in the Hyde Park
12 neighborhood that have been recently released,
13 that have been strategically placed in different
14 portions and parts of the Hyde Park neighborhood
15 that our children would have to walk alone back
16 and forth to schools. Those that are on buses
17 coming to and from school every day, who is
18 going to monitor these people?

19 Right now I am the one doing it with
20 very little bit of help. And I'm concerned what
21 is going to happen to our children, our little
22 children, our mid-sized children, and even our
23 bigger children who are back and forth coming to
24 school every day.

1 So if this is really about the children
2 and the safety of our children and the
3 betterment of our children, how is it that we're
4 asking our children and parents to walk four and
5 five and six blocks, seven, sometimes ten, to
6 get back and forth to school?

7 And you said that only Barbara Byrd can
8 answer the questions. When is she going to
9 return the answers?

10 MS. LITTLE: All of this information is being
11 taken to Barbara Byrd-Bennett, and your voices
12 are being heard.

13 MS. ROYAL: I understand that our voices are
14 being heard. I want to know when there are
15 going to be answers. My child has to be on the
16 bus, and I don't want him to be walking back and
17 forth on these streets trying to go to school,
18 and other children -- I see you. I'll be with
19 you in a second.

20 And I think that thing needs to be
21 addressed. That's one of the main things while
22 we're talking about safety. And you guys want
23 to put stuff inside the school to keep the
24 children safe once they get into school, but

1 what about them getting to the school?

2 As opposed to -- Also with their
3 education, what about that? Those things need
4 to be addressed. And we really need some
5 answers, not just to be told that we're being
6 heard by Barbara Byrd.

7 MR. TYRRELL: I do want to reiterate that we
8 are preparing responses to questions, and they
9 will be posted before the public hearings start.

10 MS. ROYAL: Posted where? And is she ever
11 going to address us face-to-face?

12 MR. TYRRELL: I'm sorry. They will be posted
13 on the website at cps.edu, backslash, Quality
14 Schools.

15 MS. ROYAL: I just want to ask and make sure
16 that I understand you clearly, that we all
17 understand you clearly. What you're saying is
18 that the questions that we're asking here today
19 you're going to give to Barbara Byrd, and she is
20 going to answer them on that website?

21 MR. TYRRELL: Your feedback is going to be
22 provided to Barbara Byrd, and we will post
23 responses to questions we've collected at the
24 meetings before the public hearings.

1 MS. BURTON-TAYLOR: Good evening I am a
2 parent -- a former parent of Ray, and now I'm a
3 parent of Canter. I am a resident of Hyde Park.
4 I'm a product of Hyde Park, and I'm a product of
5 the Chicago Public School system. I'm here to
6 support my brothers and sisters because it could
7 be very well me begging for my job. I am a CPS
8 teacher.

9 But one thing I want to ask you, when
10 you invite somebody in your home, when you
11 welcome somebody in your home, do you ever
12 welcome somebody in your home that's dirty?
13 Don't you want to clean up your home? But get
14 this, though. This is hot off the press. And I
15 think, first of all, before you start sending
16 kids out to schools, you need to let these
17 schools get their home in order.

18 Because a parent at Ray Elementary
19 School alleged that his son was forced to take
20 off his clothes and be examined by the school
21 even after resisting and requesting his parent
22 to be present.

23 The 2nd grader's father, who said he
24 did not want to be identified to protect his

1 son's identity, said a man at the school on
2 February the 28th threatened to call the police
3 if the boy did not submit to an examination for
4 signs of abuse.

5 My son was -- My son was disrobed
6 against his wishes, and the man rubbed his body
7 to see if there were any bruises, the father
8 said, adding Ray's former principal, then
9 Principal Dr. Tasha, said then Assistant
10 Principal, they call him Mr. A, confirmed the
11 boy was examined. According to the father, the
12 principal and the assistant principal said that
13 they were -- that they were unaware of the
14 accusations of abuse of that boy, and they had
15 been -- they had been examined until -- they had
16 been -- that the boy had been until after it
17 happened. The father --

18 MR. TYRRELL: Please conclude.

19 MS. BURTON-TAYLOR: My whole point is this:
20 Before you start sending kids out to each and
21 every school, let these schools clean their
22 house. Let these schools get their act
23 together. Because I don't want my son going to
24 a school where there is a pedophile, a traveling

1 pedophile. This man was some kind of therapist,
2 a traveling therapist. I don't want my son
3 going there.

4 My son is in 7th grade at Canter. And
5 believe me, y'all need to clean up y'all house.
6 You need to find out what's going on at other
7 schools before you start sending kids to another
8 school that you don't know nothing about.

9 Thank you.

10 MR. TYRRELL: Isabelle followed by Linda
11 Cayolle then D.

12 MS. BADILI: Hello. My name Isabelle Badili.
13 I could say a lot of things I already said on
14 Monday about how children do not equal dollar
15 signs, about how this is blatant racism because
16 they think they can get away it because Canter
17 is a 99 percent population of African decent.
18 But I would like to say something. As a matter
19 of fact, I would like address the people. You
20 can join us once you've decided that closing
21 schools is not a good thing.

22 I see that we didn't really exceed our
23 numbers from Monday's meeting. I had the
24 intention to bring ten more people with me

1 today. It didn't quite work out that way. I
2 see that a lot of people here are frustrated
3 because they feel like their voices are not
4 going anywhere. The truth is that a group of
5 people can accomplish anything they put their
6 minds to depending on how far they are willing
7 to go.

8 I would like to remind people that in
9 Berlin, we took a wall down like this. I must
10 say it one more time for the sake of repetition.
11 In Germany, we took down a wall that was
12 supposed to be never taken down as explained by
13 the prime minister of that country that was up
14 for 40 years. And it started at a town hall
15 meeting like this. So if you think our voices
16 aren't heard and you think the mayor isn't
17 hearing us or the President isn't hearing us,
18 100,000 public school parents contacting the
19 President and saying, Could you come back to
20 your own neighborhood and check this out?
21 Because something here is awfully wrong, may get
22 your voices heard.

23 So I believe that everything is
24 possible if we put our minds to it. And we just

1 need better organizing and a little more
2 speaking up.

3 MR. TYRRELL: Please conclude.

4 MS. BADILI: And of course we're going to
5 keep Canter Middle School open.

6 One more thing. So what happened in
7 Germany is in one year when teacher the teachers
8 striked --

9 MS. LITTLE: Please conclude your remarks.

10 MS. BADILI: Okay.

11 Next year, the students striked. So
12 how are you going to teach with no students in
13 the building? You tell me that.

14 MR. TYRRELL: Linda.

15 MS. CAYOLLE: Hi. My name is Linda Cayolle.
16 My student is a student at Canter.

17 The first thing I would like to say,
18 she doing sign language, the way you all sit
19 there, it's like she should turn around and do
20 sign language to you all, because you all have
21 no response like you don't understand what we're
22 saying or how we feel. So I think whoever she's
23 doing language to, it should be to you all
24 because there's no emotion.

1 My son goes to Canter. My son went to
2 the Academic Center at Kenwood. The teachers
3 there gave him homework. He came home
4 perplexed. Mr. Winsor, the math teacher, came
5 to me and said to me, It's not that your son
6 can't handle the math. I want to work with him
7 because I care about him, and I care about him
8 doing this math and getting this math right.

9 You talk about closing the school. You
10 have a teacher that came to me to tell me about
11 my son. Why would you close a school where
12 teachers literally teach and care? You want to
13 close a school -- You want to close a school?
14 Close a school that's extra performing. Since
15 they're so great and so wonderful, they don't
16 need the help. Give us the help since we
17 underperforming, we're underutilized. Keep us
18 open, utilize us, and help us extra perform.
19 Because if they put 6th grade in there, it would
20 take up the so-called space.

21 Turn around, ma'am, and tell them thank
22 you for not listening us. Keep Canter alive.

23 MS. LITTLE: D followed by Lina and D.

24 STUDENT DR: Good evening. My name is DR. I

1 am an 8th grader at Canter. Okay. I spoke one
2 day to too.

3 Before I came to Canter Middle School,
4 I was a 6th grader at Price Elementary where I
5 was bullied and tormented every day since the
6 6th grade. I sat in a classroom where I barely
7 learned anything with 40 students. And I know
8 that's the reason you're saying you want to
9 close Canter, because there's not a lot of
10 students in the classroom.

11 We were not changing classes, and I
12 thought why grammar school wouldn't end already.
13 So my mom decided to transfer me for my
14 7th-grade year when we found out that Price
15 would be closing down in a year or so.

16 When I came to Canter, some of the
17 teachers knew me because my sister graduated
18 from here. And when I came to Canter, I had
19 never been in an atmosphere where everybody was
20 accepting.

21 Every time I drive past Price, I see a
22 vacant building with misery occupying its
23 classes. It breaks my heart to know this will
24 be the future of Canter next year, a place that

1 actually teaches their students, deals with
2 bullies, and is a diverse community.

3 So I commend you for closing down Price
4 because it was a useless school with no future.
5 But closing down Canter Middle School is a
6 mistake, it is a shame, and it needs to be
7 reconsidered by Ms. Bennett. So please do not
8 close down Canter. And thank you for your time.

9 MS. LITTLE: Lina Fritz.

10 MS. FRITZ: Good evening. My name is Lina
11 Fritz. I've been a ten-year resident of Hyde
12 Park. I have a 3-year-old and another child on
13 the way, and I hope to send them to Chicago
14 Public Schools in my neighborhood.

15 One thing that I've heard over and over
16 again from of the CPS propaganda is that you
17 have engaged us in a thoughtful, rigorous
18 engagement process; you have looked at every
19 individual school and our decisions and
20 incorporated our feedback, parents across the
21 city and community members in every
22 neighborhood. So I'm wondering what feedback
23 from us as a community and as a neighborhood
24 have you specifically incorporated into this

1 decision?

2 Okay. So I do not get an answer.

3 Another question I have is, how
4 directly have you, lady and gentlemen, been
5 involved in this decision as well? Since I've
6 heard as rumors that the decision makers aren't
7 actually coming to these meetings as we're given
8 two minutes at a time for our feedback. So I'm
9 wondering, Ms. Little and Mr. Pruitt and
10 gentleman whose name I do not know, how have you
11 guys been directly involved in impacting the
12 decision for Canter?

13 Okay. I just want you to know that
14 we're a neighborhood and community that is
15 passionate about our schools, and we are willing
16 to work for free. We are actually organizing
17 ourselves so that we can keep our schools open
18 so we can lift up our neighborhood schools. I
19 want to know what engagement process you guys
20 have put in, what effort you have put in to
21 harness this energy and this passion that's in
22 this room and that was put forth on Monday.

23 We are willing to work with CPS; but
24 instead, we feel like we are being blocked by

1 CPS from actually engaging in the process of
2 lifting up our neighborhood schools. Please
3 engage us. Use us. Because we want to be a
4 part of this decision.

5 MR. TYRRELL: I would like to recognize
6 Alderman Will Burns.

7 Alderman, are you here?

8 DL.

9 STUDENT DL: Hello. My name is DL. I am a
10 former student at Canter Middle School. This is
11 my cousin right here. His name is WH. He was a
12 former student at Canter.

13 I'm here today because I don't think
14 Canter should be closed down because it's a
15 wonderful school. Even though this is my first
16 year here, I actually love school. All right?
17 I have a whole bunch of wonderful teachers. I
18 didn't get a chance to know all of them as I
19 would like to. But from my perspective, I think
20 they are wonderful teachers.

21 There's a whole bunch of activities
22 that we're doing, a whole bunch of -- I mean,
23 there's work that we do. I mean, they try their
24 best to make it as fun that we students like.

1 So I'm here too deny getting Canter closed
2 because this is -- this -- This have changed me
3 for a very long time.

4 Last year at my school, I was in a
5 horrible, horrible community, a horrible
6 neighborhood. People and kids was
7 getting killed almost every day. All right?
8 I've been watching the news over there. I have
9 been seeing all the wonderful kids that tried
10 they best to be the greatest that they can be.

11 Last year at my school, I had gotten
12 all Fs on my report card. Even in the easiest
13 subjects like art or PE. But this year as I
14 came to Canter, it actually changed me. I got
15 better grades. I'm working, changing everything
16 that is inside me.

17 As I conclude, I say don't close Canter
18 down. It's a wonderful school. And I know all
19 the teachers and students that go to Canter
20 really, really love it. And plus the community,
21 all these teachers and parents and all these
22 elders that have lived here for years, they love
23 this community. We're all in this together.

24 ALDERMAN BURNS: Good evening, everyone.

1 First of all, let me thank the parents
2 and teachers and staff who have come to these
3 public hearings to voice their concerns about
4 Canter Elementary School. I want to thank the
5 children in particular for participating in
6 these hearings and these meetings. I think it's
7 important that children learn very early on that
8 they have to be involved in governing and in
9 being a citizen in their society; that if they
10 want things to happen, they have to engage and
11 they have to participate. It takes a lot of
12 strength, it takes a lot of courage, it takes a
13 lot of fortitude to get up in front of a room
14 full of people you don't know and speak from
15 your heart about something you care very deeply
16 about. So I wanted to commend the young people.

17 In the best of all possible worlds,
18 there would be no school closings. In the best
19 of all possible worlds, the State of Illinois
20 would do what it's supposed to do for our public
21 schools, which is, according to Article 10 of
22 the Illinois Constitution, Section 1: The State
23 is the responsible for providing the primary
24 source of funding for public education. And the

1 State of Illinois has not done that. It hasn't
2 done it for years. In fact, Illinois has cut
3 funding for public education, money that we
4 depend on in Chicago so that we can provide a
5 high quality education to every child in the
6 city.

7 The federal government has mandates
8 that it puts on the Chicago Public Schools.
9 Since the 1970s the federal government has been
10 supposed to provide a third of all reimbursement
11 for the cost of providing special education
12 because special education is a federal mandate.
13 The federal government has not lived up to its
14 responsibilities.

15 We see every day in the newspaper that
16 the State of Illinois is broke, that it's in
17 this pension crisis, and that the forecast for
18 more money from Springfield looks bad. We can
19 see the same thing from Washington. And it's in
20 this milieu that these cuts and these challenges
21 are happening. We are living in a crisis of
22 austerity, but the crisis does not come from the
23 City of Chicago.

24 (Chorus from audience.)

1 ALDERMAN BURNS: Let me say this. Let me say
2 that I understand the tremendous anger and
3 frustration that people feel. You asked me to
4 share. You asked me to share what I thought.
5 I'm not for school closings.

6 There are 11 schools in the 4th Ward
7 that have been listed as underutilized and
8 underperforming by the Chicago Public Schools.
9 On their list, there are 11 schools. By any
10 definition, Revis Elementary School and Robinson
11 Elementary School were targeted by the Chicago
12 Board of Education. And I know it's really
13 important that we have a decent and good grammar
14 school for North Kenwood and Oakland because
15 without Jackie Robinson, kids would have to walk
16 from the east part of the ward across Cottage
17 Grove, across gang territory. And you have the
18 same problem if Revis closes. You have children
19 who live on one side of Drexel Boulevard having
20 to go across Cottage Grove through gang
21 territory. And I fought for Revis and Robinson
22 because of how critical they were.

23 Here's what we need to do. If CPS is
24 going to close Canter, it has to phase Canter

1 out so you give parents enough time to find
2 other options. You have to allow the 7th
3 graders at Canter to graduate from 8th grade
4 because it's very difficult to find another
5 school to put your child in in 8th grade.

6 The receiving schools need time to plan
7 things out. There have been changes at a number
8 of schools in the community, and those schools
9 need time to plan for 7th grade and 8th grade to
10 come in. And we need to look at to see how do
11 we make those schools better. How do we make
12 sure that Shoemith is a school that everybody
13 who lives in its attendance boundary wants to
14 send their child to?

15 You asked me to speak. And I'm going
16 to finish my points.

17 The same thing is true for Revis, and
18 the same thing is true for Jackie Robinson,
19 because the people who live in those attendance
20 boundaries typically don't send their children
21 to those schools. And there are reasons why,
22 and we've got to fix them. And we have to make
23 sure that those schools are schools that
24 everybody wants to send their child to.

1 Otherwise, we're going to face continued school
2 closing actions in this community, and we miss
3 out on the opportunity to improve education
4 outcomes and life opportunities for the children
5 of our community.

6 So that's what I'm committed to working
7 on with you today. It's a challenging,
8 difficult issue. I've listened. I believe more
9 in listening than talking because you don't
10 learn anything when your mouth is open. And I
11 think a lot of time our leadership needs to
12 spend more time listening to people than
13 talking.

14 But I appreciate your patience with me
15 this evening. I appreciate your voices and
16 concerns, and I'm here to work with you to
17 improve public education.

18 MR. TYRRELL: WL.

19 MS. ROYAL: No, no. Excuse me.

20 What is your plan? You said that you
21 are willing to work with us to be able to help
22 for the schools not to close. So what is your
23 plan to work with the people?

24 And I also want to say this: Where

1 Canter is at, it's not just about gangs and our
2 children. I'm on the streets every day working
3 with the homeless, working with the pedophiles,
4 and we're getting and a mass release of
5 criminals that will be in this area alone.

6 I work seeing this. So our children
7 have more to deal with than just going across
8 the street from this school to that school and
9 also going into new places. We need some help
10 here for real.

11 ALDERMAN BURNS: So I've been working with
12 the Bronzeville Community Action Council, which
13 is a table of clergy, community-based
14 organizations, parents. They had a meeting.
15 Monday night after your meeting, I went to the
16 Urban League, and they've come up with plans to
17 improve public schools in Bronzeville and that
18 includes also Revis and Robinson. So I'm
19 working very closely with the CAC and with
20 anybody who wants to participate with the CAC on
21 ways to improve public education.

22 We do things in small d democratic
23 format. They have a format for this meeting.

24 I have ward meetings every third

1 Monday, it moves around the ward. I also have
2 Ward Night the first Monday of every month if
3 you want to come by and talk to me. I'm happy
4 to do that. I'm also going to be available. So
5 I don't want to take away from what other folks
6 are trying to do.

7 MS. LITTLE: WL.

8 STUDENT WL: Hi. My name is WL. I'm a
9 former student at Canter Middle School. And I
10 just want to say that Canter Middle School is a
11 good school. I mean, when I was first there, I
12 did not like math at all. I really didn't care
13 for it until Mr. Winsor taught me and stayed
14 with me and helped me out through it. And now
15 when I got to Kenwood, I was doing good in math,
16 all my math classes, algebra, geometry,
17 trigonometry.

18 Right now, I'm looking at all y'all.
19 Y'all look like how I was looking when I first
20 got there, like y'all don't care. I say that,
21 y'all don't care. I know all my teachers still
22 from Canter, Mr. Winsor, Ms. Tsitsopoulos,
23 Dr. Lewis, who was my mentor when I went to
24 Lincoln's Challenge Academy.

1 So really all I have to say is why
2 close down? Why don't you put yourselves in our
3 position, the parents' positions.

4 My mother was a teacher, and she got
5 fired from Dyett while I was at Lincoln's
6 Challenge. And it was hard on her to pay for
7 bills looking for another job. She just found
8 another job last year.

9 I would go to Canter middle school just
10 talking to kids, because I know what it's like.
11 Like D, I just met him two or three months ago,
12 and he's like a brother to me. He calls me his
13 brother. We still talk. He tells me the
14 problems he has, and I tell him what he needs to
15 do.

16 If I go back up to Canter, and y'all
17 should come up there with me, everybody would
18 know my face, and everybody would know my name.
19 Everybody knows I'm a good kid. There's no bad
20 kids at Canter. So why close us down.

21 Y'all not the ones getting on the buses
22 going through dangerous neighborhoods. Why
23 don't y'all walk through dangerous neighborhoods
24 like I have to, like he has to probably? Why

1 don't y'all do that? Walk through these
2 dangerous neighborhoods with money in your
3 pocket for bus fare. You think nobody would try
4 y'all? They're going to try y'all.

5 And that's why you see kids dying just
6 trying to get school to learn.

7 MS. LITTLE: SA.

8 STUDENT SA: Hi. My name is SA. I'm a 7th
9 Grader here at Canter Middle School. I don't
10 really like the fact that Canter is closing.
11 Nobody does. It's that -- It's a very good
12 school. I don't think it should be closed down.
13 It's, like -- I can't even think of a good
14 example.

15 All of these teachers, most of them are
16 going to be losing their jobs. Very good
17 teachers who worked really hard on making sure
18 that students get a good education are going to
19 lose their job. They're just going to be
20 finding a job, and most of them aren't going to
21 even be able to find a good job. I'm worried
22 about them.

23 Also for the student matter, like, how
24 Canter is being put into Bret Hart and Ray. I

1 went to Bret Harte for 6th grade. It doesn't
2 have, like, enough room to fit all of the 7th
3 graders or most of us or half of the 7th grade
4 that are going to be shifted into this school.
5 I mean, I've never been to Ray, so I don't know
6 what Ray is like. But I don't think it has
7 enough room either being how it only goes up to
8 6th grade, has enough room to go up to 6th
9 grade.

10 7th and 8th graders were meant to be in
11 a school suited just for 7th and 8th grade.

12 It's -- I can't even find the right
13 wording. It's, like -- It's, like, very
14 terrible to just close down something for just
15 to save money. I know how saving money is
16 important, but close down -- don't even close
17 down that many schools. It's, like, stop
18 funding some stuff that we don't need instead of
19 closing down education. Like, kids need
20 education. This is the age of education. You
21 can't just stop -- You can't just close down
22 education. We need it. Just, like, us kids
23 need it. We need education as much as adults
24 need money.

1 MR. TYRRELL: Please wrap up.

2 STUDENT SA: With so many people speaking
3 about this, it's just terrible. I think that
4 there still is a chance Canter will close down.
5 Canter should not be closed down because of all
6 the good things about it.

7 Teachers have good programs. We
8 have -- Like, most schools don't even have a
9 good art program. And we have a very good art
10 program.

11 MR. TYRRELL: Please wrap up your remarks.

12 STUDENT SA: We even have a leadership class
13 to teach us how to be a very good leader. And
14 you guys are just closing down all of us,
15 closing down a whole bunch of schools.

16 MR. TYRRELL: Thank you.

17 Kaleah Merriweather followed by Maryam
18 Hussain and Linda Swift.

19 MS. MERRIWEATHER: Hi. My name is Kaleah
20 Merriweather, and I work for a nonprofit called
21 Young Life. And I actually work with high
22 school students on the South Side, and we use
23 Canter's building every single Thursday. So
24 every single Thursday, high school students from

1 all over the South Side meet in Canter's gym,
2 and we run what we really believe is a
3 life-changing program. And so that is being
4 taken away from us. And we're going to have to
5 find somewhere else to go according to you guys.

6 But I really do believe that the
7 squeaky wheel gets the grease, and I just
8 encourage you guys as a people to continue to be
9 squeaky. And they will listen. They will have
10 to listen.

11 And I just want to encourage you guys
12 and Dr. Byrd-Bennett to consider all things.
13 You know, when a pebble goes into a lake, it's a
14 rippling effect. This affects a whole
15 community, and I'm a community member here. I
16 live only four blocks away. So it affects our
17 program, it affects the kids, and of course it
18 affects the teachers.

19 So like I said, consider all things.
20 And hopefully on the end of that, you guys will
21 come up with a better decision than closing the
22 school.

23 And the people united will never be
24 defeated. So continue to unite.

1 MR. TYRRELL: Thank you.

2 Maryam followed by Linda and A.

3 MS. HUSSAIN: Good evening. My name is
4 Maryam Hussain. I'm a lifelong resident of Hyde
5 Park and a former student of Murray Language
6 Academy and Kenwood Academy. And I am forever
7 grateful for the opportunities I got, the
8 exposure I got, to excellent education through
9 public education in Hyde Park.

10 The commitment to education and to
11 diversity in Hyde Park is one of the reasons I
12 chose to settle here as an adult myself. Plenty
13 of my contemporaries also did the same because
14 we want to be able to raise our children in the
15 environment that we were given.

16 My brother, S, who spoke earlier, is a
17 current 7th grader of Canter. And my family
18 could not be more pleased with what he's been
19 receiving from Canter, not just in terms of
20 education, but in terms of support, mentorship,
21 and leadership. Extracurricular activities have
22 really helped him grow as a person. And we are
23 so thankful to have this. And the idea of S
24 losing this opportunity and the rest of the 7th

1 graders and children at Shoemith to come,
2 losing the opportunity for education and for
3 leadership that they're getting at Canter, is
4 just a shame. I cannot sit silently and watch
5 this happen.

6 All of us are here today because we
7 will not be silent about this issue. We care
8 about our children. We care about education.
9 And we as a community are strong, and we will be
10 loud in the name of education.

11 MS. SWIFT: Hi. My name is Linda Swift. I
12 want to address several points.

13 First, I would like to start by saying
14 I am trained as a teacher. I have experience
15 teaching and as a social worker. I've lived in
16 the community for a number of years. My husband
17 and I are fortunate enough that we could afford
18 to send our kids to Lab School. We chose to
19 send our kids to Ray School and to Kenwood. And
20 we did that because we felt that they would be
21 educated with a diversity of children racially
22 and economically. And that was important to us.
23 And they both have graduated from college and
24 done very well.

1 I happen to be kind of the backup mom
2 for two kids from West Englewood who are -- one
3 of them is in the 7th grade at Canter, and one
4 of them is in the 8th grade at Canter. The 8th
5 grader is a young man who has made fabulous use
6 of his year at Canter, and the Canter staff has
7 readied him to go to one of the military high
8 schools, which was his dream, that I believe he
9 would not have achieved without their guidance
10 and their help.

11 And the 7th grader I hope will have the
12 opportunity to again go to Canter next year. If
13 she is not allowed to go to Canter, she will
14 return to a community where her brothers -- an
15 elementary school where her brothers and sisters
16 who are younger than her, that school was being
17 closed by CPS also.

18 When I was on the local school council
19 at Kenwood, we were considering closing campus
20 for lunch. And I will never forget that one of
21 the junior boys at Kenwood said to us -- spoke
22 at a meeting kind of like this, and said, Please
23 don't close campus. The hour that I walk around
24 Hyde Park on my lunch hour is the only time I

1 have each day to feel safe when I am walking
2 around.

3 That is important for kids. Let's give
4 that opportunity to the kids at Canter also.

5 MR. TYRRELL: Thank you.

6 MS. SWIFT: I'm going to conclude just by
7 saying that if you do -- if you insist on
8 closing Canter, please do not do it this year.
9 This kind of transition takes more planning than
10 is being allowed right now. Let the 7th graders
11 finish at Canter. Let the staff and the other
12 folks involved have a year of planning to get
13 this done correctly.

14 MR. TYRRELL: AB, TB, and F.

15 STUDENT AB: Hi. My name is AB, and I am not
16 a statistic. I have been to eight schools in my
17 life, and Canter was the first school I went to
18 where I felt truly at home, where I felt like
19 teachers cared about me.

20 The school I went to before Canter had
21 over 2,000 children. I didn't feel at home
22 there. I didn't feel like I mattered. I didn't
23 feel like the teachers had the time to take care
24 of me.

1 I'm a sophomore in high school, and my
2 estimated ACT is a 30. And I can say that
3 because I scored in the 99 percentile in math
4 thanks to Mr. Winsor.

5 Rahm Emanuel came to my school
6 performance last night. It was a fundraiser for
7 the Chicago High School of the Arts, and the
8 tickets cost \$250. He can afford to send his
9 children to Lab School. I want to see him put
10 that \$48,000 into CPS.

11 I'm not here to complain, and I'm not
12 here to attack you. If this meeting changes
13 nothing, I want us to think of the future.

14 Because they can't answer us, that
15 makes us the answer. Walk away from today and
16 think about what you can do as a person to make
17 a difference, seeing as they can't.

18 STUDENT FA: Hello. My name is F, and I'm a
19 Canter alumni. I currently attend Kenwood
20 Academy, and I'm junior. It really saddens me
21 that Canter is on the list of closing schools
22 because I feel like Canter helped me achieve so
23 much in high school, and it helped me prepare
24 for everything that they told me was going to

1 happen. And I would like thank all my teachers,
2 especially Mr. Winsor, for helping me in math.

3 STUDENT TB: Hello. My name is TB, and I'm a
4 Canter graduate, class of 2010.

5 Canter is another home to me,
6 basically. And before I came to Canter, I
7 attended a middle school in California, and I
8 was looked at as a number. At Canter, I was
9 looked at as an actual person.

10 And many of the members on student
11 council are from Canter Middle School, and I am
12 now the student council vice president and
13 president of one of my club organizations at
14 Kenwood.

15 And with Canter's curriculum, I was
16 challenged and received 110 percent in algebra
17 the first year from Mr. Windsor's teaching. And
18 now I have 110 percent in Spanish with their
19 teaching. So we have great teachers at Canter,
20 and you should not close the school because we
21 need those teachers for the great generation
22 coming up.

23 MR. TYRRELL: Howard, Antoine, and Irami.

24 MR. FISHBEIN: Oh, Fishbein.

1 Good evening. I am Fishbein. So let
2 me start out by saying it's unbelievably
3 gratifying to have so many people who understand
4 what we do, people who are willing to speak,
5 sometimes even break down and cry, to be honest,
6 to be emotional.

7 Here's one thing that bugs me. There
8 was a meeting yesterday at Canter Middle School.
9 It was called by someone at CPS, someone above
10 us at the school level. Parents took time out
11 of their day, time out of their lives taken away
12 from their family dinner, 6:00 p.m., to get
13 information, where are my children going to go
14 next year. They were told nothing. It was a
15 joke. Well, they might go here, or they might
16 go there. We can't really tell you. But thanks
17 for showing up.

18 That is so disrespectful. I would
19 never -- I would never do that to anyone. Ever.
20 Even if you were talking about someone's
21 property, but we're talking about children.
22 Children are not property.

23 I know you guys are doing your best,
24 but unless you honestly speak truth, speak up to

1 your boss, kindly but firmly speak up to the
2 person above you in the hierarchy and say
3 please, please do something better, improve this
4 process, stop making it a joke, stop yanking
5 people around.

6 I feel like I'm in a time warp. I feel
7 like I'm Soviet Russia, 1954. Yeah, I teach
8 history.

9 What is going on here? You stand up
10 there, and you just sit. Come on, Mr. Pruitt.
11 You can't just do that. You've got to do
12 something for us.

13 Is Alderman Burns still here? Did he
14 take off.

15 ALDERMAN BURNS: I'm here.

16 MR. FISHBEIN: Great. I really appreciate
17 you working with the Bronzeville CAC, but what
18 about Hyde Park and Kenwood? Don't we rate?
19 Don't we count?

20 MR. TYRRELL: Please be brief, Mr. Fishbein.

21 MR. FISHBEIN: I will.

22 But please, Alderman Burns, it's not
23 too late. You can work with Rahm Emanuel, but
24 also stand up to him once in a while.

1 Thank you.

2 MR. TYRRELL: Check.

3 MR. FINNER: My I name is Antoine Finner.

4 Actually, I'm a guidance counselor at a charter
5 school. So if you think about it from a
6 political standpoint, I'm not supposed to be
7 here. But it's about the community. And I say
8 that I can lose my job for being here, so if you
9 guys have to look deep down inside and not let
10 this stay on your conscience, you have to be
11 willing to lose your job. Because Emanuel and
12 Bennett don't care about our kids. So you need
13 to go back and fight them.

14 It's not about money. It's not about
15 anything. If you really have the faith that I
16 believe you guys have, you won't worry about
17 standing up to Emanuel and Bennett.

18 MR. TYRRELL: Irami.

19 MR. OSEI-FRIMPONG: My name is Irami
20 Osei-Frimpong. I'm a member of the community
21 and a graduate student Western University. But
22 I want to go on record as saying that I'm
23 actually markedly uncomfortable with the dynamic
24 at this town hall meeting. So I assume that you

1 guys are not allowed to answer our questions. I
2 feel like I should be talking directly to the
3 note taker because that's where the knowledge is
4 coming from.

5 So Alderman Burns rehearsed a litany of
6 failures in support of our local schools. And I
7 worry that the promises that we're given will
8 just be another failure of accountability from
9 our local government to support our local
10 schools.

11 And when I ask this question on Monday,
12 I was told that all co curricular and curricular
13 are opportunities that are available at Canter
14 will be available at all of the receiving
15 schools. And I want to know -- This is a very
16 specific question that I look forward to reading
17 that on the website: Who is responsible for
18 ensuring all curricular and co curricular
19 activities that were available at Canter will be
20 available at every receiving school?

21 And then also there is -- there's
22 another level of failure with respect to the air
23 conditioning at Kozminski School. That was
24 another promise that was given to the members of

1 the community that was not attended to by the
2 body. So there's really no reason to believe,
3 and if I were in your position, I would actually
4 worry that you have a habit, an inveterate habit
5 of failing to live up to the promises given by
6 people in your position.

7 And I don't understand why this should
8 be any different. Why should we trust now that
9 the CPS will live up to promises when at every
10 level of federalism, the governance hasn't lived
11 up to promises with respect to education?

12 Now, if I were in this position, if I
13 had a child, I would go with the solution I have
14 because I know -- I believe the curricular
15 opportunities at Canter will remain at Canter if
16 Canter stays open.

17 To introduce contingencies into this
18 situation at the expense of our kids seems
19 irresponsible in many ways.

20 And I want to know that the people here
21 will guarantee that Barbara Bennett will address
22 every question, and every question that is
23 not -- doesn't emerge near the question -- Let
24 me be very careful.

1 Every question that was introduced at
2 this forum should be answered on the website.
3 Is that true? That's a very specific question.
4 Is that true?

5 And that's a question for you,
6 Mr. Pruitt.

7 MR. TYRRELL: We're going to post responses
8 to the questions on the website; that's correct.

9 MR. OSEI-FRIMPONG: So if a question was
10 addressed here that is not responded to on the
11 website, will you take personal responsibility
12 to make sure that that question is given
13 adequate response?

14 MR. TYRRELL: I'll take responsibility to
15 make sure that your feedback is provided and we
16 answer the questions on the website.

17 MR. OSEI-FRIMPONG: So if I -- Okay. Thank
18 you. Thank you very much.

19 MR. TYRRELL: AF.

20 STUDENT AF: I'm kind of really depressed
21 about it, that the school is closing down. And
22 one thing before I talk, I would like to give
23 really respect to that girl right there that's
24 sitting right there. She cried her heart out to

1 keep Canter open.

2 I don't think you should close Canter,
3 though. I think that's a mistake. That's an
4 error. That's wrong.

5 It's just so depressing that y'all
6 can't answer no questions or tell us anything
7 about it. That's so stupid.

8 When I went to Ray School when I first
9 came to Hyde Park and stayed with my grandmother
10 and went to Ray School, I didn't really get good
11 grades like that, to be honest. But when I came
12 to Canter, I started getting good grades, like,
13 just doing a whole lot better. Because, like,
14 my math teacher, Mr. Winsor, he's a great
15 teacher. He teaches me everything. And every
16 day when I come in, he's always saying, you
17 know, I'm going to help you out. I want you to
18 graduate and everything. All my teachers say
19 that. All my teachers care for that. They're
20 not the type of person where they're, like,
21 whatever. You're going to fail. I don't care.

22 So please don't close Canter. Thank
23 you.

24 MR. TYRRELL: SE followed by Janak Paranjape,

1 followed by C.

2 STUDENT SE: Hello. My name is S. First
3 before I say anything, I want to start off by
4 saying please, please don't tear my family
5 apart. I'm going to try to say as much as I
6 can. But this is really overwhelming to me
7 because I'm angry, and I'm very upset that you
8 guys are closing my school.

9 All my life, I bounced around from
10 school to school to school to school to school
11 to school. I've been to most of the schools
12 throughout the Chicago area. I've been to
13 Shoesmith. I've been to Revis. I've been to
14 Bret Harte. I've been to Canter, and now I'm
15 here at Kenwood. And out of all these schools,
16 Canter was the only one that showed me they
17 actually cared.

18 They weren't just helping me with my
19 work, it was my personal life. I wasn't on good
20 terms with my family, but they always was there
21 to make sure I was straight and that my head was
22 straight, that I was still focused and I was on
23 the right track.

24 My principal, Dr. Collins, told me

1 once, S, I am surprised that you are able to
2 carry on with what you're doing now due to your
3 life situation. That just -- It just inspired
4 me to do better and better and better and
5 better.

6 MR. TYRRELL: Janak.

7 MR. PARANJAPE: Hello. My name is Janak
8 Paranjape. I am a Hyde Park resident and
9 longtime teacher at Canter. I want to ask --
10 and actually, it's been sort of asked, but I
11 really want to ask a question. If it needs to
12 be answered on the website, that's fine. But
13 the Shoemith 6th graders -- It's, like, you
14 guys have the map in front of you, so you can
15 follow along with what I'm talking about, the
16 map.

17 So look at the Shoemith district. It
18 says Shoemith, the old one was Shoemith K
19 to 6, Canter 7th and 8th. So they have a place
20 to go from kindergarten through 8th grade. The
21 new one just says Shoemith K to 6th, and it
22 doesn't say where the Shoemith students are
23 going to go for 7th and 8th. I know that
24 they're sort of implying that they might go to

1 Ray and Harte. But your remarks earlier were
2 very, very sort of specific. And you said the
3 current Canter students will attend Ray and
4 Harte.

5 There has been no mention of what's
6 going to happen to those children who lived in
7 that district. Where are they going to go for
8 7th and 8th grade? And to have public meetings
9 and a public hearing before a plan is complete,
10 I don't understand how we can even be having
11 this conversation right now.

12 The plan is not -- I mean, look.
13 There's two schools, both underutilized by your
14 formula. I bet you Lab is underutilized by your
15 formula too. But there's two schools, Revis and
16 Kozminski, which are actually closer to
17 Shoesmith. And I don't know if you're saying --

18 MR. TYRRELL: Please conclude your remarks.

19 MR. PARANJAPE: I don't know if you all are
20 saying that all the people in that boundary are
21 going to go to Ray and Harte. I don't know if
22 you're saying that just the Canter students are
23 going to go to Ray and Harte. And I don't know
24 if the Shoesmith students are going to go to

1 Revis and Kozminski. So you're making -- This
2 decision is made.

3 All I'm really saying is this plan is
4 incomplete. There's not an answer for those
5 Shoemith parents, where are their children
6 going to go after 6th grade.

7 Is there any -- Do you understand my
8 question? I mean, I really, really want to make
9 sure that the question is really understood.
10 And I don't know if you guys can answer it. Can
11 you answer it now? If you guys --

12 MR. TYRRELL: Please conclude your remarks.

13 MR. PARANJAPE: I understand. But we have a
14 hearing on Wednesday, and this is an important
15 question for that hearing. It's not answered.

16 MR. TYRRELL: We understand.

17 Please conclude your remarks.

18 MR. PARANJAPE: Okay.

19 MR. TYRRELL: C followed by Angela and Tom.

20 STUDENT CV: Okay. Hi. My name is C, and
21 I'm a student at Canter. I'm here to support
22 the 7th graders really because they have to
23 graduate. And y'all making them, like, waste
24 all this gas to get them to a different school

1 when they've got a school that's in the
2 neighborhood economically speaking here.

3 And you holding up paper, like, telling
4 them how much time they've got. You can't put a
5 time on a voice. You've got to speak your mind.
6 You can't do that.

7 Thank you for your time.

8 MR. TYRRELL: Angela, Tom, and E.

9 MS. PARANJAPE: Okay. This is my second
10 turn. Thank you for bearing with me.

11 So I want to say, on Monday's meeting,
12 we were promised that the programs will transfer
13 to whatever the welcoming school is.

14 I want to say that what we see at
15 Canter is a synergy of staff. It's staff
16 collaborating outside of school hours, during
17 school hours, all hours of the day. That does
18 not transfer to a welcoming school. My husband
19 has been teaching there -- he's the guy that
20 just spoke -- for 21 years. Okay. I'm happy to
21 see generations of his former students here now,
22 former students who randomly drop by his
23 classroom after school because they know where
24 to find him after 21 years. I can't tell you

1 how many times I get a phone call saying, Oh,
2 so-and-so stopped by, I'm going to be late.
3 I've got to call a parent, I'm going to be late.
4 At 10:00 o'clock p.m., Oh, I've got to e-mail
5 Mr. Fishbein and tell him this idea I have.
6 This happens at our family time.

7 When we're out walking our dog and
8 running into students, current, former, past,
9 future students, walking our dog with our
10 daughter, when we're in the Hyde Park Produce
11 and we see those kids around, a number of the
12 Canter teachers live and work in the
13 neighborhood. Okay? This is a community that
14 transcends the school environment. This is much
15 bigger than some mass CPS plan. So that's the
16 first thing. That does not transfer.

17 Second thing, if this is all about the
18 money, okay, let me just say when you borrow
19 money from bonds, you're instantly putting
20 yourself into debt. You pay interest. That's a
21 bigger debt that we're getting here than what we
22 had before. Second thing, if we're transferring
23 \$70 million to the police department like we did
24 in 2011, a bill that was not even due from CPS,

1 funds to another City agency, okay, this is
2 about choices. That was not a bill. That was a
3 voluntary transfer of money.

4 MR. TYRRELL: Ma'am, please wrap up.

5 MS. PARANJAPE: Okay. The final thing I
6 would like to say is I want to just address
7 something that came up. My husband works there,
8 Mr. Paranjape said it a couple of days ago.
9 Nobody came to Canter until this week from the
10 Central Office. This week, they come to monitor
11 the teachers and make sure they don't steal
12 anything and make sure they're still teaching.

13 We have invested in our personal money
14 supplying Canter with technology. Okay? I
15 bought a DVD/VCR, and I want to make sure that
16 from Canter --

17 MS. LITTLE: Ma'am, please wrap up.

18 MS. PARANJAPE: I want to make sure I'm going
19 to retain my personal property. Okay? I don't
20 want this international corporation, Global
21 Inventory, to come and take my personal
22 property.

23 Thank you.

24 MR. TYRRELL: Tom Panelas, E, and Rosalind.

1 MR. PANELAS: Hi. My name is Tom Panelas.
2 I'm the parent of a recent Canter graduate.
3 I've already had my -- said my peace about
4 Canter. Of course it should not be closed as
5 everyone else has said. What I would like to do
6 right now, and this may be -- I may be on a
7 fool's errand. But since the hearing the other
8 day when my neighbor, Joyce, pointed out that
9 these hearings are supposed to be conversations,
10 I've been thinking about that and the fact that
11 the process has just been so absolutely bizarre.
12 You've got one person after another giving you
13 one good reason after another why the schools
14 should not been closed, and it's all been very
15 one-sided.

16 So I'm going to at least make an
17 attempt to ask. I know we have a somewhat
18 different panel from the other day. But we've
19 had between tonight and the other day probably a
20 good hundred people who have gotten up here and
21 said that the school should not be closed, given
22 many good reasons.

23 At this point, what do you think? Do
24 you have any reaction you can give as educators,

1 as CPS administrators, as human beings? Are you
2 at liberty to say anything in response to the
3 outpouring of sentiment on behalf of Canter and
4 the list of good ideas for why it should not be
5 closed?

6 All right. I guess I'll take that as a
7 no.

8 Let me ask another question. This is
9 another question being answered on the website.
10 Someone said the other day that this panel is
11 going to report back to the Board. Is that
12 right?

13 Now, we also have court reporter's here
14 who will produce a transcript. I was wondering,
15 what will your report consist of that's
16 different from the transcript that's being
17 transcribed? Can you tell me that?

18 Is there any chance -- Will it be a
19 summary so that the Board doesn't have to read
20 all 162 transcripts? Will it be -- Will there
21 be any recommendations in it? Will it say,
22 well, 150 people testified.

23 MS. LITTLE: Please conclude your remarks.

24 MR. PANELAS: And if the answer to my

1 question is no, you can't say anything, could
2 you tell me that much?

3 MR. TYRRELL: I think we've said repeatedly
4 we're going to provide the feedback to the
5 Board. We're not going to answer questions at
6 this time.

7 Please conclude. We have just enough
8 time.

9 E, Rosalind, and Isabelle.

10 STUDENT EJ: Hello. My name is EJ. I'm a
11 former Canter student. I graduated last year.
12 I go to King College Prep.

13 My years at Canter were awesome. All
14 my teachers were, like, the best people I've
15 ever met in my life. And the fact you are
16 trying to close down this school with these
17 teachers that change kids' life, like, they come
18 up here and tell you that they have changed
19 their life and you're thinking about closing?
20 Like, what type of people are you? Like, I just
21 don't understand. Like, Mr. Paranjape,
22 Mr. Winsor, Ms. Roman, Ms. Rodriguez, my gym
23 teacher, they've changed my life. And, like,
24 this is -- it's outrageous that you are going

1 against communities and the kids and the
2 teachers to close down a school that doesn't
3 need to be closed.

4 Like, I just don't understand.

5 MR. TYRRELL: Rosalind.

6 MS. SMITH: HI. My name is Rosalind Smith, a
7 lifelong Hyde Park resident. And to piggyback
8 on something that the alderman said about Revis
9 or the other schools, I came to Shoesmith and
10 Canter homeless so my kids could get a better
11 education. And because of Dr. Collins and
12 Mr. Lewis, they saved her educational life.

13 My little girl asked me the other day,
14 who's coming from Shoesmith eventually to
15 Canter -- Mama, where am I going to go? And she
16 asked me that because I always apply out of
17 Shoesmith. And guess what? Murray, I'm No. 86
18 on the waiting list. Ray wouldn't even put me
19 on the waiting list. So how was she to go there
20 now when they couldn't even get her in there all
21 of her education life?

22 Closing Canter is a big mistake.

23 Thank you Dr. Collins, thank you
24 Mr. Lewis for saving my life. She came from

1 Shoesmith. She did terrible over there. She
2 came to Canter being mature, not with the kids.
3 So I thank you.

4 MR. TYRRELL: Thank you.

5 Isabelle.

6 MS. BADILI: Good evening one more time.
7 Thank you for indulging me in another two
8 minutes.

9 I have to say over the course of this
10 conversation, I have changed my mind about
11 something. And I realize that this is not
12 about -- just about closing Canter School. The
13 conversation we're having is about a country
14 that doesn't have its government, its budget in
15 place. Our children are not collateral damage
16 for our government's budgeting problems.

17 The budget means healthy spending. I
18 learned that in school. Our government does not
19 practice healthy spending. I have to honestly
20 say I feel for people like Alderman B because
21 his job is actually somewhat of a joke. This
22 country isn't even run by politicians. This
23 country is run by corporations, and everybody
24 knows that.

1 I hate to be all corny and say you can
2 fool some people sometimes, but you can't fool
3 all the people all the time. You know that
4 saying? The people who are in this room are now
5 as of Monday evening and as of today united in a
6 cause, and we will not be quiet until we have
7 our goal fulfilled. We are going to unite and
8 organize. Oh, my God, they should be scared of
9 us now.

10 So as I've said before, it is the
11 numbers. And maybe we feel like we weren't
12 heard today, but I tell you if 250,000 CPS
13 students or however many there are walk out
14 peacefully on the first day of school in
15 September in Chicago, in San Francisco, Boston,
16 in other places, our voices, your voices, the
17 children's voices will be heard.

18 They still practice democracy in other
19 countries. I think we can here too.

20 MS. LITTLE: Alderman Hairston.

21 ALDERMAN HAIRSTON: Good evening. I had not
22 initially planned on talking this evening. I
23 spoke Monday. But you know, you all just can't
24 seem to get it right. So I don't know what the

1 message has to be or how you have to get it.
2 But I will be and continue to be at each and
3 every meeting. I will be at the Board. I will
4 have my people behind me. I just want everybody
5 to know that today I was informed by a reporter
6 that there is yet another principal at Ray
7 School. And guess what? I wasn't told.
8 Absolutely.

9 Now I thought we said this on Monday,
10 so anybody who is in your Intergovernmental
11 Affairs needs to be fired. And all of that
12 money that they're making they need to send to
13 Canter.

14 I heard another teacher up here talk
15 about what happens with the kids from Shoemith.
16 Do you think we just look at the -- They don't
17 evaporate into the air. They're coming
18 somewhere you all are closing down the school in
19 one neighborhood and sending them 1.4 miles
20 somewhere else. And you think by not
21 communicating with me that that is going to
22 work? You can put my commander up there. You
23 can have every piece of security, even the ones
24 that strip-searched me when I walked in the

1 building. I understand how these kids feel.
2 And you better have them. I'm not going away.
3 Thank you.

4 MR. TYRRELL: B, Michael.

5 STUDENT BK: Hello. Hello. My name is BK,
6 and I am former Canter -- I graduated from
7 Canter. I'm shaking.

8 But I am from East Africa, Tanzania.
9 And I come from a community where it takes a
10 village to raise child. And when I got to
11 Canter, when I got here -- when I moved here, I
12 lost a sense of a village raising me. But when
13 I got to Canter, every teacher filled that spot.
14 And I felt like I was back home.

15 I cried on the same stage when I
16 graduated from Canter. And I stood right there,
17 and I thanked every teacher and everybody. And
18 Canter is home to me. And I wouldn't be here if
19 it wasn't for Canter. And I still go there just
20 to see my old teachers, and I thank them for
21 everything. And Canter is not just a building.
22 My little sister goes there. She came home and
23 told me that they're closing the school, and I
24 could not believe it. And it's just hard to

1 believe that this is even a decision. And it's
2 heartbreaking to hear that.

3 And she has been doing so much better.
4 She has straight As. She's having straight As
5 up until now. She comes home, she tells me
6 everything she learns. She tells me about her
7 teachers and art. Now she's growing. She has
8 an amazing talent. And that's all thanks to
9 Canter.

10 And I cannot believe that they're
11 closing down the school that made me who I am
12 today. It's really heartbreaking.

13 MR. TYRRELL: Thank you.

14 Ladies and gentlemen, we have time for
15 two more speakers, MP, Tkeya Abdullah.

16 STUDENT MP: Hi. My name is MP. I graduated
17 from Canter in 2011. I was going to come up
18 here and start talking about how much the
19 teachers mean to me, how much they treated me
20 like they really care in a way that I ever never
21 seen from any other school. The schools I went
22 to before, I went to Ray. And that was a great
23 school. I liked it there, but there wasn't the
24 same feeling of care that I got from the

1 teachers and the other students that I got at
2 Canter.

3 I was going to come up and tell you
4 about how the program that me and my friends
5 were in in 8th grade actually made me start
6 wanting to learn about science. I wanted to
7 learn about math for the first time in my entire
8 life. It actually made school fun for me. I
9 actually wanted to go to school.

10 But you've heard things like this all
11 night and last week. But what does that matter?
12 I don't feel like you're listening. I don't
13 feel like it's making a difference. And I want
14 to know what you all feel about these people
15 crying and giving you all these reasons that it
16 is absolutely ridiculous that this school is
17 closing down. I want to know what you think
18 about it. But you can't tell me, can you?

19 So my question is, why are you here?
20 Why am I talking to you when I feel like I'm
21 talking to a wall? But I'm up here anyway.

22 I'm going to speak my mind. I am going
23 to talk about how I am one of the many people
24 that passed out of freshman algebra last year

1 because Mr. Winsor over prepared us for that
2 test, how much I learned about American history
3 because Mr. Paranjape is the best social studies
4 teacher I ever had my life.

5 So whatever that means, that's what I
6 have to offer. And I hope everybody here knows
7 that and hears that. Even you. Know it.
8 Whether you do anything about it or not, whoever
9 you take it to, because honestly right now, it
10 doesn't feel like it's going to mean much to
11 anybody, like you're going to take any of this
12 back to anybody.

13 MR. TYRRELL: Please conclude.

14 STUDENT MP: I'm done.

15 MR. TYRRELL: Ms. A.

16 STUDENT TA: Hello. I am TA, and before I
17 start, I want to say don't close Canter.
18 Period.

19 Anyway, I am T. I am a former student
20 at Canter. I graduated last year.

21 Canter helped me out a lot. I was
22 kicked out of 6th grade, out of my old school.
23 And when I had come to Canter, it was, like, a
24 different, like, environment. Like, I knew -- I

1 fought and stuff, and I got bad grades. And my
2 teachers and my principals were strict on me,
3 and they was telling me, like, I'm not going to
4 get nowhere. Now I attend DuSable High School.
5 I am an honor student. And I want to thank all
6 my teachers from Canter, my principals, my --
7 everybody, my classmates for helping me get
8 through what I had -- I mean, do what I had to
9 do.

10 And when my mom had brain surgery,
11 Dr. Collin was there, Mr. Lewis was there,
12 everybody. I love y'all.

13 And please don't close Canter.

14 MR. TYRRELL: Ladies and gentlemen, I want to
15 tell everyone that our public hearing is 5:30 to
16 7:30 p.m. on Wednesday the 17th at 125 South
17 Clark.

18 Thank you very, very much for attending
19 and particularly thanks to the speakers. It's
20 very clear that there's some great teachers and
21 a great community behind this school.

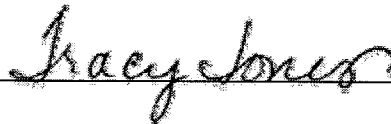
22 Thank you.

23 (Whereupon, the Public Hearing
24 adjourned at 7:00 o'clock p.m.)

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

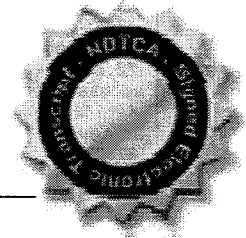
5 I, TRACY JONES, being first duly sworn,
6 on oath says that she is a court reporter doing
7 business in the City of Chicago; and that she
8 reported in shorthand the proceedings of said
9 Public Hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said Public Hearing.

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TRACY JONES, CSR, RPR, CLR

LIC. NO. 084-004553



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Community Meeting for the Proposal

April 12, 2013; 5:00pm-8:00pm

Location: Kenwood High School, 5015 South Blackstone Avenue

CPS Staff in Attendance:

Denise Little, Chief Officer of Networks

Tom Tyrell, Deputy Chief Administrative Officer

Erick Pruitt, Deputy Chief of Elementary Schools, Burnham Park Network

CPS Presentation

Tom Tyrell, Deputy 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. Tyrell then presented an overview of the proposal and reviewed the materials available to meeting attendees. Denise Little, Chief Officer of Networks, then explained the meeting rules and procedures. The meeting opened for public comment at 5:10pm.

Brief Summary:

The purpose of the meeting was to receive public comment on the proposal to close Canter Middle School, in accordance with 105 ILCS 5/34-230. There were approximately 100 attendees, a number of whom also spoke. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Concerns raised about vandalism at vacant school buildings after closure and the negative affect on property values
- Concerns about students who have been impacted by school closures previously
- Worried about safety can security
- Frustrated that hearings are scheduled on the same day as report card pickup which forces parents to chose
- Belief that CPS cannot be trusted
- Worried that closing a large number of schools will create chaos
- Felt the public should have more say in the school closing decisions since they fund schools with their tax dollars
- Astonished that CPS did not have other solutions besides schools closing to address budget challenges
- Discussed the strength of the math programs at Canter, specifically algebra and pre-algebra
- Belief that Canter is a safe school
- Worried about the effect of the transition on students
- Strong belief in the value of a middle school program
- Concerns about student retention
- Worried about job loss in the Hyde Park community
- Frustrated the closing could lead to large class sizes
- Felt that CPS will not provide air conditioning in welcoming schools

- Anxious about the ability for Ray and Harte to handle middle school students given they do not serve middle school students currently
- Concerned about pedophiles and homeless people in the neighborhood

- Parent who had a student at Price and believed it should have closed but does not feel the same way about Canter that welcomed her child openly
- Felt that CPS has been underfunded which has led to current financial crisis
- Offered the idea of phasing out Canter
- Worried about impacted teachers finding jobs
- Questioned how extra-curricular activities will be made available at
- Asked if responses to questions posed at meeting will be posted on CPS website
- Frustrated the facilitators would not answer questions
- Confusion over which school students will go to, specially the Shoemith student
- Felt the plan for closures is incomplete
- Frustrated that hearings are not conversations
- Alderman expressed frustration about not receiving notice about new principal at Ray

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Miriam G. Canter Middle School

Statement of Ashley Richardson, Portfolio Planner for the Chicago Public Schools

April 17, 2013

Good evening, Your Honor. My name is Ashley Richardson, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since June of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to joining CPS, I worked as an analyst and manager at Kraft Foods before obtaining my Masters of Education in Education Policy and Management at the Harvard Graduate School of Education.

I have been asked to appear at this hearing today to convey to you, the parents and the community, as well as interested members of the public in attendance, information regarding the space utilization of the Canter facility with respect to the proposal to close Canter.

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

Canter is currently located at 4959 South Blackstone Avenue. Canter is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 228 students in 7th and 8th grades.

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

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

A typical elementary school facility has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76%-77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally the enrollment efficiency

range is plus or minus 20 percent of 900, which is 720 - 1080. If a school in this typical elementary school facility had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1080, it would be overcrowded.

There are 17 total classrooms within the Canter facility. Approximately 76%-77% of this number is 13, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 390. As such, the enrollment efficiency range of the Canter facility is between 312-468 students.

As I stated, the enrollment of Canter, as of the 20th day of attendance for the 2012-2013 school year, is 228. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Canter be welcomed at William H. Ray Elementary School, or Ray, and Bret Harte Elementary School, or Harte.

Because there are multiple welcoming schools designated for Canter, as a guide to Canter parents, I would like to explain the details of the proposed student reassignment plan.

Parents of returning Canter students can determine which of the two welcoming schools their students are reassigned to in one of three ways:

First, by checking with the principal. The principal of Canter has been provided a list of all Canter students and their designated welcoming school.

Second, by checking with staff tonight. Immediately following the conclusion of this hearing, staff will share student-specific designated welcoming school assignments with parents.

Third, by mail. Letters to all Canter parents will be sent to the students' home address of record with this same information.

For Canter 7th grade students who currently live *within* the Canter attendance area, their assigned welcoming school is the school whose future attendance area boundary they will reside in, either Ray or Harte. I will describe the proposed attendance area boundary adjustments in a few moments.

For Canter 7th grade students who currently live *outside* of the Canter attendance area, their assigned welcoming school was chosen based on proximity to the students' home address and availability of space.

If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed the enrollment efficiency ranges of Ray or Harte as defined by the CPS Space Utilization Standards.

Ray has 38.5 classrooms. Please note that the "0.5" indicates the presence of one or more small classrooms. Approximately 76%-77% of this number is 29, the number of allotted homerooms.

This number multiplied by 30 yields the ideal enrollment of the facility, which is 870. As such, the enrollment efficiency range of the Ray facility is between 696-1,044 students. Ray currently has 676 students enrolled.

Harte has 16 total classrooms. Approximately 76%-77% of this number is 12, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 360. As such, the enrollment efficiency range of the Harte facility is between 288-432 students. Harte currently has 328 students enrolled.

To demonstrate that each of the two welcoming schools will operate within the enrollment efficiency range if the board approves the closure of Canter, and 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 Ray and Canter, green hashed lines showing the enrollment efficiency range of the Ray facility, and a circle representing the combined projected enrollment for 2013-2014. As you can see, the 2013-14 projected enrollment of Ray combined with Canter students projected to be reassigned to Ray is 789. This projected combined enrollment falls *within* the efficiency range of the Ray facility.

Projected now is a slide that shows the enrollment trend of Harte and Canter, green hashed lines showing the enrollment efficiency range of the Harte facility, and a circle representing the combined projected enrollment for 2013-2014. As you can see, the 2013-14 projected enrollment of Harte combined with Canter students projected to be reassigned to Harte is 391. This projected combined enrollment falls *within* the efficiency range of the Harte facility.

Students currently enrolled at Canter will receive transportation in the form of shuttle buses for all returning Canter students who are reassigned to Harte or to Ray. The shuttle bus will provide transportation from Canter, to Harte and to Ray until all current Canter students graduate from their welcoming school of Harte or Ray.

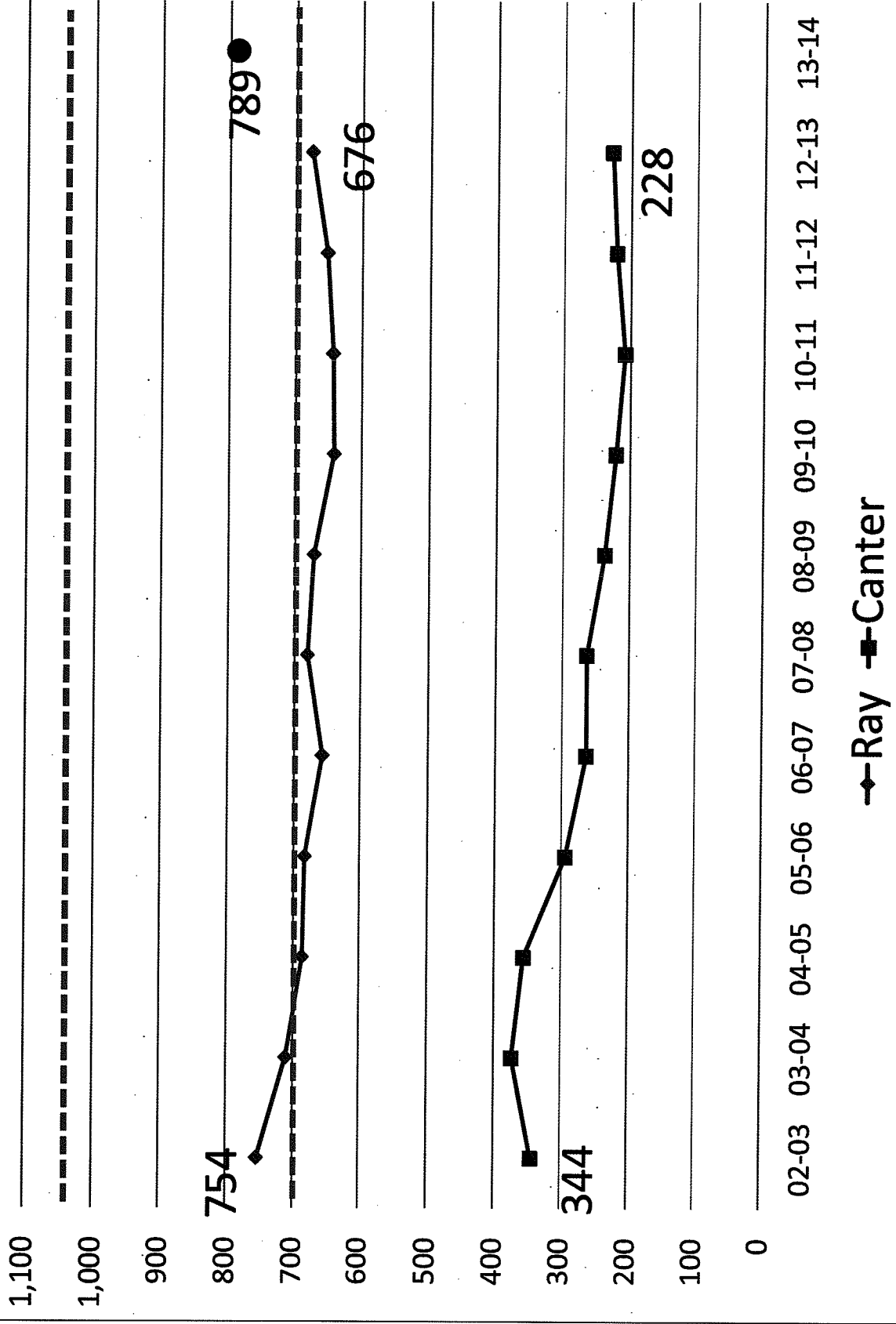
If Canter is closed, the CEO is also proposing that Canter's attendance area be reassigned to Ray located at 5631 South Kimbark Avenue, and Harte located at 1556 East 56th Street, at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of Ray and Harte, geographic barriers, travel time, distance traveled, and program considerations.

Notwithstanding this proposed boundary change, I want to reiterate that all students enrolled currently at Canter will be provided with their designated welcoming school should the Board approve this proposal.

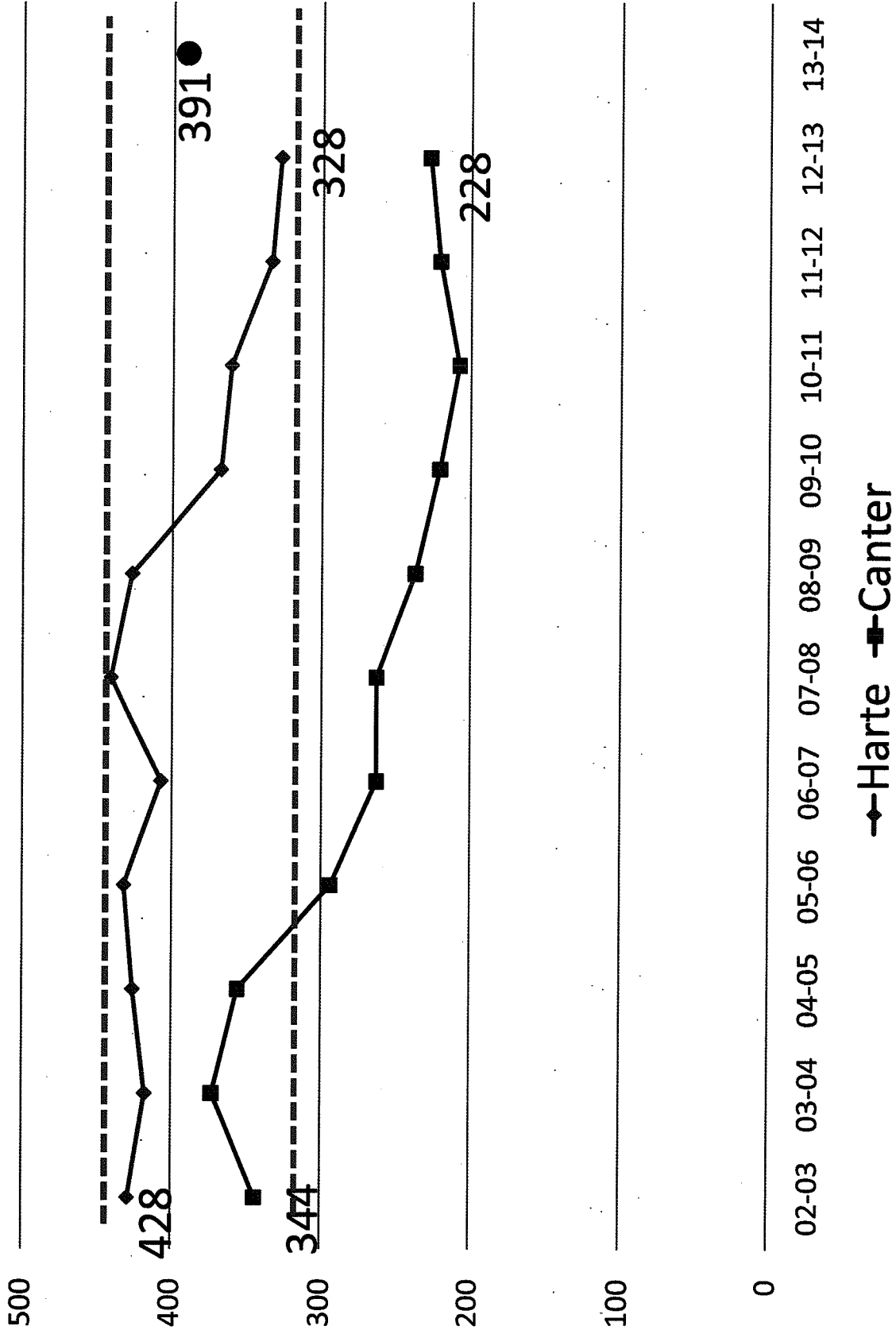
You will next hear from my colleague, John Price, who will discuss the performance of Ray and Harte and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.

Enrollment History



Enrollment History



CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Miriam G. Canter Middle School

Statement of John Price, Chief of Schools for the Burnham Park Elementary Network

April 17, 2013

Good evening Your Honor. My name is John Price. I am the Chief of Schools for the Chicago Public Schools, Burnham Park Elementary Network. Chicago Public Schools are divided up into elementary and high school Networks. Network offices are run by a Chief of Schools and we provide support and oversight for the schools assigned to us on behalf of the CEO. Canter, Harte and Ray are within the Burnham Park Elementary Network and I am responsible for the support and oversight of Harte and Ray on behalf of the CEO. I have been the Chief of Schools for the Burnham Park Elementary Network since February 2012.

By way of background, I have been an educator for approximately 18 years. I began working as a teacher in 1995. I have taught at the elementary, middle school and college levels. I have also worked as an Assistant Principal and Principal where I led efforts to significantly close the achievement gap for students. Currently, I serve as the Chief of Elementary Schools for the Burnham Park Network, managing 35 schools with approximately 13,000 students. I hold a bachelors degree from Stanford University and a Masters of Education, specializing in Administration and Leadership, from the University of Illinois at Chicago.

As you have already heard, Canter 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. Canter students will be welcomed by Harte, located at 1556 East 56th St., and Ray, located at 5631 South Kimbark Avenue. The Harte and Ray facilities have enough space to welcome the Canter students and the resulting combined enrollment will not exceed the facilities' enrollment efficiency range.

As my colleague, Ashley Richardson, testified, current Canter students will be reassigned to either Harte or Ray depending on the geographic boundary of their home address, or for out of area students, the proximity of their home address to the school and availability of space. If this proposal is approved, my staff and I will work with families to ensure that all current Canter students are prepared to start at their new school on the first day this fall.

When Canter students are welcomed by the Harte and Ray administrations, staff members, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school receives a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Canter received a Level 3 rating for the 2011-2012 school year, while Harte and

Ray both received Level 2 ratings. The performance policy reports reflecting these levels are included in the binder of documents that you have received at tab 25.

The notices of Canter, Harte and Ray's Performance Policy status for the 2011-2012 school year are included in the binder of documents that you have received at tab 25. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports, as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at Canter during the remainder of this school year and at Harte and Ray next year, and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab 1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

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

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Harte and Ray administrations 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, has been assigned to help the principal of Canter maintain academic rigor for the remainder of the school year and ensure a smooth transition to Harte and Ray. 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 Harte and Ray administrations will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, I will set aside dedicated time to hold "office hours" and will welcome families and students affected by this action to discuss concerns and educational options. My office hours will be Tuesday mornings from 9:00 a.m. until 10:00 a.m. and Friday

afternoons from 4:00 p.m. until 6:00 p.m. I will hold my office hours in the Colman Office building, located at 4655 S. Dearborn. → beg. Tues April 23rd.

- Fourth, 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 and approve 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 Harte and Ray 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 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.

Students currently enrolled at Canter will receive transportation in the form of shuttle buses for all returning Canter students who are reassigned to Harte or to Ray. The shuttle bus will provide transportation from Canter, to Harte and to Ray, and back to Canter at the end of day. The shuttle bus will continue until all current Canter students graduate from their welcoming school of Harte or Ray.

Finally, additional transition supports will be provided to ensure that Canter students who have unique needs or circumstances are adequately supported in this transition, including students with diverse learning needs, students in temporary living situations, English language learners, and early childhood participants. These additional supports are described in more detail in the draft transition plan, located in your binder at tab 1.

In conclusion, Canter is underutilized, the combined enrollment of students at the Harte and Ray facilities will not exceed the facilities' enrollment efficiency range, and Harte and Ray are higher performing schools. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

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

Performance Policy



2012 Elementary School Performance Policy Report

Miriam G Canter Middle School

School ID: 610018

Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	81.4%	83.8%	81.8%	79.2%	80.5% (3 points)	-2.8 (0 points)	3 of 6
ISAT Math Meets/Exceeds %	75.8%	75.7%	80.7%	76.7%	78.7% (2 points)	-0.6 (0 points)	2 of 6
ISAT Science Meets/Exceeds %	66.4%	85.1%	74.8%	67.3%	70.1% (2 points)	-7.5 (0 points)	2 of 6
ISAT Composite Exceeds %	8.4%	11.6%	12.4%	7.1%	10.3% (1 point)	-4.0 (0 points)	1 of 6
8th Grade ISAT Composite Exceeds %	9.5%	8.8%	17.5%	8.0%	12.8% (1 point)	-3.9 (0 points)	1 of 6
Adjusted Attendance Rate	94.5%	93.6%	92.4%	91.5%	92.5% (1 point)	-0.7 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-2.2	1st	0 of 3
Value-Added Math	-0.8	20th	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	11 of 42 (26.2%)	18 of 42 (42.9%)	22 of 42 (52.4%)
Performance Rating	Level 3	Level 3	Level 2
ISAT Composite Meets/Exceeds %	75.9% (2012)	79.6% (2011)	80.7% (2010)
Probation Status	Probation	Probation	Not on Probation

2012 Elementary School Performance Policy Legend



Definitions

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

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading 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
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		
Value-Added Mathematics	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

***Notes on Probation:**
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

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

Performance Policy



2012 Elementary School Performance Policy Report

Bret Harte Elementary School

School ID: 609969

Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	74.6%	71.5%	76.0%	76.9%	77.5% (2 points)	-1.1 (0 points)	2 of 6
ISAT Math Meets/Exceeds %	87.2%	85.8%	88.1%	83.4%	85.8% (3 points)	-4.0 (0 points)	3 of 6
ISAT Science Meets/Exceeds %	41.4%	44.4%	60.5%	57.5%	68.9% (1 point)	+11.9 (3 points)	4 of 6
ISAT Composite Exceeds %	17.8%	21.9%	23.4%	21.7%	22.6% (2 points)	+0.9 (1 point)	3 of 6
6th Grade ISAT Composite Exceeds %	23.1%	19.8%	19.8%	27.0%	23.0% (2 points)	+7.0 (3 points)	5 of 6
Adjusted Attendance Rate	94.0%	95.0%	94.2%	94.9%	95.1% (3 points)	+1.4 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+1.8	96th	3 of 3
Value-Added Math	-0.5	28th	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	27 of 42 (64.3%)	20 of 42 (47.6%)	29 of 42 (69%)
Performance Rating	Level 2	Level 3	Level 2
ISAT Composite Meets/Exceeds %	79.8% (2012)	80.6% (2011)	83.2% (2010)
Probation Status	Not on Probation	Probation	Not on Probation

2012 Elementary School Performance Policy Legend



Definitions

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

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading 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
ISAT Math Meets/Exceeds % (Ceiling = 90%)	80.0% or more	3 points	6.0 or more	3 points
	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
ISAT Science Meets/Exceeds % (Ceiling = 90%)	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
	Less than 50.0%	0 points	Less than 0.1	0 points
ISAT Composite Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
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
Attendance Rate (Ceiling = 95%)	25.0% or more	3 points	6.0 or more	3 points
	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		
Value-Added Mathematics	0.0 to 0.9	2 points		
	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:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

***Notes on Probation:**
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

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

Performance Policy



2012 Elementary School Performance Policy Report

William H Ray Elementary School

School ID: 610142

Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	74.5%	77.5%	83.3%	82.6%	82.6% (3 points)	+1.5 (1 point)	4 of 6
ISAT Math Meets/Exceeds %	84.1%	84.2%	85.1%	81.1%	84.1% (3 points)	-1.4 (0 points)	3 of 6
ISAT Science Meets/Exceeds %	75.9%	75.1%	79.1%	80.1%	80.1% (3 points)	+5.0 (2 points)	5 of 6
ISAT Composite Exceeds %	24.2%	24.2%	31.2%	30.0%	30.0% (3 points)	-2.8 (0 points)	3 of 6
6th Grade ISAT Composite Exceeds %	30.2%	31.2%	32.2%	23.4%	23.4% (2 points)	-14.4 (0 points)	2 of 6
Adjusted Attendance Rate	95.4%	95.4%	95.4%	95.4%	95.4% (3 points)	+0.5 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.3	63rd	2 of 3
Value-Added Math	-0.2	41st	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	26 of 42 (61.9%)	30 of 42 (71.4%)	27 of 42 (64.3%)
Performance Rating	Level 2	Level 1	Level 2
ISAT Composite Meets/Exceeds %	82.1% (2012)	83.7% (2011)	79.8% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

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

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ISAT Composite Exceeds % (Ceiling = 90%)	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
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	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		
Value-Added Mathematics	0.0 to 0.9	2 points		
	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

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