

CHICAGO PUBLIC SCHOOLS

**PUBLIC HEARING TO CONSIDER:
PROPOSED CLOSURE OF
ELAINE O. GOODLOW ELEMENTARY MAGNET SCHOOL
AND
RELOCATION OF
CHARLES W. EARLE ELEMENTARY SCHOOL**

**WEDNESDAY, APRIL 17, 2013
COMMENCING AT 8:00 P.M.**

**HONORABLE JAMES EGAN
HEARING OFFICER**

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CHARLES W. EARLE ELEMENTARY SCHOOL**

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2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Goodlow Elementary School and Earle Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Goodlow Elementary School and Relocation of Earle Elementary School
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Goodlow Elementary School and Earle Elementary School on or about March 22, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) Draft Guidelines for School Actions on or about October 31, 2012, (b) Guidelines for School Actions on or about November 30, 2012, (c) Proposals on or about March 22, 2013, and (d) Summaries from Community Meetings on or before April 14, 2013 and April 16, 2013
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 22, 2013

Parent or Guardian of a Student at
Elaine O. Goodlow Elementary Magnet School
2040 W. 62nd St.

Parent or Guardian of a Student at
Charles W. Earle Elementary School
6121 S. Hermitage Ave.

Re: **Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School**

Dear Parent or Guardian:

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

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

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

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

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

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

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close Elaine O. Goodlow Elementary Magnet School (Goodlow). I am also recommending that Charles W. Earle Elementary School (Earle) serve as the dedicated welcoming school for students at Goodlow in the fall and that Earle relocate to the Goodlow building at 2040 W. 62nd St.

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;
- 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 Goodlow, located at 2040 W. 62nd St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Goodlow had 378 students enrolled on the 20th day of attendance, but has the capacity to serve 630 students. Goodlow students will be welcomed by Earle, and Earle will be relocated from its present location to 2040 W. 62nd St. Thus, all Goodlow students will continue to report to 2040 W. 62nd St., welcomed by the Earle administration, staff, and students. While the closure of Goodlow is not related to performance, it is important to note that Earle is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

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

Attendance Area Boundary of Goodlow

I am also proposing that the geographic boundary currently associated with Goodlow be reassigned to Earle, currently located at 6121 S. Hermitage Ave., but proposed to be located at 2040 W. 62nd St., and Luke O'Toole Elementary School (O'Toole), located at 6550 S. Seeley Ave. This means that Earle or O'Toole, depending on the student's home address, will be the new neighborhood school for students living in the Goodlow boundary who are not currently enrolled at Goodlow.

Portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the proposed location at 2040 W. 62nd St, and portions will be reassigned to O'Toole, located at 6550 S. Seeley Ave., and Perkins Bass Elementary School (Bass), located at 1140 W. 66th St. This means that Earle, O'Toole, or Bass, depending on the student's home address, will be the new neighborhood school for students living in the Earle boundary who are not currently enrolled at Earle.

Public Comment on this Proposal

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

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-7:00pm
Lindblom HS
6130 S. Wolcott Ave.

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harper HS
6520 S. Wood St.

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

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

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

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

DRAFT TRANSITION PLAN

For the Proposed Closure of Elaine O. Goodlow Elementary Magnet 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 Elaine O. Goodlow Elementary Magnet School (Goodlow). This decision is based on the underutilization of Goodlow, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at Charles W. Earle Elementary School (Earle), which will be re-located.

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

Goodlow is a neighborhood elementary school located at 2040 W. 62nd St., in the Englewood-Gresham Elementary Network of CPS. Goodlow currently serves 378 students in pre-kindergarten & kindergarten through 8th grades. CPS is proposing to close Goodlow based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goodlow students will be welcomed by Earle. Earle will be re-located from its present location to the current Goodlow facility, located at 2040 W. 62nd St. Thus, all Goodlow students will continue to attend school at 2040 W. 62nd St., welcomed by the Earle administration, staff, and students. Please also note that if approved, there will be a new Child Parent Center (CPC) affiliated with Earle, which will be located at 6121 S. Hermitage Ave. (the current Earle facility). This CPC will serve prekindergarten students. Therefore, Earle will operate in both facilities located at 2040 W. 62nd St. and 6121 S. Hermitage. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Goodlow and Earle, 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 Goodlow will be reassigned to Earle, currently located at 6121 S. Hermitage Ave. but proposed to be located at 2040 W. 62nd St., and Luke O'Toole Elementary School (O'Toole), located at 6550 S. Seeley Ave. This means that Earle or O'Toole, depending on the student's home address, will be the new neighborhood school for students living in the Goodlow boundary who are not currently enrolled at Goodlow.

Portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the proposed location at 2040 W. 62nd St, and portions will be reassigned to O'Toole, located at 6550 S. Seeley Ave., and Perkins Bass Elementary School (Bass), located at 1140 W. 66th St. This means that Earle, O'Toole, or Bass, depending on the student's home address, will be the new neighborhood school for students living in the Earle boundary who are not currently enrolled at Earle.

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 Goodlow and the relocation of Earle to 2040 W. 62nd St. 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 Earle administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Goodlow and Earle and ensuring a successful transition 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, Goodlow students will be welcomed by Earle, which is a higher performing school. To ensure Goodlow students receive high-quality academic instruction throughout the transition, Goodlow and Earle 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 Goodlow maintain academic rigor in the classroom and ensure a smooth transition to Earle. The PTC will 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 Earle 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, Goodlow and Earle 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 that 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. 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. Earle 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 Goodlow 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 Goodlow 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 Earle, 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 Earle 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 Earle, provide observations of classrooms when school has resumed, and train Earle staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Earle, targeting training based on the unique population of the students in the school.
- The facility at 2040 W. 62nd St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

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.
- STLS students affected by this action may choose to attend Earle or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the 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 Earle staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Earle 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 Earle 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.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

Tuesday, April 09, 2013
5:00pm-7:00pm
Lindblom HS
6130 S. Wolcott Ave.

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harper HS
6520 S. Wood St.

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

“Higher performing school” means:

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

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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 22, 2013

Administrators, Faculty, Staff and LSC Members
Elaine O. Goodlow Elementary Magnet School
2040 W. 62nd St.

Administrators, Faculty, Staff and LSC Members
Charles W. Earle Elementary School
6121 S. Hermitage Ave.

**Re: Board of Education Proposed Closure of Elaine O. Goodlow Elementary Magnet School and
Relocation of Charles W. Earle Elementary School**

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

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

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

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

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

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

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Elaine O. Goodlow Elementary Magnet

School (Goodlow). 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 that Goodlow, located at 2040 W. 62nd St. be closed 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, Goodlow had 378 students enrolled on the 20th day of attendance, but has the capacity to serve 630 students. Goodlow students will be welcomed by Charles W. Earle Elementary School (Earle), and Earle will be re-located from its present location to 2040 W. 62nd St. Thus, all Goodlow students will continue to attend school at 2040 W. 62nd St., welcomed by the Earle administration, staff and students. While the closure of Goodlow is not related to performance, it is important to note that Earle is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

Attendance Area Boundary of Goodlow

I am also proposing that the geographic boundary currently associated with Goodlow will be reassigned to Earle, currently located at 6121 S. Hermitage Ave. but proposed to be located at 2040 W. 62nd St., and Luke O'Toole Elementary School (O'Toole), located at 6550 S. Seeley Ave. This means that Earle or O'Toole, depending on the student's home address, will be the new neighborhood school for students living in the Goodlow boundary who are not currently enrolled at Goodlow.

Portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the proposed location at 2040 W. 62nd St., and portions will be reassigned to O'Toole, located at 6550 S. Seeley Ave., and Perkins Bass Elementary School (Bass), located at 1140 W. 66th St. This means that Earle, O'Toole, or Bass, depending on the student's home address, will be the new neighborhood school for students living in the Earle boundary who are not currently enrolled at Earle.

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

Public Comment on this Proposal

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

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-7:00pm
Lindblom HS
6130 S. Wolcott Ave.

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harper HS
6520 S. Wood St.

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

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

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

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

Further Questions and Concerns:

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

Sincerely,

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

Barbara Byrd-Bennett
CEO, Chicago Public Schools

DRAFT TRANSITION PLAN

For the Proposed Closure of Elaine O. Goodlow Elementary Magnet 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 Elaine O. Goodlow Elementary Magnet School (Goodlow). This decision is based on the underutilization of Goodlow, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at Charles W. Earle Elementary School (Earle), which will be re-located.

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

Goodlow is a neighborhood elementary school located at 2040 W. 62nd St., in the Englewood-Gresham Elementary Network of CPS. Goodlow currently serves 378 students in pre-kindergarten & kindergarten through 8th grades. CPS is proposing to close Goodlow based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goodlow students will be welcomed by Earle. Earle will be re-located from its present location to the current Goodlow facility, located at 2040 W. 62nd St. Thus, all Goodlow students will continue to attend school at 2040 W. 62nd St., welcomed by the Earle administration, staff, and students. Please also note that if approved, there will be a new Child Parent Center (CPC) affiliated with Earle, which will be located at 6121 S. Hermitage Ave. (the current Earle facility). This CPC will serve prekindergarten students. Therefore, Earle will operate in both facilities located at 2040 W. 62nd St. and 6121 S. Hermitage. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Goodlow and Earle, 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 Goodlow will be reassigned to Earle, currently located at 6121 S. Hermitage Ave. but proposed to be located at 2040 W. 62nd St., and Luke O'Toole Elementary School (O'Toole), located at 6550 S. Seeley Ave. This means that Earle or O'Toole, depending on the student's home address, will be the new neighborhood school for students living in the Goodlow boundary who are not currently enrolled at Goodlow.

Portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the proposed location at 2040 W. 62nd St, and portions will be reassigned to O'Toole, located at 6550 S. Seeley Ave., and Perkins Bass Elementary School (Bass), located at 1140 W. 66th St. This means that Earle, O'Toole, or Bass, depending on the student's home address, will be the new neighborhood school for students living in the Earle boundary who are not currently enrolled at Earle.

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 Goodlow and the relocation of Earle to 2040 W. 62nd St. 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 Earle administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Goodlow and Earle and ensuring a successful transition 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, Goodlow students will be welcomed by Earle, which is a higher performing school. To ensure Goodlow students receive high-quality academic instruction throughout the transition, Goodlow and Earle 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 Goodlow maintain academic rigor in the classroom and ensure a smooth transition to Earle. The PTC will 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 Earle 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, Goodlow and Earle 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 that 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. 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. Earle 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 Goodlow 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 Goodlow 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 Earle, 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 Earle 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 Earle, provide observations of classrooms when school has resumed, and train Earle staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Earle, targeting training based on the unique population of the students in the school.
- The facility at 2040 W. 62nd St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

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.
- STLS students affected by this action may choose to attend Earle or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the 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 Earle staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Earle 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 Earle 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.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

Tuesday, April 09, 2013
5:00pm-7:00pm
Lindblom HS
6130 S. Wolcott Ave.

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harper HS
6520 S. Wood St.

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

“Higher performing school” means:

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

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

3

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

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

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

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

- a. Crispus Attucks Elementary School and Ludwig Van Beethoven Elementary School regarding the Proposed Phase-Out of Crispus Attucks Elementary School
- b. John B. Drake Elementary School and Urban Prep Academy for Young Men – Bronzeville regarding Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
- c. William J. & Charles H. Mayo Elementary School and Ida B. Wells Preparatory Elementary Academy regarding the Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
- d. Anthony Overton Elementary School and Irvin C. Mollison Elementary School regarding the Proposed Closure of Anthony Overton Elementary School
- e. Francis Parkman Elementary School and Jesse Sherwood Elementary School regarding the Proposed Closure of Francis Parkman Elementary School
- f. Pershing West Middle School and John J. Pershing Elementary Humanities Magnet regarding the Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
- g. Betsey Ross Elementary School and John Foster Dulles Elementary School regarding the Proposed Closure of Betsey Ross Elementary School
- h. Austin O. Sexton Elementary School and John Fiske Elementary School regarding the Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
- i. Williams Multiplex Elementary School and John B. Drake Elementary School regarding the Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
- j. Williams Preparatory Academy Middle School and John B. Drake Elementary School regarding the Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School

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

- a. Louis Armstrong Math & Science Elementary School regarding the Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School
- b. Horatio May Elementary Community Academy regarding the Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
- c. Willa Cather Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
- d. Chicago Talent Development High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
- e. Edward C. Delano Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
- f. Ana Roque de Duprey Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Ana Roque de Duprey Elementary School
- g. Alexander von Humboldt Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Alexander von Humboldt Elementary School
- h. Robert Emmet Elementary School and Edward K. Ellington Elementary regarding the Proposed closure of Robert Emmet Elementary School
- i. Leif Ericson Elementary Scholastic Academy regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
- j. Helen M. Hefferan Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
- k. Charles Evans Hughes Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School

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

VERIFICATION BY CERTIFICATION

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


JEFF BROOM

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BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

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

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

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

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

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

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

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

5

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

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

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

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

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

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

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

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

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Formerly cited as IL ST CH 122 ¶ 34-18



Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated 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)

→ → 5/34-18. Powers of the board

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

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

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

3. To co-operate with the circuit court;

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

Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

signed to such personnel;

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

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

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

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

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

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

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

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

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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).

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

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

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

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

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

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

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

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

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

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Westlaw Topic No. 345.

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

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ALR Library

127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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.

NOTES OF DECISIONS

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1. Constitutional issues

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

2. Legislative intent

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

3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

4. Delegation of powers

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

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

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

5. Maintenance and development of schools

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

6. Budget

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

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

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

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

7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

8. Bus contracts

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

9. Subdistricts

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

10. Curriculum

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

11. Textbooks

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

12. Discipline of students

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

13. School property, use of

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

14. Racial discrimination

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

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

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

15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

16. Religious instruction

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

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

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

17. Fraternities or sororities


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


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


18. Lay-offs


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


Formerly cited as IL ST CH 122 ¶ 34-18


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



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


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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

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

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

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

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

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

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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).

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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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Effective: August 22, 2011

West'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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

Effective: November 30, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

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

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

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Chicago Public Schools Policy Manual

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

Section: 302.6A

Board Report: 10-0728-PO4

Date Adopted: July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

POLICY TEXT:

I. Purpose and Goals

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

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

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

II. Scope of the Policy

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

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

III. Definitions

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

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

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

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

Achievement Level 1: Shall mean the rating for:

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

Achievement Level 2: Shall mean the rating for:

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

Achievement Level 3: Shall mean the rating for:

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

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

ISAT: means the Illinois Standards Achievement Test.

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

PSAE: means the Prairie State Achievement Examination.

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

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

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

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

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

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

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

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

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

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

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

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

B. Determinations

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

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

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

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

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

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

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

1. ISAT Mathematics – 6 possible points

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

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

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

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

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

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

2. ISAT Reading – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Attendance – 6 possible points

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

B. High School Indicators, Standards and Scoring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. **ACT Score – 6 possible points**

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

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

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

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

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

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

4. PS&AE 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 PS&AE reading results averaged from the two most recent school years. To determine current status, the school's PS&AE 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 PS&AE 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 PS&AE 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 PS&AE reading assessment automatically earn 1 point regardless of improvement.

5. PS&AE 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 PS&AE mathematics results averaged from the two most recent school years. To determine current status, the school's PS&AE 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 PS&AE 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 PS&AE 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 PS&AE mathematics assessment automatically earn 1 point regardless of improvement.

6. PS&AE 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 PS&AE science results averaged from the two most recent school years. To determine current status, the school's PS&AE 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 PS&AE 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 PS&AE 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 PS&AE 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:

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CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. *Rationale and Importance for Space Utilization Standards*

1. *Education*

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

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

2. *Operations*

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

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

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

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

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

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

C. *Summary of Standards*

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

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

II. Core Concepts

A. *Elementary Schools - Definitions*

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

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

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

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

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

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

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

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

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

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

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

B. Elementary Schools - Calculations

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

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

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

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

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

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

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

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

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

³ equal to # of Allotted Homeroom Classrooms X 30

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

C. High Schools - Definitions

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

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

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

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

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

D. High Schools - Calculations

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

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

² equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

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

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

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

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

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

Sharing Space

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

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

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

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

II. Space Utilization for Each School Building

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

III. Conclusion

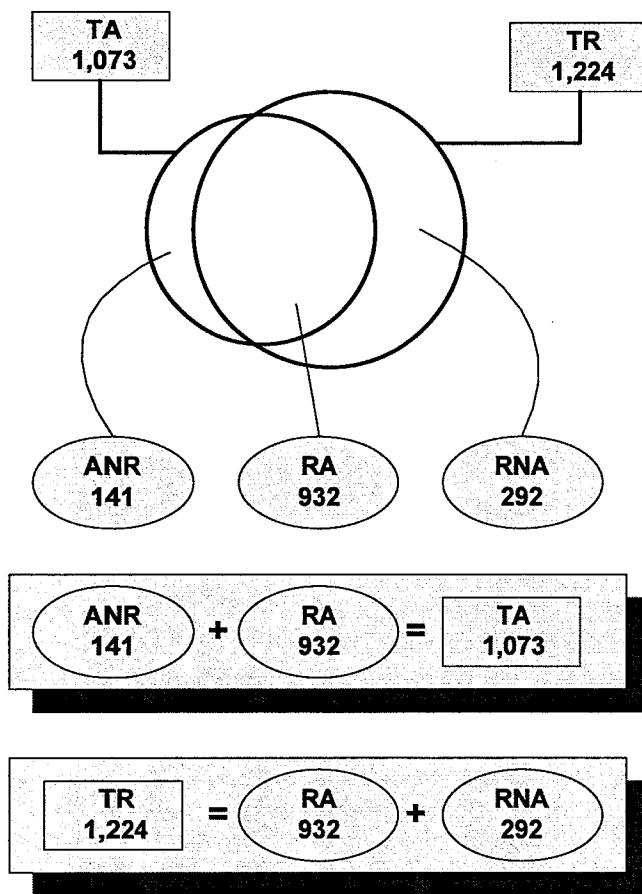
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

Appendix A

Key School Demographics Statistics and Indicators

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

Example - School A



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

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

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

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

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

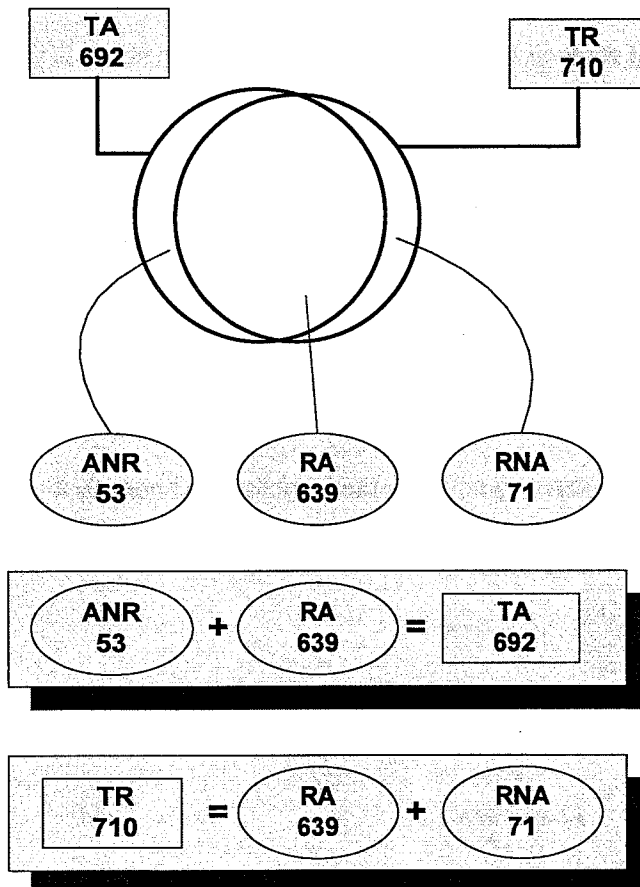
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

Example – School B



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

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

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

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

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

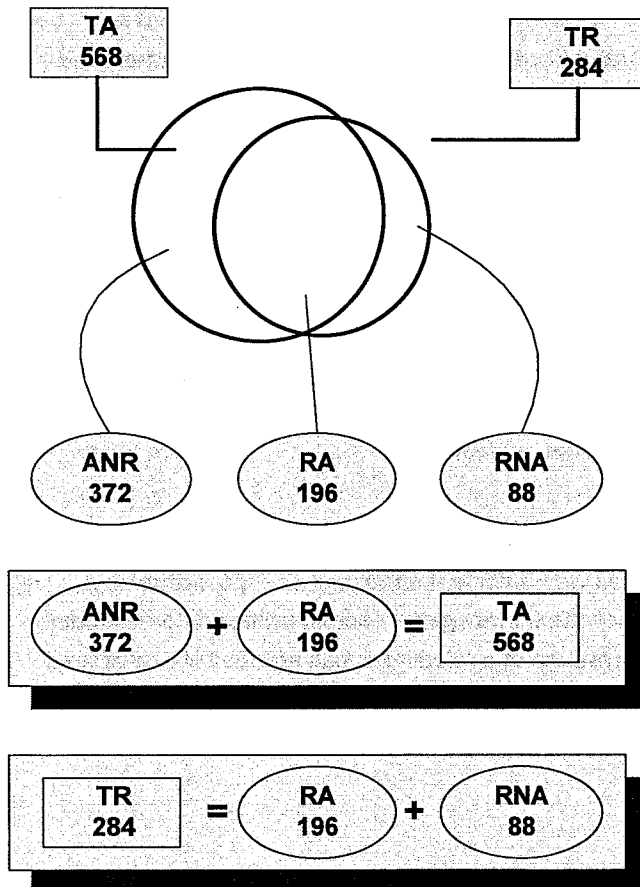
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

Example – School C



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

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

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

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

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

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

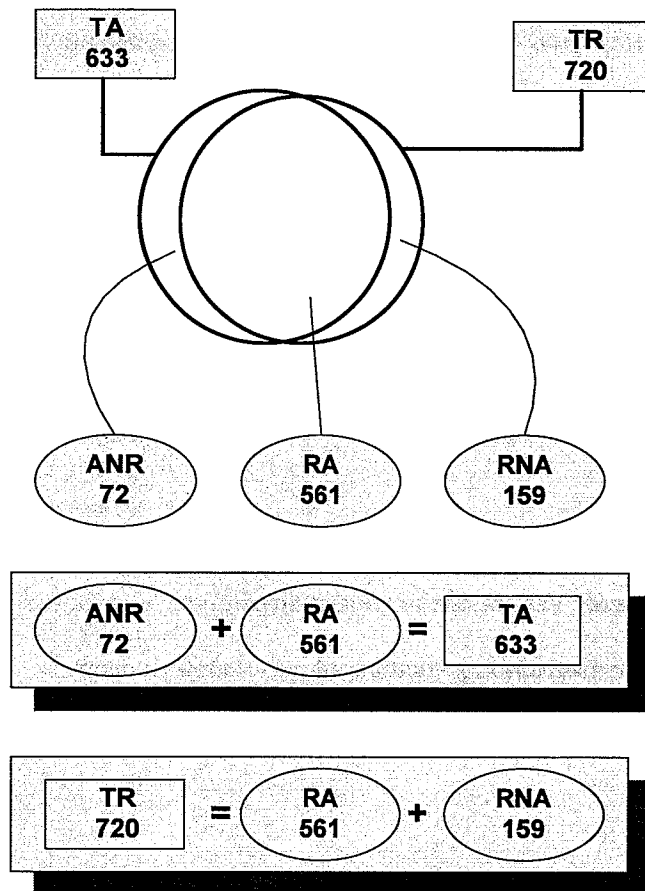
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

Example – School D



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

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

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

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

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

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

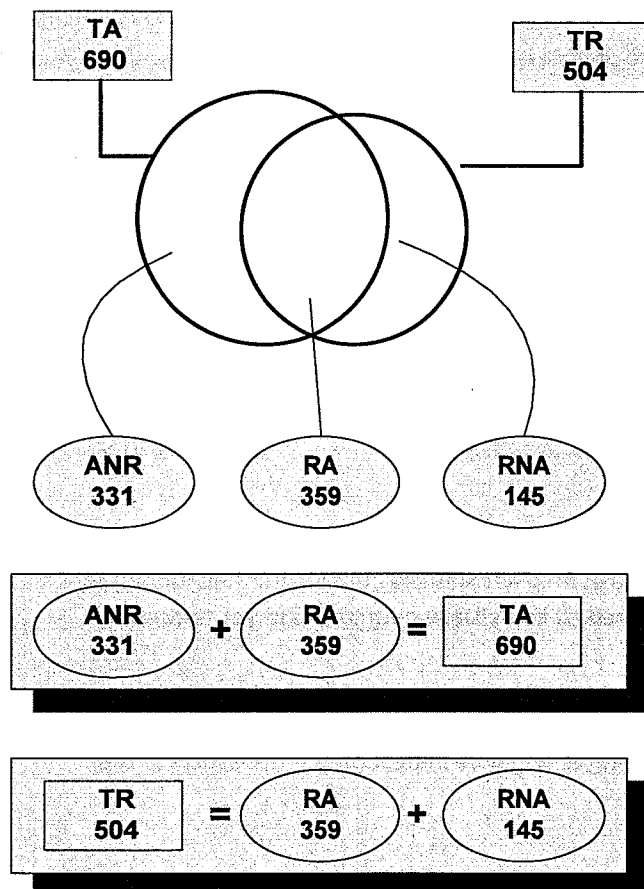
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

Example – School E



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

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

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

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

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

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

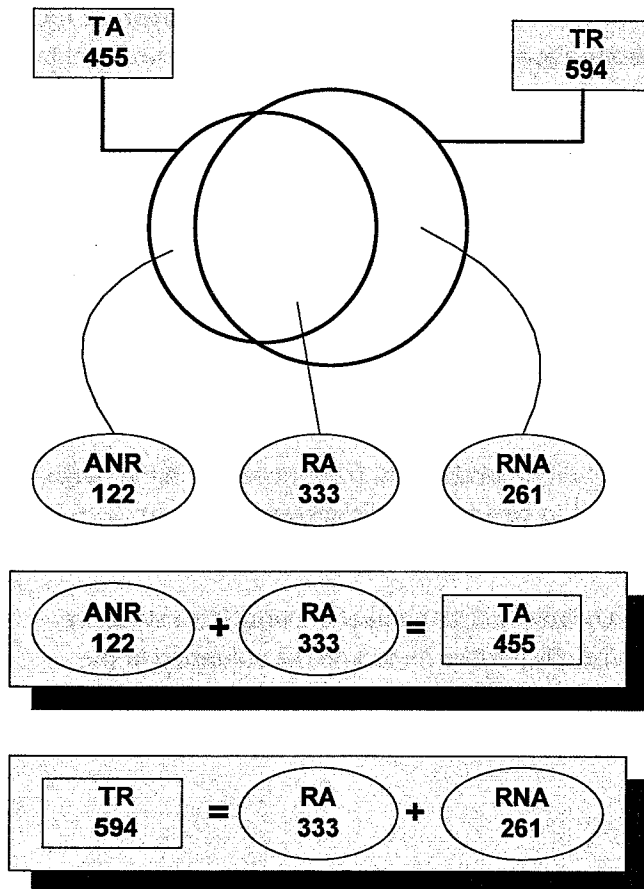
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

Example - School F



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

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

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

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

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

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

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

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

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

Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]

15

GUIDELINES FOR SCHOOL ACTIONS¹
2012-2013 SCHOOL YEAR
("Guidelines")

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

Space Utilization

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

Grade Alignment

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

2. Constraining Factors

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

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

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

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

3. Additional Information to Consider

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

[http://www.cps.edu/About CPS/Policies and guidelines/Documents/SpaceUtilizationStandards.pdf](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

16

**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.

C

17

CHICAGO PUBLIC SCHOOLS

For the Proposed Closing of Goodlow Elementary
and Welcoming at Earle Elementary, Relocated at
the Current Goodlow Elementary Building
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 9, 2013,
at Lindblom Math and Science Academy, 6130 South
Wolcott Avenue, Chicago, Illinois, commencing at
5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MS. AARTI DHUPELIA,

Deputy Chief of Staff

MR. ANTHONY MCPHEARSON,

Chief of Staff for ITS

MS. TERESA WALTER,

Curriculum and Instruction Officer

MR. ADRIAN WILLIS,

Englewood-Gresham Network Chief of Schools

Reported by: Kimberley M. Titsworth, CSR

License No.: 084-004670

1	SPEAKERS	
2	Alderman Toni Foulkes.....	12
3	Michael Walsh.....	16
4	Student P.C.	19
5	Student P.S.	22
6	Ursula Phillips-Levi.....	24
7	Alderman Toni Foulkes.....	26
8	Maurice Banks.....	26
9	*Darlene O'Banner.....	28
10	*Angel Goldman.....	32
11	Student S.P.	35
12	LaVerne Rankins.....	35
13	Earskin Leach, Jr.	37
14	Ursula Phillips-Levi.....	39
15	Clifford Fields.....	40
16	Angel Goldman.....	42
17	Matthew Luskin.....	43
18	Jesus Campazano.....	46
19	Darlene O'Banner.....	47
20	Parthenia Barnes.....	51
21	LaVerne Rankins.....	53
22	Student A.R.	54
23	Student A.G.	55
24	Ursula Phillips-Levi.....	56

1	SPEAKERS	
2	Tamara Topps.....	60
3	Student K.O.	61
4	Student P.S.	62
5	Parthenia Barnes.....	63
6	Michael Walsh.....	64
7	Darlene O'Banner.....	67
8	Student T.L.	68
9	Ursula Phillips-Levi.....	68
10	Student J.S.	70
11	Student L.B.	70
12	Student P.S.	72
13	Student A.R.	72
14	Student A.G.	73
15	Parthenia Barnes.....	74
16	Student R.S.	76
17	Melanie Goldman.....	77
18	Angel Goldman.....	78
19	LaVerne Rankins.....	80
20	Student J.S.	81
21	Student D.B.	84
22	Student M.B.	84
23	Student S.P.	85
24	Student T.B.	86

1	SPEAKERS	
2	Student B.S.	87
3	Kenneth Shaw.....	87
4	Brenda Shiller.....	89
5	Betty Phillips Deer.....	90
6	Beverly Gill.....	93
7	Student M.W.	95
8		
9	* - Submitted hard copy testimony	
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1 MS. DHUPELIA: Good evening, everyone. It is
2 5:00 p.m., so we'll begin the meeting. I first
3 want to thank you all for coming tonight to
4 speak to us. This meeting is a continuation of
5 a process that's been underway for over four
6 months, hearing from over 20,000 people
7 throughout the city.

8 My name is Aarti Dhupelia. I'm the
9 Deputy Chief of Staff of Chicago Public Schools.
10 And also with me tonight to facilitate this
11 discussion is Tony McPhearson, Chief of Staff
12 for IT at CPS, and Terry Walter, Chief of
13 Curriculum and Instruction at Chicago Public
14 Schools.

15 We are here on behalf of CEO Barbara
16 Byrd-Bennett and the Board to listen to you
17 tonight. I would like to also introduce a few
18 other individuals who are here with us. First,
19 our Network Chief for the Englewood-Gresham
20 Network, Mr. Adrian Willis. I also want to
21 introduce from Chicago Police Department -- we
22 have with us tonight Captain Ed Kobeda
23 (phonetic) over here.

24 And I want to reiterate that the

1 purpose of the meeting tonight is to allow CEO
2 Byrd-Bennett and the CPS Board office to hear
3 from you about the specific school action
4 proposal that's under discussion this evening.
5 I want to emphasize that there is a court
6 reporter here with us tonight, recording every
7 single word that is said, as well as a CPS note
8 taker, with the laptop down there, that's taking
9 additional notes. These notes will be provided
10 directly to CEO Byrd-Bennett and the Board
11 office for their review.

12 Tonight is the first of three meetings
13 that we have before a Board vote on this school
14 action. The second meeting will be at Harper
15 High School this Thursday, April 11th, 7:30 to
16 9:30 p.m.; and the public hearing, the final
17 meeting, will be Wednesday, April 17th, 8:00 to
18 10:00 p.m., at CPS Central Office.

19 And I want to pause there and mention
20 one thing, which is that on your orange handout
21 that you would have received on the way in, it
22 says Thursday, April 17th, is the time of the
23 public hearing but that should read Wednesday,
24 April 17th, 8:00 to 10:00 p.m., at CPS Central

1 Office. So please note that change and
2 apologies for that error.

3 The action proposed under discussion
4 this evening is the proposal to close Goodlow
5 Elementary and welcome students at Earle
6 Elementary, with Earle relocated to the current
7 Goodlow building. I want to keep the remainder
8 of my comments short because we do want to spend
9 most of tonight hearing from you, but I do want
10 to spend a couple of minutes calling your
11 attention briefly to the handout that you should
12 have received when you came in. It looks like
13 this.

14 On Page 1, the map in the center shows
15 the location of all the schools involved in the
16 proposal. And on both sides of the map, there's
17 an overview of historical enrollment data, as
18 well as a summary of how students in all schools
19 involved will benefit, including a new STEM
20 program. On the bottom of the page, is more
21 information on how to learn more and where to
22 direct additional questions. You may call 311,
23 the city services, or visit
24 www.cps.edu/qualityschools.

1 If you turn to the second page, the box
2 at the top of the page outlines the future
3 location of students from all schools if this
4 proposal is approved. The rest of this page
5 outlines many of the questions that are
6 frequently asked by families, including
7 information on how to consider enrollment in a
8 different school option, safety and security
9 plans. For example, that every school action
10 will receive safe passage, with CPS and the
11 Chicago Police Department working with
12 communities to develop safe routes, as well as
13 how teachers will be reassigned and how programs
14 will be transferred.

15 On Page 3, as part of our proposals,
16 we're looking to reinvest to support students,
17 both in schools that are closed, as well as
18 those that welcome students. This third page
19 outlines those investments that will go into
20 every welcoming school, such as A/C in every
21 classroom that doesn't currently have it,
22 interior improvements to schools, iPads for all
23 students in the 3rd to 8th grade and, again, a
24 safety and security plan that includes both safe

1 passage and equipment upgrades for the schools.
2 In addition, in the box at the bottom of this
3 page, there is contact information on how to
4 reach support offices if you have specific
5 questions.

6 The final page, Page 4, shows the
7 potential boundary if this proposal is approved.
8 So with that said, I do want to thank you again
9 for your time this evening and I will hand it
10 over to Tony to begin public comment.

11 MR. MCPHEARSON: Thanks.

12 Good afternoon, everyone. Once again,
13 my name is Anthony McPhearson. I'm the Chief of
14 Staff for the Technology Department at Chicago
15 Public Schools. I am here to help facilitate
16 the public comment portion of this meeting,
17 which we feel is the most important piece of it.

18 The main purpose here is to hear your
19 thoughts, to hear your comments, to ensure that
20 your voice is being heard, properly recorded and
21 then that information will be taken back to our
22 CEO, Barbara Byrd-Bennett, along with our Board
23 members, to review and assess.

24 So before we get started with public

1 comment, I want to go over a few guidelines so
2 that the public participation piece kind of
3 flows over the next two hours. So the first
4 thing I want to highlight is that each speaker
5 has to sign in at the registration table and
6 that you'll be given two minutes to speak --
7 given exactly two minutes to speak today. I
8 respectfully ask for speakers to conclude their
9 comments at the two-minute point, so that other
10 speakers have an opportunity to also get up and
11 speak.

12 In order to facilitate the -- or in
13 order to help you work through the two-minute
14 comments, we have a timekeeper here, to my left,
15 who will just show you time cards as friendly
16 reminders of how much time you have left; okay?
17 When she gets to the stop card, that means that
18 you have to conclude your comments.

19 We also want to remind you all that the
20 sign-in sheet will be available and open to
21 anyone who wants to speak throughout the
22 duration of the meeting and we will not shut
23 down the sign-in sheet until 7:00 o'clock. So
24 you have time throughout the entire meeting, if

1 you'd like, if you're not comfortable right now
2 with signing up but like to sign up later on.
3 You're welcome to go to the sheet at any time
4 within the two-hour period and sign up to speak.

5 As Aarti mentioned earlier, if you are
6 not comfortable with speaking today, there will
7 be two additional meetings held for you to share
8 your comments. One is this Thursday, from 5:00
9 to 7:00 -- I'm sorry, from 7:30 to 9:30, at
10 Harper High School; and then there's the public
11 hearing, which is next Wednesday, April 17th,
12 from 8:00 p.m. to 10:00 p.m., at the Central
13 Office.

14 I also want to let you all know that if
15 there are any Spanish speakers in our audience
16 that we do have a Spanish translator. She is to
17 my right, and she's waving her hand. Please see
18 her if you need your comments translated or if
19 you need any of the things that we're saying up
20 here translated in Spanish.

21 So that kind of highlights the
22 guidelines for the next two hours. But before I
23 open up to the public for comments, I would like
24 to first acknowledge Alderman Toni Foulkes,

1 who's here in the audience with us. And I'll
2 give her a couple minutes to say a few words.

3 ALDERMAN FOULKES: Good evening, everyone.
4 First, I want to clear up some things. I heard
5 that there was a petition going around, and I'm
6 fine with the name change. I'm fine with that.
7 Some insinuations that it was political and it
8 had something to do with me.

9 I want you all to know the last time
10 that I talked to CPS was the day that they
11 called me to tell me my -- the status on my
12 schools. Anyone behind you can verify that.
13 I'm telling you all that. So I don't know what
14 someone else said. So I want to clarify that.

15 I fought for every school in my current
16 ward, not my new ward. I didn't get those
17 schools. The ones that you -- in my boundary
18 that I was elected to because you all parents
19 elected me. So I fought and I thought we did
20 very well with having the schools stay open and
21 a little disappointed when I heard the rumblings
22 that was going on because we've got some people
23 in Chicago that schools are closing down, the
24 buildings are closing down and they're going to

1 be boarded up and they don't know where their
2 kids are going to have to go to school. So I
3 just want to clarify that.

4 If anyone needs to talk to me, you can
5 call my office. If you have a pen -- you don't
6 need to write it down. 311, Ward 15. So you
7 can talk to me or my staff and don't have to
8 listen to what they say. Because I don't know
9 who they is, I don't know where they live. So I
10 just want to clarify that.

11 The second thing, your babies are here
12 and the most important thing is our children.
13 We need them to be educated, we need them to be
14 educated well. I need them to be educated so
15 when I get 65 they'll be educated, going to
16 school, going to college, getting a job, paying
17 taxes to pay my Social Security, everybody
18 else's Social Security and whatever government
19 subsidies we need, taxes to keep the schools
20 open. You see how this thing works?

21 So I love all of you. I love all my
22 kids, and I fought for you all. And you can
23 talk to any principal in the 15th Ward. They'll
24 tell you. I went all the way to Springfield to

1 testify to keep these -- to keep our schools
2 open. So please think about we have children
3 here. Think about what you're -- what they're
4 seeing in our parents, okay?

5 And I'm a tell you one story and I'm a
6 sit down because I've got -- you know, today is
7 choir rehearsal. So real quick and I've shared
8 this with a lot of people. There was a
9 little -- a dog who was pregnant. And while
10 that dog was pregnant, it was hit by a car and
11 then from the injury from the car the dog
12 dragged his hind leg; okay?

13 When the pups were born, each one of
14 her pups dragged that hind leg. Physically
15 nothing was wrong with them but they dragged
16 that hind leg because they saw their mother
17 walking that way. Are you feeling me? Are you
18 feeling me?

19 So it's about our children, and we're
20 sitting real good. Our kids -- Goodlow, your
21 kids don't have to go anywhere. They're there.
22 As far as gangs, we're going to handle that. If
23 we have any problems -- I've been undercover
24 alderman many times over at Fairfield. I'm out

1 there with jeans, hat -- baseball hat turned
2 backwards. They didn't know who I was. I had
3 to call the police. I said it's too many of
4 them. I do what I have to do for my ward. I
5 was born here, all right?

6 So if you need me, give me a call. If
7 you hear anything that may not sound right,
8 don't listen to they because I'm still trying to
9 find out they address; okay? Thank you very
10 much.

11 MR. MCPHEARSON: Thank you, Alderman Foulkes.

12 So we're going to open up for public
13 comment. I'm going to call the first three
14 speakers. The first speaker, when you get
15 here -- or all speakers, when you get here,
16 please cite your name, spell your name for the
17 court reporter. It's going to be entered into
18 the permanent record. And mention your
19 affiliation with the school and kind of why
20 you're here.

21 So I'll start with the first speaker,
22 Michael Walsh. After Michael speaks, P.C. and
23 P.S. I'd like for you to get ready to speak
24 next.

1 MR. WALSH: Good evening. My name is Michael
2 Walsh, M-i-c-h-a-e-l, W-a-l-s-h. I'm the gym
3 teacher at Goodlow.

4 The first thing I wanted to ask was
5 could CPS send a representative from Strategy,
6 Research and Accountability to meet with the
7 staff at Goodlow and show us how value-added
8 math and reading scores were calculated? We
9 were looking at some of the data, and it didn't
10 really seem to add up.

11 I had another question. This one is
12 specifically for Mr. Willis. Mr. Willis, in
13 2011 was Earle School investigated for
14 irregularities or cheating on the ISAT Test?

15 Mr. Willis?

16 MR. MCPHEARSON: So, Mr. Walsh, we're here to
17 listen to public comment, to document your
18 concerns, your comments. And then we'll make
19 sure that information is recorded and passed on
20 to our leadership team.

21 MR. WALSH: I would still like to know that
22 because we're wondering why Earle is considered
23 the higher performing school when Goodlow's test
24 data was better. And the calculations that CPS

1 said were going to be important don't really
2 seem to add up. And if there was cheating, I
3 don't think the data should be used to calculate
4 those scores.

5 So could I have a promise, actually,
6 Mr. Willis, that you'll send a representative
7 from Strategy, Research and Accountability out
8 to Goodlow to meet with the staff?

9 MR. MCPHEARSON: So, Mr. Walsh, I don't want
10 to interrupt you but I do want you to know that
11 we do have a note taker here and, also, the
12 court reporter, who's documenting each and every
13 word carefully. That information will be taken
14 back -- will be documented and taken back to --

15 MR. WALSH: Do I get a promise, though, from
16 you guys? I would really appreciate a promise
17 that you'll send someone out.

18 MR. MCPHEARSON: We do promise that we are
19 listening, we are recording and we'll give this
20 information to our CEO and Board office and they
21 will review it, absolutely.

22 MR. WALSH: Could I have a promise from
23 Mr. Willis that you will send someone out?
24 Mr. Willis, I'll sit down as soon as you give me

1 a promise.

2 MR. MCPHEARSON: So Mr. Willis is not going
3 to speak today but we are --

4 MR. WALSH: Mr. Willis, come on, you're our
5 leader. Could you please give us a promise? We
6 just want some clarity.

7 MR. MCPHEARSON: Mr. Walsh --

8 MR. WALSH: Just give us a promise, please,
9 Mr. Willis. Who's in charge here? Are you the
10 boss? Come on, Mr. Willis.

11 MR. MCPHEARSON: Mr. Walsh, so you're past
12 the two-minute period. We have --

13 MR. WALSH: I would just like a promise,
14 please.

15 MR. MCPHEARSON: Mr. Walsh --

16 MR. WALSH: Can we get a promise?

17 MR. MCPHEARSON: We've documented all of your
18 comments, and we will make sure that we get that
19 information to the appropriate people to review
20 it.

21 MR. WALSH: I would just like to add one last
22 thing.

23 MR. MCPHEARSON: If you don't mind, we really
24 need you to conclude, so that --

1 MR. WALSH: I will.

2 MR. MCPHEARSON: -- our other speakers have
3 the opportunity that you have to speak.

4 MR. WALSH: I feel that there's been a cover
5 up, that CPS has cooked the books and that the
6 calculations are not accurate and I would really
7 like those to be reviewed. And I would like
8 someone to come out and meet with us and show us
9 exactly, step-by-step, how those scores were
10 calculated. Thank you very much.

11 MR. MCPHEARSON: Thank you very much.

12 We would like for P.C. to come up,
13 please.

14 STUDENT P.C.: Hi. My name is P.C., and I'm
15 here to represent Goodlow Magnet School. Let me
16 start off by saying this. Goodlow means
17 everything to me. I've been a student at
18 Goodlow since kindergarten. I am now an 8th
19 grader. I definitely would not like to see my
20 school closed down.

21 Since I've been at Goodlow, I have
22 learned so much academically. I have so many
23 memories I will never -- that will never go
24 away. Now that I realize that my school may not

1 be here, I will have no school to come back and
2 visit or to share my successes with.

3 I feel that Goodlow has been in my life
4 as long as I can remember. In addition, it has
5 been a part of my family legacy from generation
6 to generation. My entire family has basically
7 been a part of the school and I will be the last
8 graduate from Goodlow out of my family. To
9 come -- to close Goodlow and change its name is
10 hurtful.

11 I really care about the school. I
12 don't plan on just leaving and not considering
13 about the other students that are behind me. I
14 truly don't understand why our school should
15 close because Goodlow School and staff has been
16 an important part of the community that has
17 changed lives.

18 Goodlow has higher scores and great
19 teachers. So what's the point in it closing? I
20 don't understand. If you say you're doing this
21 for the students, you aren't. You don't
22 understand how much hurt you're putting us
23 through and our feelings are not being
24 considered.

1 Finally, about our teachers, I feel as
2 if the teachers are like a family to me. I
3 learn so much and can say so many good things
4 about them. When I wanted to give up, I could
5 talk to my teachers. They encouraged me by
6 telling me keep your head up, you're moving
7 towards -- you're working towards a great
8 future.

9 If our scores are so high, why keep --
10 why not keep our teachers? Why change what's
11 working? We are a family and a family doesn't
12 give up easily. They fight for what they
13 believe in. We're going to fight until we win.

14 MR. MCPHEARSON: Thank you, P.

15 All right. I'd like to call up our
16 next speaker, P.S. Before Ms. S. gets to the
17 microphone, I'd like to repeat a couple things.
18 Number one, we are here to listen to you, we are
19 here for you, to hear your comments and your
20 thoughts. We will ensure that those comments
21 and thoughts are recorded and that that
22 information is passed on to our chief executive
23 officer and our Board office, okay?

24 Second, when you get to the microphone,

1 please, again, spell your name and you have two
2 minutes to say your comments -- state your
3 comments. Thank you.

4 STUDENT P.S.: Hi. My name is P.S., and I am
5 an 8th grader at Goodlow Magnet School. And I
6 am here to talk to you about a few things that's
7 been on my mind about the changes that are
8 supposedly happening at Goodlow. I have been at
9 Goodlow since preschool and I have built a
10 strong relationship with a lot of the staff
11 members here at Goodlow, especially the teachers
12 that have seen me grow up, like my science
13 teacher, Ms. Barney. She has known me since 2nd
14 grade, and I have learned so much from her.
15 Also, my reading teacher, Mr. Morrow. He has
16 known me since 6th grade. He has been an
17 awesome teacher and mentor to me.

18 As you see, I have built a strong
19 foundation here at Goodlow, and I would not like
20 to see it go away. Goodlow means the world to
21 me, and I am willing to fight to the end to keep
22 my school. Also, the foundation I have built
23 here at Goodlow as a student is very strong and
24 watching it all go down the drain is not an

1 option. And with me being here so long, it
2 feels as if a part of me is being taken away
3 because I have relatives here that will be
4 affected by this. They're saying that this
5 change is for the kids, but they are not
6 understanding the kids are suffering because of
7 this.

8 But there is one thing that has me
9 thinking. Why do our teachers have to leave
10 when they worked so hard to get our grades and
11 scores so high? Goodlow has some wonderful
12 students and some awesome staff members but
13 there's two people that no one is really talking
14 about, and that's our strong, fun and motivated
15 principal and assistant principal, Mr. Sadiki
16 and Mr. Huff.

17 They came to our school to make a
18 change, and they have accomplished that goal.
19 Our school has changed so much because of them.
20 They also keep us motivated and tell us to keep
21 our heads up. They give me the energy to learn
22 and want me to do better. So that's why there
23 is no need to change anything at our school,
24 because we have the best, strongest principal

1 and assistant principal at Goodlow Magnet School
2 that's going to change and lead us kids to a
3 bright future.

4 MR. MCPHEARSON: Thank you for your comments.

5 The next speaker is Ursula Levi.

6 MS. PHILLIPS-LEVI: Yes. How you doing?

7 Ursula is U-r-s-u-l-a, last name is Phillips,
8 P-h-i-l-l-i-p-s, hyphen, Levi, L-e-v-i.

9 As a concerned parent, I asked myself,
10 why is the entire staff and student body of
11 Earle School taking over Goodlow? Goodlow staff
12 has a higher attendance rate than Earle staff.
13 Goodlow's student scores are overall better
14 across all grades than Earle. Earle has fewer
15 students than Goodlow School, yet they have more
16 misconduct incidents.

17 Englewood-Gresham Network Chief Adrian
18 Willis used to be principal of Earle School.
19 Alderwoman Toni Foulkes is a graduate of Earle
20 School and has hosted events there in an effort
21 to bring attention to the school's plight to
22 stay open.

23 Earle School has been on probation ten
24 years with their current staff. Goodlow School

1 has been on probation, as well, but their
2 administration is new, brand new, and they've
3 turned around. Earle School is in their fourth
4 year of being a turnaround school;
5 unfortunately, still with minimal results.
6 Earle has been the recipient of a new computer
7 lab and other funding that have made their way
8 to their school via the Englewood-Gresham
9 Network, with approval from Chief Willis. With
10 all of the misconduct incidents that have
11 occurred at Earle School, with a smaller
12 population than at Goodlow, why would you
13 replace Earle with Goodlow and there's more
14 kids?

15 Finally, why is CPS advertising that
16 Earle is a better school when clearly they are
17 not? And did Ms. Bennett really sign off on
18 what's happening with all the above facts made
19 readily available? Really? I've never heard of
20 the Office of Strategy, Research and
21 Accountability, but I would really like to know
22 what steps I need to take so the parents of
23 Goodlow can get that promise.

24 MR. MCPHEARSON: Thank you for your comments.

1 The next speaker, Maurice Banks.

2 ALDERMAN FOULKES: Can I say something real
3 quick?

4 MR. MCPHEARSON: Absolutely.

5 Maurice, if you can hold on for one
6 second.

7 ALDERMAN FOULKES: Just for clarification,
8 Alderman Foulkes went to Earle in the 2nd grade,
9 when they built Ralph J. Bunche. I went to
10 Ralph J. Bunche in the 3rd grade. I graduated
11 from Ralph J. Bunche, and I do meetings at all
12 of the schools. I have not had -- I had one at
13 Earle. I had one at Earle, I had one here. So
14 I just want to clarify that. I graduated from
15 Ralph J. Bunche. Call me, don't listen to they.

16 MR. MCPHEARSON: Okay. Thank you very much,
17 Alderman.

18 So Maurice Banks. We'd like for
19 Maurice to come up.

20 MR. BANKS: Hello. My name is Maurice Banks,
21 M-a-u-r-i-c-e, B-a-n-k-s and I am the
22 grandparent of J. and D.P., who are students, I
23 believe in the 1st and 2nd grade, at Goodlow.
24 And this is my problem with everything -- what's

1 going on. See, these schools are being
2 consolidated for the purpose of fixing a budget
3 here in Chicago or whatever the case may be.
4 It's a money issue and what I don't understand
5 is that way back when, when they started the
6 lottery and when they did this Skyway thing from
7 Indiana to Chicago and different things like
8 this, it was supposed to be money allotted from
9 these programs to CPS. And I don't understand
10 what happened to this money or why it was taken
11 away or why it's not given to CPS like it was
12 supposed to be.

13 I'm not for any school closing. Any
14 school closing. We need more teachers, just
15 like we need more public safety officers. We
16 need more teachers. Instead of closing these --
17 I mean, instead of closing these schools and
18 replacing one with the other, they ought to be
19 trying to bring them together, teachers,
20 students and parents. Bring them all together.
21 That's the way I look at it.

22 You know, the mayor is about to spend
23 \$300 million on a riverwalk program, when that
24 could be going to schools. How is you going to

1 fix up the river and forget about our kids? It
2 don't make sense to me. 300 -- \$3 million for a
3 project over here at Wrigley Field. They have
4 an owner who's willing to spend all the money
5 necessary to do whatever need to be done over
6 there. Don't need taxpayer money for that.
7 That's all I got to say.

8 MR. MCPHEARSON: Thank you very much,
9 Mr. Banks.

10 I'd like to call up our next speaker,
11 Darlene O'Banner. Thank you very much.

12 I just wanted, before you get started,
13 to remind anyone that if you have any written
14 materials or anything that you want to be
15 entered into the permanent record, please bring
16 it up and we'll hand it to our court reporter
17 and we'll make sure that that information gets
18 added. Thank you.

19 MS. O'BANNER: Good afternoon. My name is
20 Darlene, D-a-r-l-e-n-e, O'Banner, O, apostrophe,
21 capital B, as in boy, a-n-n-e-r.

22 I am an LSC community. I also
23 represent my neighborhood, and I'm also a PAC
24 chairperson. So the 14th Amendment, parents

1 have the right to be heard, have to assess the
2 school records in a timely manner and a right to
3 know educational recommendations that are being
4 made for their child. So that 14th Amendment,
5 anything that's out there, we're supposed to
6 have that information.

7 And I just have general questions about
8 the proposed closure of Goodlow. The
9 residents -- if the name has to be changed, to
10 keep peace in the neighborhood we're asking that
11 whatever happened at the end or whatever is
12 going to turn out to be, we want a new name, on
13 a new school. New name, new school, new
14 everything. That's safety for our children and
15 to keep the peace in our neighborhood.

16 I also want to know -- I had read about
17 the counseling, the tutoring when the schools go
18 into transition. How long do we hold that
19 status, a transitional status? Which counselors
20 will be used? Are you going to bring in private
21 counselors to come in to talk with our students
22 or -- who need the support with the transition?
23 I feel that we don't need private counselors to
24 do that. I feel that we need to work with staff

1 that's already there with both sets of children
2 from Earle and Goodlow. Now when I'm talking,
3 I'm talking about all the kids, everyone.

4 I need to know right now is Earle's
5 status a STEM school now? Is that the proposal,
6 that we're going to be a STEM school? And what
7 endorsements need to be taught (sic) for a
8 teacher to have to teach at a STEM school? And
9 if Earle is the welcoming school, their teachers
10 will come first. And if they don't have the
11 proper endorsement, then what happens then if
12 they don't have the proper endorsement teaching
13 a STEM school?

14 And everything that they're saying that
15 they're going to promise our school, with the
16 labs and additional books, the learning
17 materials -- will we have SMART boards for every
18 class? If so, when? Will we see this when we
19 go back in August?

20 MR. MCPHEARSON: Can you conclude your
21 comments as soon as possible?

22 MS. O'BANNER: Okay. For the FOI, Freedom of
23 Information Act, do I need to request the
24 dashboard information for Earle School for three

1 years? I would like to see the data that says
2 that Earle's performance is higher than Goodlow.
3 When I went to ISBE and I did the comparison,
4 that's not what I'm seeing.

5 MR. MCPHEARSON: Thank you.

6 MS. O'BANNER: And I had other little things
7 on here. That's why I gave you a copy. So will
8 I be able to sign it again if we don't take up
9 this two hours? Because I was told that we can
10 sign it again and talk again. Is that true?

11 MR. MCPHEARSON: After all the speakers have
12 given their comments and there are no additional
13 speakers, if there's time, absolutely.

14 MS. O'BANNER: Okay. If I go down for
15 additional time after everybody talks?

16 MR. MCPHEARSON: Yes.

17 MS. O'BANNER: Okay. Thank you.

18 MR. MCPHEARSON: Thank you very much.

19 So before I call up the next speaker, I
20 just want to go through a couple other items. I
21 wanted to remind everyone that in your handout
22 there's very important information in your
23 handout. So for those of you who have it,
24 please look through your handout. It has

1 information about the proposed school action.

2 Also, on the CPS Web site, there's
3 additional information. You can go to the main
4 CPS Web site, cps.edu, and there's information
5 out there, as well. If you prefer to talk with
6 someone directly, please call 311 and 311
7 representatives will be able to assist, as well.

8 So let's call up the next speaker,
9 Angel Goodman (sic).

10 MS. GOLDMAN: My name is Angel, A-n-g-e-l,
11 Goldman, G-o-l-d-m-a-n.

12 Good afternoon. I am a parent
13 representative for Elaine O. Goodlow School. I
14 am concerned about the close and the relocation
15 process used to determine that Goodlow staff
16 will be replaced by Charles Earle School in the
17 fall of 2013.

18 According to the letters sent home to
19 parents, utilization was the factor used to
20 determine school closings. According to the
21 2011 and 2012 space utilization reports, Earle
22 is 61 percent, which means that they are
23 39 percent utilized; Goodlow is 34 percent,
24 which means that we are 66 percent utilized,

1 which means that Goodlow is closer to the
2 70 percent required needed to get off the school
3 closure list.

4 I am demanding a certified copy of the
5 utilization formula that you used to determine
6 the closure of Goodlow and a certified copy of
7 the data for Goodlow and Earle's utilization
8 total percentages ASAP. I am certain that this
9 information is a public document.

10 According to the Illinois State Board
11 of Education Report Card and the Chicago Public
12 Schools Scorecard for the fall of 2012 and 2013
13 school year, Goodlow had the higher enrollment,
14 higher attendance rate and our use of space was
15 higher than Earle School. Please read the
16 attached data for each school.

17 In addition, if you want to talk about
18 performance, well, Earle School has been on
19 probation for ten years and has had, I believe,
20 two internal turnarounds and has interim
21 principals, a less experienced staff, teachers,
22 performed lower than Goodlow in all measures of
23 the ISAT last year but you say that our students
24 will receive improved instruction. Explain how.

1 Goodlow School already has a library, science
2 lab, computers and air-conditioning. So what
3 exactly are you offering? A hostile takeover?

4 MR. MCPHEARSON: Ms. Goldman, we need you to
5 conclude. Your two minutes is up.

6 MS. GOLDMAN: Next, you want to change the
7 name of our school. Well, Elaine O. Goodlow has
8 the first African-American principal of CPS.
9 That's culture and heritage that you want to
10 erase. We also have two African-American men as
11 leaders in our school, Mr. Sadiki, principal,
12 and Mr. George Huff, assistant principal. These
13 men represent a positive image for our children
14 as role models and mentors.

15 We often ask for black men at this
16 level of learning. Most men teach at the high
17 school level, yet you want them removed. Why?
18 Their presence alone is more than significant to
19 the children of Englewood. I stand here today
20 to represent Elaine Goodlow family. Yes, we are
21 small in numbers but we are the voice and
22 village rising and educating our students. It's
23 no is secret there is low --

24 MR. MCPHEARSON: Ms. Goldman --

1 MS. GOLDMAN: -- parent participation.

2 MR. MCPHEARSON: -- we have to ask you to
3 conclude, please. You're over your two minutes.
4 Thank you.

5 The next speaker is S.P. S.P.?

6 As a reminder, speakers, please state
7 your name, your affiliation with the school and
8 spell your name for the court reporter.

9 STUDENT S.P.: I don't want to close Goodlow
10 because I've been there since preschool and I've
11 been there since Ms. Lewis was the principal.
12 And now that -- I'm learning to be good because
13 Mr. Huff, like when he see me playing in the
14 hallway, he just shake me and make sure that I'm
15 doing right instead of the bad things, that I
16 won't get in trouble. This the first year that
17 I've known Mr. Huff, so I want to learn more and
18 I just don't want to close Goodlow. Thank you.

19 MR. MCPHEARSON: Thank you, S.

20 Next speaker, LaVerne Rankins.

21 MS. RANKINS: Excuse me, my voice. I just
22 got over the flu, so excuse me. But I am a
23 concerned parent -- first of all, my name is
24 LaVerne Rankins, L-a-V-e-r-n-e, Rankins,

1 R-a-n-k-i-n-s.

2 My issue is trying to keep the doors of
3 Goodlow open to our children. My daughter went
4 to Goodlow. Her scores was high enough to go to
5 Johnnie Coleman, where she graduated. And the
6 question I have about Mayor Emanuel talking the
7 talk but not walking the walk. And if it's
8 anyone probably in the audience -- I know you
9 all are staff -- I mean, on the Board. That
10 remember Mayor Jane Byrne, when that situation
11 was all this killing in Cabrini Green. That
12 woman mayor was woman enough not only to talk
13 the talk, she walked the walk.

14 She moved into Cabrini Green and
15 cleaned out Cabrini Green from apartment to
16 apartment, until she had it cleaned out. If
17 your name wasn't on the apartment, you had to
18 go. That stopped a lot of that shooting and
19 killing. And I just wanted to know, you know,
20 why do Mayor Emanuel want to close Goodlow when
21 the kids is doing so good in there, so good?

22 My daughter went there, now I'm taking
23 my grandson there. He's in the pre-K, and he's
24 doing very well. He told me today I love my

1 teacher. And I'm trying to help. You know, I
2 donate books, I donate hand cleaners,
3 sanitizers, whatever they need. I'm just a
4 concerned parent.

5 MR. MCPHEARSON: Okay. We need you to
6 conclude your comments.

7 MS. RANKINS: Okay. And I'm just -- like I
8 said, I just want to -- you know, a concerned
9 parent, trying to keep the doors of Cabrini
10 Green -- I mean, I'm sorry, of Goodlow open,
11 especially in the neighborhood. Thank you.

12 MR. MCPHEARSON: Thank you very much.

13 Earskin Leach is our next speaker.

14 Earskin, before you get started, I just want to
15 say that -- remind you guys that we are here to
16 listen to each and every one of you who would
17 like to speak and who has comments to share.
18 Again, we will take that information back to our
19 CEO and our Board of -- or our Board office and
20 share that information with them. So thank you.

21 MR. LEACH: How y'all doing today? My name
22 is Earskin, E-a-r-s-k-i-n, last name Leach,
23 L-e-a-c-h.

24 I just want to come out today to

1 express my feelings about our school closing.
2 I've been with Goodlow for 15 years. I do
3 security, I also coach basketball, flag
4 football, mostly whatever sport that we have
5 that's going on. And my concern is with you all
6 pushing the Goodlow staff out and bringing in
7 new staff. We have to think about the kids that
8 look at us as their second mother or their
9 second father or grandmother or grandfather.

10 And out of all the years that I've been
11 there, I've seen from one to two to three to
12 four, five, six generations come through, come
13 in and out of that building. I just want
14 everybody to give us a fair chance of showing
15 that we are capable of doing our jobs, that we
16 look out for the kids at our school. Also, we
17 don't even look out -- we don't just look out
18 for the kids. We look out for our kids'
19 parents.

20 The parents are a big part of this
21 movement and if we take our staff out of the
22 building it would be a downfall for our kids.
23 Because, just like I say, our kids, they look up
24 to us. They respect us, we respect them. And

1 as they go on in life, they should be -- also
2 have a place to come back to and say that I
3 graduated from Goodlow. Thank you.

4 MR. MCPHEARSON: Thank you, Mr. Leach.

5 Our next speaker is Tanisha Nuñez
6 Ramos. The next speaker is Tanisha Nuñez Ramos.
7 Is Tanisha in the audience?

8 If Tanisha is not in the audience,
9 we're going to move on to our next speaker. I
10 want to give Tanisha an opportunity, if she'd
11 like to speak, for her voice to be heard.

12 Okay. We're going to move on to our
13 next speaker, Ursula Phillips-Levi.

14 MS. PHILLIPS-LEVI: Do I need to spell my
15 name again?

16 MR. MCPHEARSON: No.

17 MS. PHILLIPS-LEVI: I had a concern about the
18 safety of the children. The concern wouldn't be
19 them walking from Earle to Goodlow. It would be
20 once they got to Goodlow. The children from
21 Earle, living from Woods, Hermitage, Paulina,
22 all of those children that way are in an
23 entirely different gang than the children on
24 this side of the street.

1 From Woods, Hermitage -- I'm sorry,
2 from Woods, Honore, Wolcott, Damen, going back
3 toward Goodlow, that's an entirely different
4 gang than the children from Woods, Hermitage,
5 Paulina, Ashland, the children that go to school
6 past Earle.

7 And, also, if you replace Goodlow
8 teachers -- the entire staff with Earle staff,
9 where the rapport for the parents? Not only are
10 they coming from a worse school, how are we to
11 trust that they're going to teach the children
12 the way they should and they're not doing what
13 they should be doing?

14 I'm thinking. I'm forgetting
15 something, but I'll just put my name back on the
16 list.

17 MR. MCPHEARSON: Thank you, Ms. Levi.

18 Our next speaker is C. Fields.

19 Mr. Fields, if you don't mind, can you spell out
20 your name?

21 MR. FIELDS: Capital C, l-i-f-f-o-r-d,
22 capital F, i-e-l-d-s, Sr.

23 All right. Good evening, everyone. My
24 concern is two things: The safety for our

1 children and how can -- I know we are a Level 3
2 school, just as well as Earle, but Earle is a
3 lower Level 3; okay? And we are a higher 3 than
4 Earle. How can you bring a lower 3 level to a
5 higher 3 level? What are they going to teach
6 our kids, how to be lower or higher?

7 You guys talk about replacing the staff
8 of Goodlow. I would feel better if you say
9 everybody got to reapply for they job. You just
10 trying -- y'all just saying that Goodlow staff
11 they're no earthly good for our kids but we're
12 going to bring Earle staff in here, who are
13 earthly good to our kids, and I don't think
14 that's fair. I think it's undoctrine (sic), I
15 think it is personal.

16 And if you guys get your personal
17 feelings out of it and look at the well-beings
18 of our kids -- I don't mind Earle children
19 coming to Goodlow. I don't -- that don't -- I
20 don't mind that. But if you're going to do
21 y'all own turnaround, you need to do it right.
22 Consolidation is not just the kids
23 consolidating. What about the staff
24 consolidating, too? So if you get rid of

1 Goodlow staff, Earle, guess what? Y'all need to
2 reapply for y'all jobs, too, because Goodlow got
3 love.

4 MR. MCPHEARSON: Thank you for your comments.

5 At this time, we do not have any
6 additional speakers but I would like to remind
7 everyone in the audience that we will leave the
8 speaker sign-up list there and available to you
9 until 7:00 o'clock. Please feel free to sign up
10 at any given time and we will put you on the
11 list and ensure that your comments get heard.

12 Okay. Angel Goodman (sic).

13 MS. GOLDMAN: I stand here today to represent
14 that Elaine Goodlow family. Yes, we are small
15 in numbers but we are the voice and village
16 rising and education (sic) our students.

17 It's no secret that there is low parent
18 participation in this area. So that is not a
19 factor. It has been for many years the
20 responsibility of a small group of parents,
21 along with teachers, administrators and staff,
22 to take ownership of the education of our
23 children and we will continue to do that. We
24 are planning to take any legal means necessary

1 to find out why CPS is going against their own
2 guidelines and procedures for this closure of
3 Goodlow and the relocation of Earle.

4 MR. MCPHEARSON: Thank you for your comments.

5 Matthew Lusk is our next speaker.

6 MR. LUSKIN: My name is Matthew Lusk. I'm
7 an organizer with the Chicago Teachers Union,
8 working with schools in this neighborhood, I'm a
9 CPS parent. I just want to say this is a
10 profoundly disrespectful process. This is a
11 school community that is here and wants a voice
12 in this, that's asking questions that aren't
13 getting answered and is asking for commitments
14 from CPS for information that you won't come
15 through on.

16 If there's one thing we're truly fed up
17 with, it's that -- this entire process, this
18 entire trick of getting us to pit one school
19 against another unnecessarily. When we talked
20 about this, we were told that these school
21 closings were for money, that this was because
22 we were broke because there was no other choice
23 and there are choices. I'm tired of hearing the
24 mayor and hearing CPS pat themselves on the

1 back, saying that they're making the difficult
2 decisions. It seems like taking schools away
3 from the lowest income communities in the city,
4 it seems like taking schools away from people
5 with the least political representation, taking
6 schools away that CPS admits are
7 under-resourced. That's the easy decision.

8 The tough decision would be to take
9 this money from the mayor's political donors,
10 take this money from the banks that are ripping
11 off our schools. So we should be clear, when
12 Penny Pritzker, a member of the Board of
13 Education and a billionaire heiress to the Hyatt
14 fortune, when her own hotel chain is walking off
15 with five and a half million dollars in TIF
16 money, money that comes out of our school
17 budget, and CPS says that they've saved half a
18 million dollars per school closing, it means
19 that the decision CPS has made, the decision
20 that Barbara Byrd-Bennett has made, the decision
21 that the mayor has made -- the decision they
22 have made is to close 11 schools in black
23 neighborhoods to pay the Hyatt, to close schools
24 to pay Bank of America, to close schools to pay

1 the corporate elite of Chicago.

2 We're tired of it. Our neighborhoods
3 aren't going to stand for it. People are going
4 to fight, right? And we know that this is a
5 fight that we're not going to win in these
6 hearings. These notes aren't going to be what
7 save our schools. What's going to save our
8 schools is the fight that happens outside of
9 these doors, right? When we go to our aldermen
10 or our state rep and our state senator. And
11 either they're going to support us on a
12 moratorium on school closings or we will picket
13 their offices until they're unemployed.

14 MR. MCPHEARSON: Mr. Luskin, can you conclude
15 with your comments?

16 MR. LUSKIN: So we should be clear that's
17 what saving our schools is going to take. And
18 we need to see a real investment in our
19 community, not more school closings in this
20 neighborhood. This is a failed policy. 75
21 schools already closed. It hasn't fixed our
22 problems yet.

23 MR. MCPHEARSON: Thank you for your comments.

24 Jesus Campazano?

1 MR. CAMPAZANO: There's no need to read my
2 name. I'm Jesus Campazano. I'm the community
3 organizer with STOP, South Side Together
4 Organizing for Power. I'm here today because
5 I'm fired up. I don't know about these people
6 right here, but I'm fired up; okay? I am fired
7 up, and I ain't gonna take no more; okay?

8 You don't know the amount of violence
9 we have here in this city, do you? I have
10 respect for only one person out of all you guys.
11 I have respect to -- and that's that officer
12 right there, okay? Because all you guys are
13 just here as puppets, seriously; all right?
14 You're not listening. You're just writing your
15 little notes, but you don't even care.

16 I went to the last Board meeting. You
17 know what Barbara Byrd-Bennett said? I don't
18 have to have these hearings, but I'm just doing
19 this as a formality. Excuse my language when I
20 say this but there's kids here and I represent
21 the parents here. But it's fucked up, okay?
22 So, yes, I am pissed; yes, I am fired up. Whose
23 schools?

24 THE AUDIENCE: Our schools.

1 MR. CAMPAZANO: And I hope since you're
2 taking notes you can tell Barbara Byrd-Bennett
3 that she ain't going to close 61 schools
4 whatsoever. And if she does, she's got to put
5 up with all of us, including thousands of more
6 in Chicago, because all she's doing is causing
7 more violence in this city. When you close more
8 schools, you cause more violence.

9 Children have to travel up to a mile --
10 are going to have to travel up to a mile for
11 their -- just to go to school, okay? Just to go
12 to school they're going to have to travel a
13 mile. Are you going to pay their
14 transportation? Hell no.

15 MR. MCPHEARSON: Mr. Campazano, please
16 conclude your --

17 MR. CAMPAZANO: Unless you have a solution --
18 I'm all ears. I'm listening. All I hear you
19 doing is -- and all I want to do is, whose
20 schools?

21 THE AUDIENCE: Our schools.

22 MR. MCPHEARSON: Thank you.

23 The next speaker, Darlene O'Banner.

24 MS. O'BANNER: Hi. I'm Darlene,

1 D-a-r-l-e-n-e, O'Banner, O-B-a-n-n-e-r.

2 To go back to -- if you're looking at
3 my -- I'm at No. 8 now. I need to know what is
4 in place for recess, okay? If you're trying to
5 put 700 kids together, what is the plan? I
6 didn't see nothing in nothing you gave us in
7 utilization talked about money put in there for
8 recess time for the safety of our kids and our
9 school is located too close to that park. So we
10 need to have some, you know, finalization on
11 that.

12 And how would the parents, the
13 community, the stakeholders, everyone -- after
14 we have this meeting, then we go to Harper
15 Thursday, then we go to the hearing on
16 Wednesday. How will we get the information on
17 and when will we get the information on this is
18 what it's going to be? Will we be lingering the
19 whole summer trying to figure out what is
20 transition?

21 And how will it be determined for the
22 ESP staff under the new budget, since they took
23 the quota positions out and everything? How
24 will we determine how we're going to keep our

1 ESPs and are we going to have aides there for
2 the school?

3 Security. How many will we have? Will
4 we have SS or the climate team until the
5 transition is over? Again, I need to know the
6 answers. How long is you going to say
7 transition? Do the transition last a year, a
8 year and a half? Would the climate team be
9 inside the building -- CPS climate team be
10 inside the building?

11 The parents with the safe passage. If
12 \$7.7 million is going to be spent in safe
13 passage, will our parents, our neighborhood be
14 selected to go out for those jobs for safe
15 passage or will you all go out into other
16 neighborhoods and bring other people here? If
17 so, where do these parents apply for these jobs?

18 What will happen to Goodlow's
19 principal? He's principal select up under LSC.
20 That's an LSC concern. How long do an appointed
21 principal stay until the LSC goes into principal
22 select?

23 With the combined schools together,
24 what level will we be? If you put Earle and

1 Goodlow together, will we stay at a Level 3 or
2 do that move us to a Level 2 or do you start
3 over fresh?

4 MR. MCPHEARSON: Ms. O'Banner --

5 MS. O'BANNER: One more question. And who
6 will be in contract (sic) with the railroad,
7 CSX? That's the railroad sitting behind the
8 school. Who's going to deal with them to do
9 what they're supposed to do to keep everything
10 clean and cut around that building for safety of
11 our students?

12 MR. MCPHEARSON: Thank you very much.

13 Okay. I want to remind folks of a
14 couple of things: A, again, the public
15 participation piece is available. You're able
16 to sign up, anyone who wants to speak, until
17 7:00 p.m. So I encourage you to do so if you
18 have any thoughts, comments that you would like
19 to share with us, any questions.

20 We are recording that information via
21 the court reporter and via the CPS note taker,
22 who's taking copious notes, and we'll take that
23 information and report it back to our CEO,
24 Barbara Byrd-Bennett, as well as our Board of

1 Trustees.

2 Also, we would like to remind people
3 that when you're a speaker to please say your
4 name clearly for the court reporter, please
5 spell out your name and, also, acknowledge your
6 affiliation with the school; okay? If you have
7 any written materials or any documents that you
8 would like to enter into the public record,
9 please bring those up and we'll ensure that it's
10 entered into the public record.

11 So I have a few more speakers.

12 Parthenia Barnes is our next speaker.

13 MS. BARNES: Hello. My name is Parthenia
14 Barnes, which is spelled P-a-r-t-h-e-n-i-a,
15 B-a-r-n-e-s.

16 I'm here today to find out one thing --
17 well, a couple of things. One, we're hearing
18 that Earle is going to take over Goodlow; okay?
19 One, why can't we be the opening guests for
20 Earle School? Why do Earle have to be the
21 greeting people of Goodlow when they're coming
22 to our school, which is not just our school,
23 it's our kids' school?

24 Number two, I have a special ed need

1 child. Earle doesn't have that. So who's going
2 to take over that position to teach my child
3 like he's been teaching now, from all F's, to
4 A's, B's and C's?

5 My next question. STEM. Who qualifies
6 for STEM? Do any of our teachers qualify for
7 STEM? What's the qualification for STEM?
8 Because, evidently, our kids -- our teachers
9 don't know. So we need to know that. And we
10 want to keep our school open not just for us but
11 for our kids.

12 I've been in Goodlow Magnet for four
13 years as local school council. I've been in
14 that area for 39 years, knocking on 40, thank
15 God. But we don't want to bring both schools --
16 if we're going to bring it together, we need
17 officers at every block to make sure our kids
18 and everyone else's kids get home safely. Can
19 you all guarantee that?

20 MS. PHILLIPS-LEVI: And when they get to
21 school.

22 MS. BARNES: Amen. Now we just need y'all
23 opinion on what you all feel that needs to be
24 done because right now it's not solving any type

1 of situation or solution. So I need you all to
2 hear our voice, just like we always hear your
3 voice. Now it's time for our voices because
4 without the people there's no solution. None.
5 Thank you.

6 MR. MCPHEARSON: Thank you very much,
7 Ms. Barnes.

8 The next speaker is LaVerne Rankins.

9 MS. RANKINS: I have one question. Why would
10 they close Goodlow and let Earle come to
11 Goodlow? Because when you take a child out of
12 they element, just like they did that young man
13 got shot on the bus, no telling what's going to
14 happen to our children when we take them out of
15 their element and let the children over from
16 Earle come over, out of their element.

17 You know, it's just -- it's one thing I
18 got to say. Goodlow, Goodlow, Mayor Emanuel's
19 got to go. Goodlow, Goodlow, Mayor Emanuel's
20 got to go. Thank you.

21 MR. MCPHEARSON: Thank you, Ms. Rankins.

22 Next speaker, Maurice Banks.

23 Mr. Banks, are you still in the audience?

24 UNIDENTIFIED SPEAKER: He left.

1 MR. MCPHEARSON: All right. So we're going
2 to move on to the next speaker. Mr. Banks is no
3 longer with us.

4 Before I move on to the next speaker, I
5 do want to remind everyone that we -- the
6 facilitators here are here, again, to listen to
7 each and every voice. So anyone who has
8 comments, who has a question and wants it to be
9 recorded and reported back to our chief
10 executive officer and our Board of Trustees, we
11 are -- that's what we're here to do.

12 So please feel free to sign up if you
13 would like to speak and you would like for your
14 voice to be heard and we will ensure that we
15 will get you up here so that you can voice your
16 comments and your concerns or your questions.
17 And then we can record it and report back.

18 Okay. Our next speaker -- I don't want
19 to -- A.R. I don't want to butcher your first
20 name. Sorry.

21 STUDENT A.R.: My name is A.R. I'm a student
22 at Goodlow School, in 7th grade, and I've been
23 there since preschool. And the students -- I
24 mean, the teachers since preschool have really

1 helped me education wise. And I'm in 7th grade
2 now and my science teacher, Mrs. Barney, she
3 tells us how important being in 7th grade is and
4 how high schools look at 7th grade. And if
5 you're talking about closing the school and
6 bringing Earle over, that means we have to start
7 all over kind of.

8 And if we're in 7th grade and high
9 schools look at 7th grade scores and 8th grade
10 scores and you close the school and new teachers
11 come, teaching new things that we probably do or
12 don't know, then that will probably affect our
13 grades and then we won't get into high schools
14 that we need or want to go to. That's all I got
15 to say.

16 MR. MCPHEARSON: Thank you very much for your
17 comments.

18 The next speaker, A.G.

19 STUDENT A.G.: Hey, my name is A.G. And I
20 understand that you say that you're making the
21 school better but to us you're making it worse.
22 Because our school is positive but you're making
23 it negative by bringing Earle to it.

24 And I've been at Goodlow since I was in

1 kindergarten and since I've been here I done
2 changed and became better. My teacher done told
3 me so much to succeed in life and that I can
4 just keep my head up, never put it down because
5 I've been down so many times. And my teacher,
6 Mr. Morrow -- well, I'm in 7th grade right now.
7 My teacher, Mr. Morrow, he been telling me so
8 much about not focusing on finishing so quickly
9 on my work, just to stop and think for awhile.

10 And if he's leaving, then it's just a
11 whole nother difference of not making me happy
12 at that school. It's like a certain teacher
13 that's there now that's making kids succeed in
14 that school now. If that's what you're doing,
15 is trying to make our school better, it's not
16 working. It's making it worse. And that's it.

17 MR. MCPHEARSON: Thank you, Ms. G. I
18 appreciate your comments.

19 Ursula Levi is our next speaker.

20 MS. PHILLIPS-LEVI: It's me again. With the
21 application process for the magnet schools and
22 the other selective enrollment schools, would
23 that application be enclosed for next year?
24 What are the options for the children who are

1 able to test into better schools?

2 And if there's nothing to hide, why
3 can't we get someone from the Office of
4 Strategy, Research and Accountability to
5 Goodlow? Can you tell me how I can get in touch
6 with somebody from that office or who I can talk
7 to who can tell me how to get a representative
8 to Goodlow and will this affect the decision on
9 the closing?

10 Because if the books are cooked, will
11 that affect Earle closing or would it affect
12 Goodlow closing? Do you understand my question?
13 How do I get a representative from that office
14 to Goodlow or who do I talk to?

15 MR. MCPHEARSON: I want to repeat that,
16 again, we're here to listen and document your
17 comments. There is a wealth of information,
18 either in the handout or on the Web site. So
19 you can actually go to the Web site. There's a
20 wealth of information on the Web site. I
21 encourage you to do that.

22 MS. PHILLIPS-LEVI: It's a wealth of
23 information regarding the Office of Research --
24 the Office of Strategy, Research and

1 Accountability? It's information regarding that
2 on the CPS Web site?

3 MR. MCPHEARSON: I absolutely encourage you
4 to go out to the Web site. There's a lot of
5 information. Also, if you're not comfortable --
6 if you can't find something on the Web site,
7 please contact 311 and they should be able to
8 assist you.

9 MS. PHILLIPS-LEVI: And when you say you're
10 taking it back to your bosses, the Board -- or
11 who did you say you were taking that back to,
12 the information that --

13 MR. MCPHEARSON: So our note taker is taking
14 notes and we'll take that information back to
15 the CPS Leadership Team, our CEO, Barbara
16 Byrd-Bennett, and, also, our Board office, our
17 Board members.

18 MS. PHILLIPS-LEVI: Who's on the CPS
19 Leadership Team?

20 MR. MCPHEARSON: Let me repeat. We're here
21 to listen to you. So continue with your
22 comments and we'll document them and we'll make
23 sure we get that information back to those
24 folks.

1 MS. PHILLIPS-LEVI: So how do I find out if
2 the information has gotten back to the CPS
3 Leadership Team? I'm just trying to get an
4 understanding here. I know you're here to take
5 comments but I don't -- when you say you're
6 sending it back to CPS Leadership Team, that's
7 not you guys?

8 MR. MCPHEARSON: We are documenting your
9 comments, your thoughts, your questions. We're
10 going to compile that into a report and we're
11 going to ensure that it gets back to our CEO,
12 Barbara Byrd-Bennett, and, also, our Board
13 members.

14 MS. PHILLIPS-LEVI: And who compiles it into
15 a report and how long does it take for me to
16 receive that information?

17 MR. MCPHEARSON: She'll get that information
18 right away.

19 MS. PHILLIPS-LEVI: Like tomorrow, something
20 like that?

21 MR. MCPHEARSON: We're documenting -- so this
22 is -- let me say it again. This is your time to
23 speak and share your information. So I strongly
24 encourage you to ask the questions, make the

1 disrespectful.

2 But why replace the new staff for that
3 staff? I think it's too many transitions for
4 the kids, and I don't think you all looking at
5 that, as well. These kids done went through one
6 staff, to another staff, then you gonna tell me
7 you're going to bring in another staff. And us,
8 as Goodlow, if we stand for anything -- if we
9 stand for nothing, we'll fall for anything. So
10 don't let them do this to us.

11 MR. MCPHEARSON: Thank you for your comments,
12 Tamara.

13 So before I call up the next speaker, I
14 just want to remind speakers when you come up to
15 the microphone please repeat your name, spell
16 your name for the court reporter and, also, your
17 affiliation with the school. So our next
18 speaker is K.O.

19 STUDENT K.O.: My name is K.O. Goodlow has
20 been like a great opportunity for me. Like I
21 transferred from Nicholson because I heard great
22 things about Goodlow. Now, all of a sudden,
23 Goodlow is fin to close down to be Earle.

24 Earle is a bad school. Goodlow has

1 comments. We're going to document it, and we're
2 going to get it back to the appropriate people.

3 MS. PHILLIPS-LEVI: And who are the
4 appropriate people? CPS Leadership Team?

5 MR. MCPHEARSON: So it's the CEO, Barbara
6 Byrd-Bennett, and, also, our Board officers.

7 MS. PHILLIPS-LEVI: Board officers. How long
8 does it take for, I guess, all of this to be
9 reviewed and so forth?

10 MR. MCPHEARSON: Again, we're documenting
11 your comments and your questions. We'll get it
12 back to the appropriate people. You're at your
13 time limit, and I'd ask you to conclude.

14 MS. PHILLIPS-LEVI: Sure. Just one last
15 question. Why would you replace a working staff
16 with one that's already in a failing school?

17 MR. MCPHEARSON: Thank you very much.

18 All right. Let's call up our next
19 speaker, Tamara Topps.

20 MS. TOPPS: First off, how you all doing? My
21 first question is, why bring in new staff and
22 then replace them -- no, I want to say Earle
23 staff because they're not a good staff. I'm
24 trying to say something else and not be

1 been overpowered over Earle and Earle fin to
2 come over and take over. Why Earle just
3 couldn't come over and just have all our staff,
4 that the students could come over there? Why
5 Earle got to come? Thank you.

6 MR. MCPHEARSON: Thank you, K.O. I
7 appreciate your comments.

8 Our next speaker is Kelsy Trice. Kelsy
9 Trice? Is Kelsy in the audience?

10 UNIDENTIFIED SPEAKER: He left.

11 MR. MCPHEARSON: Okay. I want to give Kelsy
12 an opportunity. Is she gone?

13 UNIDENTIFIED SPEAKER: He.

14 MR. MCPHEARSON: Oh, he. I'm sorry.

15 The next speaker is P.S.

16 STUDENT P.S.: Well, I came up here to say I
17 don't think y'all know like the suffering that
18 y'all putting the kids in. Because, you know,
19 we've been there so long and got a great bond
20 with the staffs and stuff and y'all bringing
21 these Earle kids over here and we done have so
22 much conflicts and confrontations with the kids.

23 It's not going to be a good learning
24 environment. Y'all might have all these

1 policemens (sic) and stuff outside to watch us
2 on our way from and back to school, but you
3 don't know what's going to be happening inside
4 that building when they come up in there. And
5 it's not going to be a good learning environment
6 because teachers always gone have to deal with
7 the fighting and stuff, and I doubt any students
8 learn anything.

9 And I'm real close with a lot of little
10 kids and a lot of them look up to me. And I'm a
11 hate for them to see me suffering when I come
12 back to try to visit my school, see them not
13 learning nothing, see they grades low. That's
14 not nothing I want to see. When I come back, I
15 want to see them with A's and B's, kids on the
16 honor rolls, kids going to IB schools. And I
17 just want to see kids doing better.

18 MR. MCPHEARSON: Okay. Our next speaker is
19 Parthenia Barnes.

20 MS. BARNES: I already spelled my name out.
21 Thank you.

22 I have control of the Goodlow Magnet
23 kids. Very good control over them. Everyone
24 look up to me as Mama G. Now my main concern

1 is, like the kids say, you're bringing two
2 kids -- two schools together to combine as one.
3 But what's going to happen in between combining
4 together? It's two different sides but people
5 not understanding that. That's why I said we
6 gone need polices (sic) outside that school
7 every day to make -- on each block to make sure
8 they get across Woods.

9 But people don't understand that
10 because guess what? They're not out here
11 watching or paying attention to what goes on
12 with our children. But guess who's out there?
13 The parents. Not the Board, not CPS but the
14 parents.

15 So we need your -- thank you, one
16 minute. Oh, her name is Parthenia, too. Can I
17 see you? There she go, in the pink. Honor roll
18 student, which was an old F student. Goodlow
19 did that. Not Earle, not CPS but Goodlow. I'm
20 done.

21 MR. MCPHEARSON: Thank you for your comments.

22 Our next speaker is Michael Walsh.

23 MR. WALSH: Hi. This is going to be kind of
24 boring. I'm just going to read you some of the

1 data into the record. In 2010 Earle 8th grade
2 boys, their score in reading on the ISAT was 55.
3 In 2011 that went up to 90. That's an
4 abnormally large gain. Earle math score, 8th
5 grade boys, went from 70 to 90. Once again, a
6 very large gain. And Earle science score went
7 from 62.5 to 90. Once again, a very abnormally
8 large gain. Earle 7th grade boys in 2010 in
9 reading went from 46.2 in 2011 to 76.9, math
10 from 46.2 to 84.6.

11 UNIDENTIFIED SPEAKER: They cheating.

12 MR. WALSH: Yeah, that's what that sounds
13 like to me.

14 From science, Earle 7th grade boys, 51
15 to 74. Earle girls reading in 2010 went from
16 76.5; 2011, to 84.6. Their math went from 58.8
17 to 100. Their science went from 67.6 to 92.3.

18 So, once again, I believe that there
19 was some cheating going on, and I don't
20 understand how you can use that data to
21 calculate our performance policy points; all
22 right? Because according to CPS guidelines, the
23 value added for math and reading are used to
24 calculate performance policy points and --

1 right?

2 And the 2011 scores are used as the
3 pretest, the 2012 scores as the post-test in
4 order to calculate the growth. So you're using
5 flawed data. That's why I want someone to come
6 out from the Office of Strategy, Research and
7 Accountability and show us how that was
8 calculated. I think it's in the best interest
9 of CPS to clear this all up, all right? You
10 guys should be clear, you should be open.
11 That's what we're all striving for. Thank you
12 very much.

13 MR. MCPHEARSON: Thank you for your comments,
14 Mike.

15 Before we move on to the next speaker,
16 I just want to let you all know that the court
17 reporter is the person who's going to take this
18 information back, and she can only record one
19 speaker at a time. So we're respectfully asking
20 you guys when there's a speaker up to allow the
21 speaker's voice to be heard so it's properly
22 recorded and then that information is passed on,
23 okay? Thank you.

24 So the next speaker is Darlene

1 O'Banner.

2 MS. O'BANNER: Hi. Darlene O'Banner,
3 D-a-r-l-e-n-e, O, apostrophe, capital B, as in
4 boy, a-n-n-e-r.

5 I know you all have heard everything
6 that everyone has to say but the bottom line,
7 what the school is saying, that we need to see
8 the dashboard information. We understand the
9 utilization -- I've been going to utilization
10 meetings every since October. I understand it
11 very well. The only thing I want to see is the
12 dashboard information. Just prove to the school
13 and the community, be truthful, on the
14 information on who's the lower performance
15 because a lower performing school cannot take
16 over another school.

17 That's the only thing. And we just
18 want to be the welcoming school. If our
19 performance is there and our performance is
20 higher than Earle, Goodlow just wants to be the
21 welcoming school. That's all we want.

22 MR. MCPHEARSON: Thank you, once again, for
23 your comments, Ms. O'Banner.

24 Our next speaker is T.L.

1 STUDENT T.L.: Hello, my name is T.L. I have
2 been a student at Goodlow since pre-K, and I am
3 now in 6th grade. I have a great relationship
4 with all of the staff and would not like to see
5 them be replaced. Thank you.

6 MR. MCPHEARSON: Thank you, T. I appreciate
7 your comments.

8 The next speaker is Ursula Levi.

9 MS. PHILLIPS-LEVI: As a concerned parent, I
10 would like to know why the entire staff and
11 student body of Earle School is taking over
12 Goodlow, with Goodlow students remaining, yet
13 the entire Goodlow staff would be terminated?
14 Goodlow staff has a higher attendance rate than
15 Earle staff, Goodlow student scores are overall
16 better across all grades and subjects than that
17 of Earle School. Earle School has fewer
18 students than Goodlow, yet they have more
19 misconduct incidents.

20 Gresham Network Chief Adrian Willis
21 used to be the principal of Earle School. Earle
22 School has been on probation for ten years with
23 their current staff. Goodlow School has been on
24 probation, as well, but their administration is

1 new.

2 Earle is in their fourth year of being
3 a turnaround school, with dismal results. Earle
4 School has been the recipient of new computer
5 labs and other funding that have made their way
6 to their school via the Englewood-Gresham
7 Network, with approval from Chief Willis. If
8 Earle is the lower performing school, how are
9 you going to replace it -- how are you going to
10 replace Goodlow with Earle? I really don't
11 understand.

12 With all of the misconduct incidents
13 that have occurred at Earle School with a
14 smaller population than that of Goodlow and
15 Goodlow having fewer incidents, why would CPS
16 set out to replace the two highly effective male
17 administrators at Goodlow School, Principal
18 Sadiki and Assistant Principal Huff, and
19 exchange them with the administration from Earle
20 School, that can't seem to handle their current
21 smaller student population? If they can't
22 handle 50, they can't handle 100. It's not that
23 hard. And, finally, why is CPS advertising that
24 Earle is the better school when clearly they are

1 not? The data does not add up.

2 MR. MCPHEARSON: Thank you for your comments.

3 MS. PHILLIPS-LEVI: The data don't add up,

4 Mr. Willis.

5 MR. MCPHEARSON: Our next speaker is Kavion

6 Poplous.

7 UNIDENTIFIED SPEAKER: He's gone.

8 MR. MCPHEARSON: Oh, is he gone? Okay.

9 Ronald Payton is our next speaker.

10 UNIDENTIFIED SPEAKER: He left.

11 MR. MCPHEARSON: Ronald, are you in the

12 audience?

13 UNIDENTIFIED SPEAKER: He left.

14 MR. MCPHEARSON: Okay. J.S.?

15 STUDENT J.S.: Hi. My name is J.S. I'm a

16 student at Goodlow and I just want to say I love

17 my school. And I love Mr. Sadiki and Mr. Huff

18 because they care about us and they are teaching

19 us to be leaders for the future.

20 MR. MCPHEARSON: Thank you very much, J.

21 The next speaker is L.B.

22 STUDENT L.B.: Hello. My name is L.B. I am

23 a former student at Goodlow Magnet School. I

24 now attend Lindblom. I am in 9th grade. And

1 the academics I received at Goodlow provided me
2 a higher education at Lindblom. And the staff
3 that was at Goodlow when I attended is now
4 currently there and I know that they can provide
5 other kids with a higher education, as well.

6 And I don't have much to say because I
7 don't go to Goodlow anymore, but I just have two
8 questions. My first one being, how many
9 speakers from Earle are actually here today?
10 And my second one being, how many students from
11 Earle were actually promoted to an AC center or
12 go to higher education high schools?

13 MR. MCPHEARSON: Thank you very much for your
14 comments.

15 Our next speaker is M.J. M.? Is M.
16 still in the audience?

17 STUDENT M.J.: I didn't put my name down.

18 Okay. M., if at any given time if you
19 would like to come back and say your comments,
20 you're more than welcome to do it. So we'll
21 move on to the next speaker, but it is open for
22 you.

23 We're at P.C.

24 UNIDENTIFIED SPEAKER: She left.

1 MR. MCPHEARSON: I'm sorry?

2 UNIDENTIFIED SPEAKER: She left.

3 MR. MCPHEARSON: Oh, okay. P. is gone.

4 P.S.?

5 STUDENT P.S.: Yeah, I'm here again to say
6 like it's kind of affecting our vice principal
7 and principal because like this they first
8 graduating class and now they fin to have to
9 leave because of another school coming in. I
10 feel that that's not fair.

11 Another thing I'd like to say, y'all
12 say that Mr. Willis not talking tonight but I
13 don't understand that because he's supposed to
14 be our leader and giving us answers about what's
15 supposed to be going on and like I don't
16 understand that. We here for you, trying to get
17 answers. We trying to see what's our next step
18 and what's supposed to be going on in the future
19 but you here today and you don't want to speak.
20 That's something I just don't understand.

21 MR. MCPHEARSON: Thank you very much for your
22 comments.

23 The next speaker is A.R.

24 STUDENT A.R.: My name is A.R. My other

1 reason why I don't think Goodlow should close is
2 because of Mr. Huff and Mr. Sadiki, which is our
3 principal and vice principal. It is their first
4 year here, and they really changed Goodlow.
5 They've -- academically wise and behavior wise.
6 They -- like if some kid is like playing in the
7 hallway or something, they have to tell them
8 like playing isn't going to get you anywhere.
9 You have to work hard and play later.

10 And education wise like if -- for
11 special need kids, they help them a lot. And
12 when we're working hard and they see that we're
13 actually trying to succeed and do better in our
14 education and life, they like reward us like on
15 field trips and stuff and they really help the
16 school a lot. For that being their first year,
17 they're outstandingly amazing people.

18 MR. MCPHEARSON: Thank you very much.

19 The next speaker is A.G.

20 STUDENT A.G.: A.G. again. I just came up
21 here to say that I have a lot of family here
22 that had graduated from Goodlow and I have a lot
23 of siblings under the grade -- from six and down
24 and I have family that want them to graduate the

1 same way they did, with the exact staff that we
2 have now. And if it's being changed, it's just
3 a whole nother difference. We want our family
4 members to have the same respect and staff that
5 we done had. We want our family to grow up to
6 be exactly -- whatever the word is.

7 MR. MCPHEARSON: Thank you for your comments.

8 The next speaker is Parthenia Barnes.

9 MS. BARNES: P-a-r-t-h-e-n-i-a, middle
10 initial Nicole, Barnes, B-a-r-n-e-s.

11 Well, she act like she scared to come
12 up here right now because she's hurt that you
13 all are really closing Goodlow and making it
14 Earle. And my child has been, I mean,
15 tremendously excellent in school. She's been
16 accepted for IB programs, CTE programs, magnet
17 programs, academy programs. Everything that
18 came out on that list, she was approved with a
19 B. What child y'all know out here that do that?
20 Goodlow. Goodlow Magnet. Not STEM but magnet.

21 So how many up in here going to high
22 school? Stand up, please. These are our 8th
23 grade students at Goodlow Magnet. How many are
24 IBs? How many are CTEs? How many are magnets?

1 How many are academies? That's all our
2 students.

3 We give our students the best education
4 and then we have two new people that came into
5 our school and even turned it around even more
6 and now you're taking away their job, their
7 opportunities of showing us more goals. We
8 climbing for more goals. We're not dropping
9 down. We climbing up. We gone reach that top.
10 The fat lady ain't sung yet. I'm done.

11 MR. MCPHEARSON: Thank you, Ms. Barnes, for
12 your comments.

13 So I want to take a quick pause again
14 to remind everyone that there is additional
15 information about the proposed school actions on
16 the CPS Web site. For those of you who are not
17 comfortable with or cannot find information on
18 the CPS Web site, you're more than welcome to
19 call 311 to get additional assistance.

20 All right. We're going to go through
21 the next few speakers. I just want to again
22 reiterate the guidelines. There's a two-minute
23 period for speakers. Please say your name
24 clearly, please spell your name if you're not a

1 repeat speaker for the court reporter, so that
2 that information is entered into the public
3 record. Please state your affiliation with the
4 school. We're also asking for you -- if you
5 have any printed materials that you would like
6 to have entered into the permanent record, for
7 you to bring that up and we'll ensure that the
8 court reporter gets that information and it's
9 entered there, as well.

10 Okay. So the next speaker is R.S.

11 STUDENT R.S.: Okay. Hello. My name is R.S.
12 And the problem that I have with Goodlow closing
13 is that basically once you close down the school
14 you lose all the memories back then, when you
15 had -- when you was in 1st grade or preschool,
16 having fun with your teachers or friends and you
17 just like get along with everybody else.

18 And if you bring in like Earle and
19 change the whole school name to Earle, then
20 that's just taking away the history of our
21 school Goodlow. It's going to be Earle now.
22 That doesn't seem right to me and that's all I
23 have to say. Thank you.

24 MR. MCPHEARSON: Thank you for your comments,

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1 R.

2 Our next speaker is Melanie Goldman.

3 MS. GOLDMAN: My name is Melanie Goldman,
4 M-e-l-a-n-i-e, Goldman, G-o-l-d-m-a-n.

5 I've been at Goodlow School since my
6 baby been in preschool. I'm an LSC worker,
7 parent volunteer. I get up every morning at
8 5:00 o'clock in the morning to make it my
9 business to get my baby and get -- to go to
10 Goodlow. I have seen a change in the school.
11 I've been there when Ms. Lewis was there, when
12 the kids was out of order.

13 When Huff and Sadiki come at that
14 school, they made a difference. They changed
15 that school around, and this ain't what I heard.
16 This is what I saw with my own eyes because I
17 work there five days, every day. So how could
18 you just stop hard work that these mens (sic)
19 than put into the school? How we tell our
20 babies, well, the school is no more? How you
21 stop hard work? How we gone explain this to our
22 babies?

23 We're not going to let you all close
24 our school. We've come too far. Too much hard

1 work with the staff and our principal and
2 assistant. We're not gone let y'all do what you
3 want because it's not fair and it's not right
4 and it's a lie.

5 MR. MCPHEARSON: Thank you for your comments,
6 Ms. Goldman.

7 Our next speaker is Angel Goldman.

8 MS. GOLDMAN: My name is Angel Goldman. And
9 like my mother was saying, Goodlow -- it has
10 really been a change -- a turnaround school. As
11 long as I've been at that school -- my little
12 sister is in 8th grade now and my daughter is in
13 5th grade. I have never seen the turnaround
14 that I have seen now.

15 Mr. Huff and Mr. Sadiki is outside,
16 rain, snow and sleet, on that corner, making
17 sure them kids get in that building, after
18 school. Mr. Huff is on 63rd, Mr. Sadiki is
19 right there on 59th, making sure these kids are
20 safe and in the building, the boys is in the
21 building. They make sure they pants are pulled
22 up, they make sure they are together. This is
23 not the way you're supposed to be. You are a
24 young man. This is the way you're supposed to

1 represent yourself.

2 Mr. Huff and Mr. Sadiki have done
3 marvelous things for these kids. They look
4 forward to them. They running up to them. If
5 they having a bad day, Mr. Huff, how are you,
6 how is your day, is everything okay?

7 Mr. Sadiki, you know, if anything is wrong, you
8 come talk to me. Mr. Huff and Mr. Sadiki have
9 made a tremendous turnaround in these kids and
10 for you to take them away it's just -- it would
11 be obnoxious.

12 These kids look forward to seeing them
13 every day. Every day. Not one day can you come
14 in that building and there's not a gang of kids
15 around Mr. Huff and Mr. Sadiki. They literally
16 have to walk -- make a path to get through these
17 kids because they look for them. Things might
18 not be going right at home and they look for
19 Mr. Huff and Mr. Sadiki. Why? Because they are
20 they foundation. Some of them don't have that
21 at home and that's why they have them.

22 MR. MCPHEARSON: Ms. Goldman, thank you for
23 your comments.

24 The next speaker is LaVerne Rankins.

1 MS. RANKINS: I know you all tired of seeing
2 me, but I don't care. I'll go out there and
3 sign that paper 50 more times because my
4 grandson, he have a speech impediment. Goodlow
5 worked with him and worked with him. I worked
6 with him. He's slowly coming around but he's
7 making it and it's a shame that they gonna take
8 Earle and put it over to Goodlow. Earle is just
9 an elementary school. Goodlow is a magnet
10 school. And to take the children and make them
11 come from Earle, over to Goodlow, that's -- it
12 ain't happening, not at Goodlow.

13 And it's a blessing to see this
14 auditorium filled up with the kids. It should
15 be more parents here, but we thankful for the
16 parents that did have the time. And Principal
17 Sadiki, I'm walking right behind him on 63rd and
18 Damen. He's making sure these kids get on the
19 bus or get safely away from the school. He
20 can't walk to they door, but he make sure they
21 get away from the school safely. And can you
22 tell me does the principal of Earle make sure
23 the kids get to the bus stop safely?

24 Okay. 15 seconds, thank you, but it

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1 may take a half an hour. I don't know but I'll
2 go back and sign that paper again and again
3 because the parents, we've got to be heard.
4 We've got to be heard because it's -- okay. My
5 time is up. Thank you.

6 But like I said, the kids --
7 Mr. Sadiki, they make sure they have a lunch,
8 they have a breakfast. Your child not going to
9 be hungry in school because they have a lunch
10 program, a breakfast program. Because a kid
11 can't function on an empty stomach.

12 MR. MCPHEARSON: Ms. Rankins, we're going to
13 ask you to conclude your comments.

14 MS. RANKINS: Okay. Like I said, to change
15 Earle over to Goodlow, it just ain't gonna
16 happen. Thank you.

17 MR. MCPHEARSON: Thank you.

18 Our next speaker is J.S.

19 STUDENT J.S.: Okay. I would like to start
20 by saying can Mr. Huff and Mr. Sadiki please
21 come up here?

22 This is a button here that they give to
23 us when we do hard work in school and when we
24 pay attention and be quiet, what we supposed to

1 do, and do what we supposed to do. Every Friday
2 they have something special for us, and they
3 should not close Goodlow School. These are
4 two -- I don't know. I don't have words to say
5 what they are, but they are great principals and
6 assistant principals. So keep Goodlow open.

7 MR. MCPHEARSON: Thank you very much, J., for
8 your comments. We do appreciate them.

9 So I want to take a quick pause to do a
10 time check, to let you all know that we --

11 UNIDENTIFIED SPEAKER: It's 6:40.

12 MR. MCPHEARSON: I'm sorry?

13 UNIDENTIFIED SPEAKER: It's 6:40.

14 MR. MCPHEARSON: We have roughly 20 minutes
15 left only to strongly encourage anyone who has
16 not had an opportunity to voice their comments,
17 to ask questions, who hasn't had an opportunity
18 to do that to sign up to do that. So you have
19 20 minutes. Please take the time, sign up and
20 we'll ensure that your comments are heard, your
21 comments are recorded and reported back.

22 So we will only allow for our speakers
23 to speak and we'll -- if you would like to add
24 additional comments, you're more than welcome to

1 sign up if you'd like.

2 UNIDENTIFIED SPEAKER: Can you all introduce
3 yourselves? We don't know who we talking to.
4 Can y'all introduce who you all are?

5 MR. MCPHEARSON: Yeah, we absolutely
6 introduced ourselves at the beginning.

7 UNIDENTIFIED SPEAKER: There's new people
8 here.

9 MR. MCPHEARSON: Okay. Not a problem at all.
10 So I'm one of the facilitators. My name is
11 Anthony McPhearson. I am the Chief of Staff in
12 the Technology Department. And Aarti?

13 MS. DHUPELIA: My name is Aarti Dhupelia.
14 I'm also one of the facilitators, and I'm Deputy
15 Chief of Staff for CPS.

16 MS. WALTER: I'm Terry Walter, and I'm the
17 Chief for Curriculum and Instruction.

18 MR. WILLIS: Good evening. Adrian Willis,
19 Chief of Schools, Englewood-Gresham --

20 UNIDENTIFIED SPEAKER: We can't hear you.

21 MR. MCPHEARSON: It's Adrian Willis, the
22 Chief of Englewood-Gresham Networks.

23 All right. So we have quite a few
24 names that we have to go through and I want to

1 ensure that -- and there's quite a few new
2 people who have actually signed up. That they
3 get an opportunity to have their voices heard.
4 So I'll start with D.B.

5 STUDENT D.B.: Hi. My name is D.B. I think
6 we shouldn't close Goodlow because it's a good
7 school and since I've been there -- I had
8 transferred from O'Toole because bad things had
9 been happening to me, and I needed to get a
10 better school to learn more things.

11 And I think -- another reason I think
12 we shouldn't close Goodlow is because Mr. Huff
13 and Mr. Sadiki have been doing great thing for
14 the whole school. And every time somebody have
15 a problem, they talk them out.

16 MR. MCPHEARSON: Thank you, D.

17 Our next speaker is M.B. And for you
18 new speakers, can you make sure that you spell
19 out your name for the court reporter? Thank
20 you.

21 STUDENT M.B.: My name is M.B., and I'm
22 representing Goodlow Magnet School. There I'm
23 an 8th grader, about to graduate, but still I
24 have little siblings who have to go to school

1 there, at Goodlow. So if you mix it with Earle,
2 therefore they will have to go through all that
3 violence on the inside of school. You can
4 protect them outside of school, but you can't do
5 anything on the inside of that building.

6 And, therefore -- and my grades have
7 improved. When I was at O'Toole, I was barely
8 doing anything. I was getting in more trouble
9 than I was doing any work but I'm here at
10 Goodlow and my grades are all A's and B's and
11 one C. What other school does that?

12 They have an after-school program that
13 actually helps you do this. They teach you --
14 they not only teach you how to handle your
15 problems without fighting all the time but
16 you're messing with my education and all I'm a
17 do is fight.

18 MR. MCPHEARSON: Thank you, M.

19 Our next speaker is S.P.

20 STUDENT S.P.: My name is S.P. And my school
21 is a Catholic school and Goodluck (sic) is good
22 and I've been coming to church all day. And the
23 reason I came here is to have good luck.

24 MR. MCPHEARSON: Thank you, S.

1 The court reporter, were you able to
2 document that?

3 THE REPORTER: Yes.

4 MR. MCPHEARSON: Our next speaker is T.B.

5 MS. BARNES: Come on, say your name. Say
6 your name.

7 STUDENT T.B.: T.

8 MS. BARNES: What's your last name?

9 STUDENT T.B.: B.

10 MS. BARNES: Say what you got to say now.
11 How do you feel about Goodlow closing?

12 STUDENT T.B.: Good.

13 MS. BARNES: You feel good about Goodlow
14 closing?

15 STUDENT T.B.: No.

16 MS. BARNES: Okay. So what do you want to
17 happen?

18 STUDENT T.B.: I don't want it to close.

19 MS. BARNES: Okay.

20 MR. MCPHEARSON: Thank you.

21 Our next speaker is William Joshaye
22 (sic).

23 UNIDENTIFIED SPEAKER: She gone.

24 MR. MCPHEARSON: Is it Joshaye Williams?

1 UNIDENTIFIED SPEAKER: She left.

2 MR. MCPHEARSON: Okay. The next speaker,
3 B. and I think it's S. I'm sorry, B.S.

4 STUDENT B.S.: B.S. I think if Goodlow
5 School is closing -- like I've been there since
6 kindergarten and the school has been improving.
7 And if Earle kids come, then it's just going to
8 have to start all over again and it might rub
9 off on the other kids and more kids gone get
10 suspended, so -- and like it might take some
11 time off learning and we still need some good
12 education.

13 So if Earle kids come, then it's just
14 gone be a big mess. We won't -- there won't be
15 any like -- there gone be a lot of fights and
16 stuff.

17 MR. SHAW: You know, this is my daughter.
18 This is my baby daughter. R.S., she's my
19 14-year-old daughter. All my kids are honor
20 students. And when I first bought a home in the
21 Englewood area and first got custody of my kids,
22 I went to the schools.

23 I went online and looked at the schools
24 and I looked at neighborhoods and I was wanting,

1 as far as -- I was concerned about, as far as
2 the safety of my kids, as well as just me
3 getting up, going to work or me not being with
4 them at home.

5 But one thing when I did go to Goodlow
6 and I met the staff that was there -- it was
7 Ms. Lewis and Ms. Davis during this period of
8 time, Mr. Leach, the security guards, and the
9 teachers, Ms. Castro, Mr. Walsh. They all dealt
10 with you one-on-one, and they made you feel
11 good. If there was a problem, they called me.
12 And they look out for kids. They look out for
13 the kids.

14 One thing you guys have to understand,
15 the kids -- this is like their second home. And
16 for you to bring -- it's okay to bring other
17 students over to another school, it's okay to
18 bring another staff over. But, as some of the
19 teachers said earlier, they should also reapply,
20 to make sure you get the right people and the
21 right situation, right positions.

22 Because it's the same as if I come to
23 your home and I take over your home and I change
24 your mailbox name to Mr. Kenneth Shaw and your

1 children are in your home and I become their
2 teacher and you're their parent. They lose
3 their identity. They don't know exactly how to
4 deal with the situation.

5 It's all about money. Is that what it
6 is? Okay. Get the money situation straightened
7 out but the mayor have to understand by bringing
8 these kids in different neighborhoods and all
9 these different neighborhoods, you know, we're
10 going to have a lot of Hadiyas. There's going
11 to be some more, and we don't want that.

12 I cry every time I see a child -- watch
13 CLTV and see a child that's died from a gunshot.
14 I've got three of my own and I'm sure you guys,
15 deep in your heart, you know the difference
16 between right and wrong. And I know deep in
17 your heart you know this ain't right.

18 MR. MCPHEARSON: Thank you, Mr. Shaw and B.
19 Brenda Shiller?

20 MS. SHILLER: Hello. My name is Brenda
21 Shiller. That's B-r-e-n-d-a, S-h-i-l-l-e-r.

22 And I'm a teacher and I don't know if
23 you noticed but when I walked in I got hugs from
24 my babies. Can my babies stand up? And I don't

1 teach at Goodlow. I teach at O'Toole and they
2 used to go there but O'Toole wasn't a good fit
3 for them. So they transferred to Goodlow, where
4 they have found a good fit.

5 And we all keep talking about, as I'm
6 reading your literature here, the resources that
7 we want to bring to the school and we talk about
8 everything from iPads, to libraries, to fresh
9 paint. But the biggest and best resource in a
10 school are the teachers and these kids have
11 found teachers that love them, that are
12 concerned about them and protect them. And
13 leaving the kids there and removing every
14 familiar face that they know is only going to
15 serve to hurt them.

16 MR. MCPHEARSON: Thank you, Ms. Shiller.

17 The next speaker is Betty Phillips.
18 Betty Phillips?

19 MS. PHILLIPS-DEER: Good evening. My name is
20 Betty Phillips Deer, B-e-t-t-y, P-h-i-l-l-i-p-s,
21 D-e-e-r.

22 I'm a volunteer parent at Goodlow
23 School, and I had five kids at Goodlow. My 21
24 year old has graduated from Goodlow and went on

1 to medical school. I have my grandchildren
2 here. I have about three of my grandchildren
3 there, also. Under the leadership of Mr. Sadiki
4 and Mr. Huff, it has been a turnaround. A big
5 turnaround, to the point where I wouldn't go to
6 no sports. I'm at the -- every basketball game
7 that my son, which is an 8th grader now, has
8 been going to.

9 These teachers has really helped these
10 kids. My grandbaby -- I told his teacher -- I
11 said you have taken my place. My grandbaby will
12 not come to school without bringing his teacher
13 chocolates and stuff. That was fairy tales on
14 TV, where you saw kids bringing teachers things
15 when they come to school in the morning time.

16 Mr. Sadiki -- go ahead, hold your card
17 up. Mr. Sadiki and Mr. Huff sits in that
18 lunchroom with them. I walked in there -- my
19 grandbaby -- Tyrese (phonetic), stand up.

20 When you get boys that's running to
21 gentlemens (sic) like that -- he hugs Mr. Sadiki
22 now. And Mr. Sadiki looked at him and noticed
23 he didn't have his lunch. He said go back and
24 get your lunch. Maybe it's not important to you

1 all but when you get a male figure in a young
2 boy like that, that's important. It's very
3 important. To close -- take Goodlow from them
4 and to bring Earle, that's unperformance (sic),
5 that has a lower performance than Goodlow,
6 something is wrong. Something is wrong.

7 You need to talk to Mayor Rahm Emanuel.
8 Why isn't he here with us right now, while we're
9 speaking? They want to hear our voices. Let
10 him speak. He's not going to come, just like he
11 did for the Chicago Police Department. Maybe
12 you all don't know but I also got -- Chicago
13 policemen (sic) is there. Mayor Emanuel is
14 going to do what he's got to do and hide his
15 head under the table so it looks like he's not
16 in it but he's full of bullshit. Thank you.

17 MR. MCPHEARSON: So we are a minute before
18 the end time, but I want to allow for any
19 speakers who have not had an opportunity to
20 speak, to speak. So we have a couple names.
21 I'm going to call those names out.

22 So J.G.? J.G.?

23 UNIDENTIFIED SPEAKER: I'll take her place.

24 MR. MCPHEARSON: Hold on a second.

1 UNIDENTIFIED SPEAKER: She changed her mind.

2 MR. MCPHEARSON: She changed her mind. Okay.

3 So the next name is Beverly Gill.

4 MS. GILL: Hi. My name is Beverly Gill.

5 It's spelled B-e-v-e-r-l-y, Gill, G-i-l-l.

6 I am a staff at Goodlow Elementary. I
7 work in the lunchroom. I come to say that when
8 a baby begin to walk, he has to crawl first. So
9 if it's personal because of Sadiki and Mr. Huff,
10 because they might have made some mistakes, we
11 should not hold mistakes against people. We
12 should give them another chance if it's personal
13 because Goodlow, they have took in consideration
14 for our babies.

15 They might not have done such a great
16 job coming along with staff. They had to learn.
17 Learning is a process. But our kids, especially
18 our young boys at Goodlow, they need male role
19 models. Those guys are really playing a part in
20 their lives. They might not have fathers but
21 they look up to Mr. Sadiki and they look up to
22 Mr. Huff. They look up to the staff.

23 You take a kid out of their home and
24 try to take and put them somewhere else -- I

1 know you're not trying to take Goodlow babies
2 away. And I can't speak for staff but we are
3 there for those children and those children need
4 us and we need them. And if you're not going to
5 take away Goodlow's name -- not take away they
6 name. If you're not going to close the door,
7 then you might as well let everybody there stay.

8 We have the accommodations that you're
9 looking for. We have the handicap
10 accessibility, we have air, we have the
11 elevator, we have -- our kids' grades and test
12 scores are going up. So it might be personal,
13 and Mrs. Barbara Byrd-Bennett might need to
14 check the data. I don't know anything about the
15 data. I work for food service.

16 I try to feed the babies in the
17 Englewood because they might not be getting a
18 meal at home. I don't care about my position,
19 just worry about the children, their safety and
20 the environment that they've got to come into.
21 And that's all I've got to say.

22 MR. MCPHEARSON: Thank you.

23 MS. GILL: It's about our babies. Our babies
24 are here for themselves to prove they own point.

1 MR. MCPHEARSON: Thank you.

2 M.W.? M.W.?

3 STUDENT M.W.: Hello. My name is M.W. I've
4 been at Goodlow since I was in kindergarten, and
5 I'm now an 8th grader. Next year I plan on
6 coming back to Goodlow so I can do my high
7 school credits and I plan on seeing my Goodlow
8 staff, instead of a whole new staff because I
9 really felt that I gained a big relationship
10 with them. I don't want to come back and my
11 little sister -- she not doing too good just
12 because of new students and new staff.

13 MR. MCPHEARSON: Thank you, M.

14 Ladies and gentlemen, this concludes
15 today's meeting. So I'd like to remind you all
16 that we have two additional opportunities, for
17 those of you who did not get an opportunity to
18 speak, for you guys to speak.

19 So this Thursday, at Harper, we will
20 also be here for a two-hour -- I'm sorry, there
21 a two-hour period to hear you all, from 7:30 to
22 9:30 p.m. And then on April 17th, at the
23 Central Office, from 8:00 p.m. to 10:00 p.m., is
24 the public hearing.

1 So I encourage anyone who did not get
2 an opportunity to speak to show up to one of
3 those meetings to have your voice heard. I'd
4 like to thank all participants and all speakers
5 for participating today. Thank you.

6 (Which were all the proceedings
7 had in the above-entitled cause
8 this date and time.)

9 (Proceedings concluded at
10 7:04 p.m.)

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

5 I, Kimberley M. Titsworth, being first
6 duly sworn, on oath says that she is a court
7 reporter doing business in the City of Chicago;
8 and that she reported in shorthand the
9 proceedings of said public hearing, and that the
10 foregoing is a true and correct transcript of
11 her shorthand notes so taken as aforesaid, and
12 contains the proceedings given at said public
13 hearing.

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Kimberley M. Titsworth

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License No. 084-004670



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70:24

Community Meeting for the Proposal to Close Goodlow and Relocate Earle

April 9, 2013; 5:00 p.m. to 7:00 p.m.

Location: Lindblom H.S., 6130 S. Wolcott Avenue

CPS Staff in Attendance: Anthony McPhearson, Chief of Staff for ITS, Aarti Dhupelia, Deputy Chief of Staff, Teresa Walter, Curriculum and Instruction Chief, Adrian Willis, Chief of Schools, Englewood-Gresham.

CPS Presentation: Ms. Dhupelia opened the meeting at 5:00 p.m. and described the purpose of the meeting and the process that will be followed. Community members were asked to reference the handout they received in regard to how this action would benefit the affected schools and students including, but not limited to, technology and facility upgrades. Additional information was also made available on the handout in regard to the proposed closure. An explanation was also given regarding where parents and community members could locate more information on this proposal. Mr. McPhearson explained the process for giving comments and the two minute limit for each speaker.

Brief Summary: The purpose of this meeting was to receive public comments on the proposal to close Goodlow and welcome the students at Earle, in accordance with 105 ILCS 5/34-230. The meeting officially began at 5:00 p.m. CPS officials made a presentation regarding the proposal. There were about 100 community members in attendance when the meeting began for public comment with 51 speakers. Alderman Tony Folks spoke first and expressed her fight to keep her current schools open and the need to ensure a safety plan during the transition. The rest of the speakers ranged from parents and teachers to interested stakeholders. The speakers' comments were focused on a variety of topics including the following:

- Concerns regarding the safety of students during the transition
- Testimonials showing support for the current students, administration, and staff at Goodlow
- Request for an explanation of certain data points regarding impacted schools
- Objections regarding any schools closing
- Concerns regarding the name of the school being changed
- Expressions of support for reallocation of money to needy schools
- Clarifications concerning the timing with respect to transition of students and the need for community involvement in the effort to transition students
- Supports for students with special needs

CHICAGO PUBLIC SCHOOLS
For the Proposed Closure of
Goodlow Elementary School
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 11, 2013,
at Harper High School, 6520 South Wood Street,
Chicago, Illinois, commencing at 7:30 p.m.

CPS STAFF MEMBERS PRESENT:

MS. AARTI DHUPELIA

MS. STEPHANIE WHYTE

MS. TERESA WALTER

ALSO PRESENT:

MR. ADRIAN WILLIS, Chief of Schools
Englewood-Gresham Network

MR. DONNELL UNDERDUE, Deputy Chief
of Schools,
Englewood-Gresham Network

CAPTAIN ED COLVITTA,
Chicago Police Department

Reported by: Shelly White, C.S.R.

License No.: 0084-002196

1	SPEAKERS	
2	Mary Daniels	10
3	Damari Lacey	11, 48
4	Keteshia Melendez	12
5	Darlene O'Banner	14, 22
6	LaVerne Rankins	16, 31, 43, 60
7	Laneal Conley	16
8	Michael Walsh	17, 34
9	Nicole Boyd	19, 29, 37
10	David Brown	21, 61
11	Clifford Fields	25, 32, 38, 46, 51
12	Foster Williams	27
13	Crystal Caston	35
14	Marion Brown	40, 48, 56, 61
15	Taylor Shaw	45, 63
16	Dion Brown	50, 59
17	David Brown	50
18	Tina Brown	51
19	Valeria Hinton	54, 60
20	Cuba Stevenson	57
21	Raven Shaw	62
22	Bobbie Brown	64
23	Kyla Daniels	68
24	Keira Daniels	68

1 MS. DHUPELIA: Good evening. It's 7:30
2 p.m. So we're going to go ahead and get started.

3 I'd like to thank all of you for
4 coming out tonight to speak to us. This meeting
5 is a continuation of a process that's been
6 underway for over four months, hearing from over
7 20,000 people throughout the city.

8 My name is Aarti Dhupelia, and I'm
9 the Deputy Chief of the Staff at Chicago Public
10 Schools. And also with me co-facilitating this
11 evening is Stephanie Whyte, CPS Chief Health
12 Officer, and Teresa Walter, Chief Officer for
13 Curriculum Instruction in CPS.

14 We are here on behalf of CEO,
15 Barbara Byrd-Bennett, and the Board office of CPS
16 to listen to you.

17 I would also like to introduce to
18 you, to my right, the network chief for the
19 Englewood-Gresham Network, Mr. Adrian Willis. And
20 I'd also like to introduce the Deputy Chief for
21 the Englewood-Gresham Network, Donnell Underdue.
22 And we also have with us tonight from CPD, Captain
23 Ed Colvitta (phonetic).

24 The purpose of tonight's meeting is

1 allow CEO Byrd-Bennett and the CPS Board office to
2 hear from you about the specific school action
3 proposal under discussion this evening.

4 I would like to take a moment to
5 thank those of you here who attended the first
6 meeting and welcome those that are attending a
7 community meeting for the first time.

8 I would also like to reaffirm that
9 the purpose of this meeting is the same as the
10 first meeting, which is to listen to the
11 community. This includes individuals who may not
12 have spoken at the last meeting, as well as those
13 who spoke at the first meeting and would like to
14 share the additional thoughts today. We welcome
15 your thoughts.

16 There is a court reporter to my left
17 who is recording every word that is said as well
18 as a CPS note taker with a laptop that is taking
19 additional notes. And these notes will be
20 provided directly to CEO Byrd-Bennett and the
21 Board for their review after this meeting.

22 We do also have a sign language
23 interpreter.

24 And in case needed, we also have a

1 translator.

2 Thank you.

3 Tonight is the second of three
4 meetings before a Board vote on this school
5 action. The final meeting will be the public
6 hearing that will be on Wednesday, April 17th,
7 8:00 to 10:00 p.m. at CPS Central Office.

8 I would like to note that we have
9 been gathering questions from all the community
10 meetings. And we are currently preparing
11 responses to those questions.

12 Before the public hearings start
13 next week, next Tuesday, you will start to be able
14 to view these responses to questions online at
15 www.cps.edu/qualityschools.

16 Meeting summaries, the meeting notes
17 from these meetings will also be available online
18 at cps.edu/qualityschools within five days of the
19 meeting dates. So the summaries from the first
20 meeting should actually be available shortly.

21 I also want to take a moment to
22 acknowledge that there's been common concern at
23 all the community meetings around student safety.
24 And so I did want to provide some additional, more

1 specific information regarding safety and security
2 plans.

3 Every welcoming school will have
4 Safe Passage for its children. And we will work
5 with parents before any routes are finalized.

6 Every welcoming school will get
7 additional security. And the security guard from
8 the sending school will follow students to their
9 welcoming school.

10 Every welcoming school will receive
11 new or upgraded school safety supports such as
12 alarms and entry screening equipment.

13 CPS will be holding ongoing parent
14 and student engagement forums at welcoming schools
15 to gather feedback on the school-based safety
16 plans.

17 In addition, we are partnering with
18 CPD to perform checks of Safe Passage routes with
19 the Department of Buildings, Streets and
20 Sanitation, and Transportation to identify
21 abandoned buildings, potholes, and cracked
22 sidewalks that need to be addressed so that
23 children have a safe walk to and from school every
24 single day.

1 The action proposed under discussion
2 this evening is the proposal to close Goodlow and
3 welcome students at Earle with the school
4 relocated to the current Goodlow building.

5 I would like to call your attention
6 briefly to the handouts that you should have
7 received when you came in. These are the same
8 handouts that were shared at the previous meeting.
9 If you weren't at the previous meeting, I'll
10 describe it very briefly before we move into
11 public comment.

12 On page one the map in the center
13 shows the location of all the schools involved in
14 the proposal. On both sides of the map there's an
15 overview of historical enrollment data as well as
16 a summary of how students in all schools will
17 benefit.

18 On the bottom of the page again
19 there's more information on how to learn more
20 either by calling 311 or visiting
21 cps.edu/qualityschools.

22 Again I want to reiterate that you
23 will begin to see responses to questions from the
24 community meetings on this website before the

1 public hearings start next Tuesday as well as
2 meeting summaries within five days of each
3 community meeting will be on this website.

4 On page two of this packet, the box
5 at the top of the page outlines the future
6 location of students from all schools if this
7 school action proposal is approved.

8 The rest of the page outlines many
9 of the questions that are frequently asked by
10 families, including information on how to consider
11 enrollment in a different school option, the
12 safety and security plan, and how teachers will be
13 reassigned and how programs will be transferred.

14 On page three of this packet, as
15 part of our proposals, we're looking to reinvest
16 to support students both in schools that are
17 closed as well as those schools that welcome
18 students.

19 This third page outlines those
20 investments that will go into every welcoming
21 school, including AC in every classroom that
22 doesn't currently already have it, interior
23 improvements to schools, I-pads for all students
24 grade three through eight, and a safety and

1 security plan -- again that includes Safe Passage
2 -- and equipment upgrades.

3 In addition to the box at the bottom
4 of the page, there is contact information on how
5 to reach specific support offices if you have more
6 specific questions.

7 The last page, page four, shows the
8 potential future boundary if the proposal is
9 approved.

10 With that being said, I want to
11 thank you again for your time. And I will hand it
12 over to Dr. Stephanie Whyte for calling speakers
13 for public comment.

14 MS. WHYTE: Good evening. I am
15 Dr. Stephanie Whyte, the Chief Health Officer for
16 Chicago Public Schools. I oversee the Office of
17 Student Health and Wellness.

18 Just to reiterate, we're here to
19 listen. And we do have a court reporter here who
20 will take down your words.

21 If you have written or prepared
22 statement, or prepared statement with you, we ask
23 that you leave it with the court reporter. It'll
24 be entered into the official report.

1 And that if you need any assistance
2 with either translation or sign language
3 interpretation please let us know.

4 Every person who is signed up to
5 speak will be allotted two minutes in which to do
6 so. There is a time keeper, who will let you know
7 as your time is expiring. After that, we'll ask
8 that you promptly wrap up.

9 I have before me about seven
10 speakers who have signed up to speak. So we will
11 allow you the opportunity to speak again, if you'd
12 like; but you must sign up once more.

13 Public comment tonight will last
14 until the scheduled end time of the meeting. And
15 the next meeting will be the public hearing that
16 will be held on April 17th at CPS Central Office,
17 125 South Clark at -- from 8:00 to 10:00 p.m.

18 So with that, we'll begin.

19 Can I have Mary Daniels, please.

20 MS. DANIELS: Hello, everyone.

21 It is so hurting to me. I was there
22 when they broke the ground to build Goodlow. And
23 it's going to be hurting to lose our alma mater
24 and our teachers.

1 I have three sons who have graduated
2 from Goodlow went on to college. I have three
3 granddaughters graduated from Goodlow. They're in
4 college. I have three more here. I want them to
5 go by that same model. And it's hurting my
6 grandchildren also.

7 We want to keep our teachers. I'm
8 not saying that they're the best in the world.
9 But to me, they are the best.

10 MS. WHYTE: Thank you.

11 I'd like to ask when you guys come
12 up -- I'm sorry. I neglected to say this -- that
13 you would say, in addition to your name, your
14 affiliation -- if you're a parent, teacher or what
15 have you. And then we'll have -- you don't have
16 to come back. That's fine.

17 MS. DANIELS: I'm a grandparent. And I
18 was the mother of the first three that graduated.

19 MS. WHYTE: I got that in the notes.

20 Okay. Can I have Damari Lacey,
21 please.

22 MS. LACEY: My name is Damari Lacey. I'm
23 in fourth grade. I'm 11. And my mama is Nicole
24 Boyd. She right there. And I don't want Earle to

1 come to our school, because we got one assistant
2 principal named Mr. Huff. And he's a good
3 principal.

4 MS. WHYTE: Thank you, Mr. Lacey.
5 Ketesha Melendez.

6 MS. MELENDEZ: Good evening.

7 My name is Ketesha L. Melendez. And
8 I am the principal of Charles W. Earle Elementary
9 School.

10 I would like to primarily
11 acknowledge that we are both empathetic and
12 sympathetic to the concerns as it relates to
13 change and for the relationships built among those
14 all vested in Goodlow.

15 Earle is also experiencing anxiety
16 as we prepare to embark on our continued journey
17 to serve students.

18 Change can be perceived as being
19 difficulty due to uncertainty and the venture into
20 the unknown. Change is not always bad, but at
21 times necessary.

22 Times are changing. Demands are
23 changing. And the way we need to educate our
24 students so that they are prepared to be conducive

1 global citizens is changing.

2 I do not look at the proposed merger
3 of schools as adversarial but a way to mend broken
4 relations that have gone on for generations and
5 assist the changing the stigma of Englewood.

6 Remember a building is but a shell,
7 it is the student, staff, and stakeholders that
8 truly comprise the school.

9 I have heard you all speak
10 passionately about your current school. But by
11 working alongside each other, we can continue to
12 ensure great things happening.

13 At Earle too, we have a committed
14 staff that work collectively to positively impact
15 student achievement. And it is evident in our
16 above-average student growth.

17 The hope of merging our two schools
18 together is the wealth of knowledge, collective
19 expertise, and the much-needed resources as we,
20 not only educate the students of Goodlow and
21 Earle, but additional students and families within
22 the Englewood community.

23 Again I welcome each of you and look
24 forward to working collectively with you to ensure

1 the students we serve reach their full potential.

2 Enjoy your evening.

3 MS. WHYTE: Thank you.

4 Darlene O'Banner.

5 MS. O'BANNER: Good evening.

6 My name is Darlene O'Banner,
7 D-a-r-l-e-n-e, O, apostrophe, capital B as in boy,
8 a-n-n-e-r. I'm an Englewood resident in is the
9 same house for 43 years. My parents moved here on
10 61st and Damen in 1969.

11 I went to O'Toole. And I graduated
12 from Gage Park; because where I lived, I couldn't
13 come to Harper. When I got to Gage Park. It was,
14 it was four people from O'Toole -- three whites
15 one black. That was me. When I got to Gage Park,
16 it was nothing but Earle and Henderson.

17 I have a problem with all of this
18 that's going on that's breaking up -- we're not
19 talking about a community. We're talking about a
20 neighborhood now.

21 And these kids get out in that park,
22 and they play. It's got to be a better -- like I
23 said, the whole fight regardless to what happens,
24 Earle is going to come to Goodlow. It's just a

14

1 fight of who's going to be the welcoming school.

2 And these kids play in that park.

3 Once a year we get together on 59th and Hermitage
4 as a neighborhood gathering. Ain't nobody
5 fighting. Ain't nobody shooting. But I'm not
6 going to say we're not going to have incidents
7 inside that building. I'm not going to tell you
8 that.

9 And I just want to know. I have a
10 few questions. And I can come back in my two
11 minutes.

12 But air conditioning, library.
13 Goodlow building -- what is the improvement on
14 that? We have that already.

15 Okay. And I need more details when
16 they say, technology and Internet band width.

17 Then you talk about I-pads for the
18 students from three to eight. I thought we was
19 talking about early childhood. I don't see
20 nothing on this paper that talks about preK
21 through second.

22 What about special education? Are
23 we still going to have that?

24 What is the update on the ADA

1 accessibility. We have that already.

2 And these improvements, will all
3 these improvements be done by August before we go
4 back to school? Okay. I have seventeen. I can
5 sign up and go through the rest.

6 MS. WHYTE: Okay. Thank you.

7 LaVerne Rankins.

8 MS. RANKINS: Good evening.

9 My name is LaVerne Rankins. I'm a
10 grandmother of a Goodlow preK. And my question
11 is, why would they take the staff from Goodlow and
12 relocate them to Earle and put Earle over to
13 Goodlow, when the students are doing so well?

14 Because at the last meeting, just
15 like I said, my grandson has a speech impediment.
16 They've been working with him so much that he's
17 coming along real good.

18 As a matter of fact, he's the next
19 speaker. And he got something to say.

20 MR. CONLEY: My name is Laneal Conley,
21 Junior.

22 My name is Laneal Conley, Junior.
23 And please don't close my school, because I really
24 love my school, and I really love teacher.

1 MS. WHYTE: Thank you.

2 Laneal Conley.

3 Michael Walsh.

4 MR. WALSH: Hello.

5 My name is Michael Walsh,

6 M-i-c-h-a-e-l, W-a-l-s-h.

7 At the CPS community meeting held on
8 Tuesday, April 9th, I asked CPS Network Chief,
9 Adrian Willis, clearly and on the court reporter's
10 record, did cheating occur on the 2011 Earle ISAT
11 test. I waited and waited while Network Chief
12 Willis fiddled with his phone and looked every
13 which way but me.

14 What seemed like an eternity of dead
15 silenced passed. I then asked Mr. Willis again.
16 Mr. Willis would not answer.

17 I asked Mr. Willis to promise to
18 send someone from the Office of Strategy,
19 Research, and Accountability to investigate.
20 Mr. Willis would not promise.

21 I asked again and again and again
22 until my two minutes at the microphone were up.

23 The crowd began to shout and chant
24 asking Mr. Willis to promise.

1 Mr. Willis, I'm still waiting for a
2 reply.

3 Is this how you build trust with the
4 community? Two days ago I raised some really
5 significant questions. No one has gotten back to
6 me. No one has reached out from CPS.

7 How are these people supposed to
8 believe anything you guys say when you guys are
9 this distant, this vacant? You will not even
10 address these very, very serious concerns.

11 These are children's lives that
12 we're talking about here. And no one can take the
13 time to answer these very serious questions?

14 There's a lot of cheating going on
15 down in Atlanta right now. Or there was cheating
16 down in Atlanta. And you've seen the fallout from
17 that. I don't want that stuff to happen here in
18 Chicago.

19 I'm reaching out asking for answers.
20 Would you guys please send someone from the Office
21 of Strategy, Research, and Accountability to talk
22 to me. I don't want to have to go running around
23 scrambling and begging for answers anymore.

24 Thank you.

1 MS. WHYTE: So before I call the next
2 speaker, I just want to reiterate. We're here to
3 listen. We're taking notes. And these notes will
4 go back to our CEO, Barbara Byrd-Bennett, as well
5 as the Board office.

6 If there are questions, you can
7 always call 311 or visit our website,
8 cps.edu/qualityschools. And if there are specific
9 questions targeted at our special student
10 population, on the third page of your handout it
11 lists the numbers to regarding students with
12 disabilities, English-language learners, and
13 students in temporary-living situations.

14 With that, can I have Nicole Boyd at
15 the mike, please.

16 MS. BOYD: Good evening.

17 As a parent, I'm representing the
18 Elaine O. Goodlow School and my mission to see
19 that Elaine O. Goodlow remain open and become the
20 welcoming school for the proposed closing and
21 relocation of Charles Earle School and Elaine
22 Goodlow.

23 In our first meeting on Tuesday at
24 Lindbloom High School, we gave a report that

1 included data that provided that Elaine Goodlow
2 was the higher-performing school in utilization
3 and performance.

4 The evidence reported showed our
5 total underutilization score at 67 percent. And
6 Earle School at 39 percent.

7 When looking at the performance, as
8 we provided, Elaine Goodlow had higher ISAT scores
9 than Earle in 2011-2012 school year.

10 A report also given that said that
11 Earle seventh and eight graders had such a higher
12 increase in reading and math -- some of this gain
13 was 30 to 50 percent -- or more that the
14 principal, Ms. Campbell, was fired for cheating
15 and some of the staff, too.

16 Yet, this same data from Earle ISAT
17 scores were used to indicate to parents that Earle
18 had better performance while Network Chief Willis
19 knew that the data was not valid.

20 As a result of these findings we are
21 demanding that this information be sent directly
22 to Ms. Barbara Byrd-Bennett, her leadership team,
23 and the School Board for review and to stop the
24 unfair proposed closing of Goodlow School.

1 And one, we are demanding a written
2 explanation of the person responsible for this new
3 concept, closing and relocation.

4 Two, we are demanding that Ms. Byrd
5 receive this letter and become aware --

6 I'll be back.

7 MS. WHYTE: David Brown.

8 MR. BROWN: Good evening.

9 My name is David Brown, D-a-v-i-d,
10 B-r-o-w-n. And I feel that you are picking on
11 Goodlow. Do you want to know why? Because you
12 are combining Earle with Goodlow, which exactly
13 makes no sense at all.

14 And if you or whoever else is doing
15 this is not out of their mind, Goodlow is the
16 goodest (sic) school in the world. And Mr. Huff
17 and Mr. Sadiki will work hard to keep it open.

18 MS. WHYTE: Thank you.

19 David. David. David, do you want
20 to give your testimony to the court reporter so it
21 gets back to the CEO? You can just leave it right
22 there at the table.

23 Thank you.

24 Darlene O'Banner.

1 MS. O'BANNER: Okay. Now I am on number
2 nine.

3 Would it be additional security,
4 which you said that; but, how long do the phrase
5 or the word transition stay or occur. We're going
6 do all of this in August. Then we get all this
7 money. Then you have all these extra people come.
8 And then when June come, everybody gone. Then we
9 start back to school. The security, there's
10 nothing.

11 Will we have art, music, language?
12 Would that be part of the STEM program? And will
13 we have smart boards in every class?

14 Our Goodlow fifth, sixth, seventh
15 eighth graders, we went to Sara E. Goodwin, 76th
16 and Homan. Our network had a high school fair
17 there. So we are very, very aware how a STEM
18 school is supposed to look and what it's supposed
19 to have in it.

20 You turning this to a STEM school.
21 And STEM is what -- science technology, engineer
22 math? Are we going to have classes for the
23 parents? Because you're going to all this
24 technology. You've got two low performing

1 schools. It don't matter.

2 We've got to work this thing out.
3 If you don't have the people in the right place,
4 it's not going to work. Because Earle has been on
5 probation ten years and Goodlow eight. That's
6 just too long.

7 Who's going to contact CTA, because
8 the buses on Damen stop running, and then they
9 start. Then 63rd. We have students that come to
10 catch the bus on Damen. If they don't get the
11 3:04, the next bus is not until 3:25.

12 Partnerships. Are we going to
13 have -- where we could continue -- Mr. Sadiki, we
14 started a partnership downtown to the opera going
15 to different trips. Englewood students, we need
16 to get them out of the community and let them see
17 there's more offered than what's in the community.

18 I went down to see the first lady,
19 Michelle Obama, when she was at McCormick Place.
20 I was there, but I didn't see nobody from
21 Englewood. So I would like to know, how those
22 kids was selected to go?

23 What that say, zero?

24 Can I just do three more?

1 Will we continue to have our high
2 school fair. That was our first time having that.
3 We will continue to have everything that we
4 started in September?

5 Right now I'm taking workshops at
6 UIC. I'm doing things to get books, supplies, and
7 everything. We're trying to have a fair to get
8 the kids together.

9 They keep saying the budget is going
10 to do all this. But how long do you use that term
11 transitional? And when will we get the answer
12 from all of these questions that we're putting
13 out? Will they come in e-mail? Or will someone
14 call us? Or you just got to look randomly and see
15 that one of your questions hit the website?

16 MS. WHYTE: The questions, as we stated
17 at the beginning, will -- the frequently asked
18 questions will be placed on the website from the
19 community hearing meetings.

20 MS. O'BANNER: Because the neighborhood
21 needs answers. Again, we're not talking about a
22 community. We're talking about a close-knit
23 neighborhood. And we need answers. And I just
24 really want to get this over to them. Give us our
24

1 answers. And just be fair with the welcoming
2 school and with the testing.

3 MS. WHYTE: Thank you.

4 Did you submit that for the court
5 reporter? Okay. Thank you.

6 Clifford Fields.

7 MR. FIELDS: Good evening, everyone.

8 Clifford, C-l-i-f-f-o-r-d, Fields,
9 F-i-e-l-d-s.

10 My concern is that it's not about
11 the kids coming to Earle, you know; because the
12 kids all need learning. It's about, y'all seen
13 the movie. We show the bullying, about how kids
14 are getting bullied.

15 So I feel that our staff at Goodlow
16 are getting bullied. You guys need to take a good
17 look at how you just going to dismiss Goodlow
18 staff and bring in all of Earle staff.

19 I said this on the other day. You
20 guys, everybody, should reapply. Don't just
21 dismiss Goodlow. Give everybody an opportunity to
22 reapply for their job -- Earle, Goodlow, anybody
23 from the University, everybody. Because y'all
24 know it's hard out here.

1 Y'all sitting at them chairs,
2 sitting their with y'all suits on and everything.
3 Y'all going to have a job.

4 And it's just a shame on how y'all
5 just going to do Goodlow, Elaine O. Goodlow, like
6 that -- like she didn't mean nothing to Englewood.

7 I like that sign, two minutes, that
8 you raised up.

9 Can I give y'all two days to come up
10 with a better solution than what y'all doing?

11 Mr. Underdue, I'm asking you to help
12 them undo this situation that they got us in.

13 Thank you.

14 (Whereupon, a brief pause was
15 taken.)

16 MS. WHYTE: We are here to listen, but
17 you do have to sign up again to speak.

18 We are going to bring the sign-in
19 sheet into the gym so it's a little more
20 convenient.

21 So the sign-in sheet has been
22 brought to the gym. It'll be on the table at the
23 rear by the bleachers under the basketball hoop.

24 Foster Williams, please.

26

1 MR. WILLIAMS: Hello. My name is Foster
2 Williams, F-o-s-t-e-r, Williams, W-i-l-l-i-a-m-s.

3 I want to touch on the staff and the
4 children at Goodlow. I've been at Goodlow for,
5 for like eight months, since September. And I've
6 seen the change at Goodlow since I've been there
7 since September.

8 When me, Mr. Huff, and Mr. Sadiki
9 arrived at Goodlow. Goodlow -- it was already a
10 decent school; but when we got there, we've
11 started making changes. It was rough with the
12 parents. It was rough with the kids, with getting
13 them along.

14 And as of right now, I think that
15 the kids are really turning that corner as far as
16 behavior, scores, and everything. This school is
17 really making strides as far as the ISAT test and
18 overall behavior of the school period.

19 These two black men that came to
20 this school in September are making changes. And
21 according to what Barbara Byrd-Bennett is saying
22 that she wants to consolidate schools and do
23 things for the better, I don't see how it's doing
24 the kids, the community, and the staff any good by

1 taking a staff from Earle, which is underachieving
2 and take out a staff that is doing much better and
3 switch the two. That don't make sense to me.

4 The parents had a meeting. And they
5 pulled up documents, documentation that has to do
6 with data and stuff like that, that Earle has and
7 that we have.

8 And it just don't add up that we
9 would be put, the staff would be put out of the
10 school, and Earle would be put in the school. I
11 don't want to throw Earle under the bus, because
12 nobody needs to lose their job. But I do feel
13 like we should not lose our jobs. And we're doing
14 good at Goodlow.

15 I will say this here. This is one
16 underlying question that everybody at Goodlow,
17 meaning parents and staff would like to know, why
18 would you take a staff that is doing well or is
19 doing better and two black men that come in there
20 that's making changes in the school and take them
21 out and bring in what staff that hasn't really
22 proved themselves at all, that really hasn't
23 raised any scores at all in ten years.

24 Conduct and everything is terrible

28

1 at Goodlow. Conduct at Goodlow is on the rise.
2 We're doing good there. Leave Goodlow alone,
3 please.

4 MS. WHYTE: Thank you.

5 I'd like to remind you that we do
6 have a court reporter who's recording the
7 testimony. If you make noise on top of the
8 speaker while they're speaking, everything that
9 they're saying will not be accurately recorded.

10 So if you could save the applause
11 until when they finish, that's great. That way
12 she can hear everything she needs to hear, and we
13 can get all the testimony down.

14 Thank you.

15 I'm sorry -- Nicole Boyd.

16 MS. BOYD: That's Nicole Boyd.

17 Number two. We are demanding that
18 Ms. Byrd receive this letter and become aware of
19 the scam by network chiefs to undermine the
20 intelligence of Ms. Byrd and her team by giving
21 half truths about the actual utilization and
22 performance data of two schools under the proposed
23 closing and relocation issue.

24 Please refer the articles presented

1 in the Chicago Sun-Times newspaper, Wednesday,
2 April 10, 2013, page 24, where this issue of the
3 utilization and performance was under discussion.

4 Although our school, Elaine Goodlow,
5 was not mentioned, we fit into the same category
6 where a better school is being taken over by a
7 less-performing school.

8 We are asking Ms. Byrd to do her
9 homework and look at the data for our school and
10 Earle. Do not allow this to be pushed over your
11 heard, Ms. Byrd.

12 Some of your own people, Network
13 Chief Willis, are trying to push some unfair,
14 illegal practices below your radar or so they
15 hope.

16 Please be advised that we intend to
17 take our fight to the media from flyers,
18 petitions, radio, newspapers and world news
19 tonight.

20 I'm asking that also that our
21 following question be answered in writing and
22 signed by Dr. Barbara Bennett-Byrd and her
23 leadership team in ink, no rubber stamps, sent by
24 certified mail.

1 One. Why is Dr. Byrd going against
2 her own guidelines of school utilization for
3 school closing or has she been deceived by her own
4 fact finding underutilization team.

5 Number two. Why are you
6 considering -- don't worry. I'll be back.

7 MS. WHITE: LaVerne Rankins.

8 MS. RANKINS: Hi. I'm LaVerne Rankins
9 again, and a concerned parent, grandparent of
10 Goodlow.

11 And I was looking at the map where
12 they had like got Goodlow right next to Earle.
13 And Goodlow boundaries are more wider than Earle.

14 Now the principal of Earle, how is
15 she going to get around in those stilettos, if --
16 she's going to have to get some, some Hush Puppies
17 or something. Because if they put Earle and
18 Goodlow together, them stilettos just ain't going
19 to make it.

20 Can you all please not close
21 Goodlow? I'm begging you as a concerned
22 grandparent.

23 I'll do anything that I have to do.
24 Just don't close the doors to Goodlow. Because

1 our kids need it, and we need it.

2 And I thank you very much.

3 MS. WHYTE: Thank you, Ms. Rankins.

4 Clifford Fields.

5 MR. FIELDS: I ain't got to spell it out,

6 do I? No? Y'all told me to write it down.

7 I got quite a few questions for you

8 guys -- how many of y'all have grand kids? Y'all

9 ain't got to raise your hand.

10 How many of y'all grand kids' school

11 getting consolidated? Ask Barbara Byrd that, too.

12 Okay. Wait a minute. I'll ask her. I know you

13 hear me.

14 I would like to know, for real, why

15 is you guys -- I'm getting something real mixed

16 up. Is Goodlow closing, and they're bringing

17 Earle -- is they going to name 62nd Street Earle?

18 Or is Goodlow name staying?

19 Can somebody answer that for me real

20 quick? Y'all don't know? Never mind.

21 Why would you change the name of a

22 school and change the staff, when they ain't did

23 nothing wrong? It ain't our fault that Earle got

24 200 something children up in there. It can't our

32

1 fault we got air condition, computer labs, science
2 labs. Now they want to come in our house and take
3 over our house.

4 That's unfair. Y'all wouldn't want
5 nobody to come and take over y'all house. Am I
6 right about it?

7 All these schools in the network,
8 Chief Willis' network, what they going to do with
9 the buildings? Never mind. That's how come y'all
10 getting the I-pads and stuff. Y'all going to sell
11 the buildings, and y'all get money off that.

12 Y'all got to think about the schools
13 closed in the network, y'all ain't going to have
14 no jobs either. Y'all need to think about that.

15 MS. WHYTE: Thank you.

16 Michael Walsh.

17 MR. WALSH: I just wanted to ask that as
18 well as having Barbara Byrd-Bennett investigate
19 the scores and the data at Earle School during the
20 2011 ISAT test, I'd like to be brought to the
21 attention of Mayor Rahm Emanuel. He's the one who
22 sort of started this whole mess.

23 I want to go over a little bit of
24 the data again.

1 I have here that in 2010 Earle's
2 meets or exceeds in science, were 37.7. In 2011
3 they went up to like 67.7. That's like a 30-point
4 gain. Now there is some people up there who are
5 some pretty smart people and people who understand
6 this. And you know that that sort of a gain --
7 like a normal gain or a normal drop might be five
8 points.

9 So that's about six times a normal
10 gain. That should raise a huge red flag. And
11 that should have automatically been investigated.
12 I'm curious whether that was investigated and
13 whether there's a coverup going on.

14 The math and reading as well jumped
15 way up in 2011, all the scores went way up in
16 2011. And then that principal was not rehired.
17 So that raises a lot of questions, too.

18 We're wondering what happened to
19 that principal. People have told me she was a
20 really nice lady? So why, if she raised scores
21 tremendously, why would she suddenly disappear?

22 Then in 2012 the scores dropped
23 again precipitously. They dropped 17 point in
24 science. Once again, that's a huge drop. That

1 should rage raise a huge red flag. That should be
2 investigated.

3 In 2011 the scores go way up, five
4 or six times higher than normal. And then they
5 can drop way down again when that principal
6 leaves. And I was told when that principal left,
7 a bunch of staff went with her.

8 The community was told that she was
9 just leaving and taking the staff with her. Is
10 that really what happened? Or was she pressured
11 to leave, Mr. Willis? These are questions that we
12 want to know.

13 These are questions that we need to
14 know in order for you guys to make the decision to
15 close Goodlow.

16 MS. WHYTE: Thank you.

17 MR. WALSH: Did you guys look at the
18 data, actually look at the data with Barbara
19 Byrd-Bennett to make this decision?

20 MS. WHYTE: Please conclude.

21 MR. WALSH: Thank you.

22 MS. WHYTE: Crystal Caston.

23 MS. CASTON: Good evening, School Board,
24 principals, teachers, parents, and community

1 representatives.

2 We have protested, marched, and
3 petitioned, shouted and still no change. There
4 are a saying, when there are lemons, you make
5 lemonade. Look towards the future, the 2013-14
6 school year.

7 We have as well. Make our peace.
8 Join hands -- we might as well make our peace,
9 join hands, minds, and bodies, resources and
10 support our children.

11 Our Earle School, Goodlow students
12 will perceive that there is a turbulence. And we
13 will react to that.

14 We as mature adults need to learn to
15 put away our differences and make efforts to unite
16 for educational reasons for our children in the
17 community. To assist them in understanding
18 education isn't in the building, it is in our
19 minds.

20 Their peace of mind will lead to a
21 successful school term realizing that there is
22 not -- this is not Earle/Goodlow students. These
23 are our students. Thank you.

24 MS. WHYTE: Thank you.

1 Ms. Boyd.

2 MS. BOYD: Number two. Why are you
3 considering removing the principal, Mr. Sadiki,
4 and the assistant principal, Mr. Huff, of Goodlow
5 School, two African American men that are leaders,
6 mentors, positive influences that are desperately
7 needed in the lives of the children of Englewood.

8 Number three. Why is a
9 less-experienced interim principal, Ms. Melendez
10 of Charles Earle School being considered to
11 replace our present principal, Mr. Sadiki.

12 Mr. Sadiki has experience as
13 assistant principal at Julian High School dealing
14 with students are from the Roseland community that
15 has the same background as our Englewood students?

16 From -- excuse me. Mr. Sadiki is
17 valuable for the college and career readiness of
18 our students, because he knows the high school
19 requirements.

20 Why are Earle School,
21 less-experienced staff being considered to be
22 better than our Goodlow teachers.

23 When in fact Earle has had ten years
24 of probation, two turnarounds, extra money poured

1 in; and yet, they are still on probation, and
2 performing lower than Goodlow.

3 What happened to the policy of
4 closing a school after two years of turnaround
5 status? Earle must be very special.

6 Number five. Is it true that
7 Mr. Willis was instructed by the utilization
8 process to close Earle as he is proposing, but now
9 to obviously trying to shove the staff Earle into
10 Goodlow's place as the welcoming school by using
11 falsified data to kick Goodlow staff to the curb
12 in order to save his Earle school friends and
13 family?

14 Thank you.

15 MS. WHYTE: Thank you.

16 Mr. Fields.

17 MR. FIELDS: This is a special news
18 report.

19 We were informed that there is a
20 chance that some of Goodlow staff have the
21 opportunity to work at Earle School. I'm not sure
22 who to address this question to, but there was a
23 huge fight at Earle School on March 22nd, the
24 Friday before spring break, involving the parents

1 at Earle and some of the students.

2 This been public information we
3 attempted to get the incident reports, but was
4 unable to because the incident has mysteriously
5 disappeared from the system.

6 I know an incident at this magnitude
7 the police had to have been dispatched to this
8 location. And there were 911 calls made.

9 If some of us are going to have the
10 opportunity to work with the administration of
11 Earle, the parents of Earle, and the students, we
12 have the right to know the characteristics of the
13 community that is being relocated to Goodlow.

14 Mr. Sadiki and Mr. Huff has worked
15 so hard to get the culture and climate at Goodlow
16 that some of the students look forward to coming
17 to school.

18 Will the climate change once Earle
19 relocate to Goodlow? How does the administration
20 plan to control an additional 300 plus students
21 and apparently they can't control the parents and
22 students that she have already?

23 Question. And I need this in two
24 days, too?

1 Did the altercation involve parents
2 versus parents, parents versus students, parents
3 versus administration and staff? And how was it
4 handled? Can someone from Earle, someone from
5 Chief Willis' office, how about you Mr. Underdue,
6 provide Goodlow with the incident report regarding
7 the fight?

8 Thank you.

9 MS. WHYTE: Marion Brown.

10 MS. BROWN: Hello.

11 My name is Marion Brown,
12 M-a-r-i-o-n, B-r-o-w-n.

13 And I would like to know, why
14 exactly are you merging two different schools,
15 Earle and Goodlow?

16 First off, me being a kid, I already
17 know that's a few different gangs. So you put
18 them in one building. You already know what's
19 going to happen. They're going to instantly try
20 to kill each other. So that's more stuff for you
21 to tack against us for y'all to close Goodlow.
22 Next it's going to be Earle.

23 So what's the purpose of even
24 trying? But either way it go, you're still going

40

1 to try to close it; but it's not going to happen,
2 because Goodlow has turned -- totally changed.

3 When I first got there, I was barely
4 making my grades. But I brought them up thanks to
5 the teachers at Goodlow Mr. Sadiki and Mr. Huff
6 that encouraged me to bring up my grades.

7 They actually took time to ask me,
8 why I wasn't making my grades. And they helped me
9 to learn more.

10 Thank you for telling me the time.

11 I'm asking, please do not merge our
12 schools. That's just bringing up closer and
13 closer to killing ourselves. Thank you.

14 MS. WHYTE: Thank you.

15 Ms. O'Banner.

16 MS. O'BANNER: Darlene O'Banner,
17 D-a-r-l-e-n-e, O-b-a-n-n-e-r.

18 I'm representing -- I'm representing
19 the community and the residents around Goodlow. I
20 have a petition. I did not get this petition
21 signed by anyone in Goodlow building. I did not
22 get this petition signed in anybody in the Earle's
23 building. I went door to door to door the
24 residents is concerned.

1 However, this may go, we don't want
2 no name change. We want a new name, new school.

3 I also feel that my neighbor was
4 saying that she have four children that go to
5 Goodlow. With that transition money, when we go
6 back to school, who's going to buy those uniforms?
7 Because whatever happen in August, there's going
8 to be a uniform change, because you're trying to
9 put two schools together.

10 I feel like CPS should be
11 responsible for giving each child two uniforms to
12 get started in August. And again I still want to
13 say this over and over and over, how long is this
14 transitional term? How long are we going to say
15 this? Because I know the CIWP. I know the
16 budget.

17 You're going to put this money in
18 this school. And I'm going to go there and I'm
19 going to be looking for this stuff. And I'm going
20 to be very, very upset.

21 And when school is out, I just want
22 to make sure that we have this for our kids.
23 Everybody wants to get up here and say -- and
24 everybody wants to keep their job. We can say we

1 don't know what we can do together, but it all
2 boils down to everybody wants to keep their job.
3 But those children come first.

4 So I really feel with the community
5 at this time, y'all need to be straight up with
6 the staff. Because I did my homework. Don't tell
7 no one to take your child out that Goodlow
8 building even when Earle staff come over or
9 certain percentage of Goodlow staff will stay.

10 Also, in the first utilization, I've
11 been going to utilization meetings ever since
12 October. It's a certain percentage of familiar
13 faces that Goodlow children have to have for them.

14 And those counselors, we do not want
15 outside counselors. We don't want no outside --
16 you keep saying the support. You can put Earle's
17 counselors and Goodlow counselors. Just keep
18 everybody. Just find a way for everybody that
19 stay. And then this will stop everything.

20 MS. WHYTE: Please conclude.

21 MS. O'BANNER: I'll be back.

22 MS. WHYTE: Ms. Rankins.

23 MS. RANKINS: My name is LaVerne Rankins,
24 again.

1 Now I know y'all sitting there.
2 Y'all -- to hear us. But did you all here what
3 that baby said about the schools merging?
4 I guess y'all didn't.
5 But anyway, how come they couldn't
6 take the teachers from Earle and merge them with
7 O'Toole and Bass instead of merging Earle with
8 Goodlow.
9 You got two other schools that they
10 could merge with? Because we need our jobs. And
11 jobs is not easy to find. You all could go get
12 fired today go find a job tomorrow. It's not that
13 easy for us.
14 And I'm asking you again, please
15 take in consideration not to merge Earle with
16 Goodlow; because the principal and the vice
17 principal, they walk those kids to the bus stop
18 and to, where they safe, where they can be safe,
19 no fighting, no nothing. Just get home. Get
20 where you got to go. But get off school grounds.
21 The principal from Earle, she
22 probably don't walk no more than to the washroom
23 and back.
24 Okay. I see. 15 seconds. All

1 right. Have a good day.

2 MS. WHYTE: Taylor Shaw.

3 MR. SHAW: Hello. My name is Taylor
4 Shaw, and I go to Harper. I came from Goodlow
5 with a -- on the honor roll thanks to all my
6 teachers. And I'd like to thank them for that.

7 I came into Harper on the honor
8 roll, too, I'd like to thank them for that. All
9 my sports coaches, they help me get better at
10 sports. And now, thanks to them, I made it to
11 State in wrestling. I had -- I'm now starting on
12 football team as a wing back. And I'm doing great
13 in track. And I thank them for that.

14 Right now I'm on the honor roll
15 again and rank number two in my class thanks to
16 all the teachers that helped me.

17 And I just want to know why was you
18 saying Earle kids, knowing they have to walk
19 through gang ways and all them risking their lives
20 just to go to school. I don't understand that.

21 And then switching the teachers, I
22 don't understand that either. The teachers at
23 Goodlow are better than the teachers at Earle.
24 And that confuses me. I didn't really want to go

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1 here, but hearing other people talking about how
2 they wish they want to keep Earle staff from
3 coming into Goodlow, it makes me wants to get up
4 and talk about it. I just don't understand it.

5 That's all I have to say.

6 MS. WHYTE: Thank you.

7 Mr. Fields.

8 MR. FIELDS: Now the young folks was
9 talking about killing each other and all that.
10 Have y'all ever did the walk? How can Madville --
11 they got to cross from Dipset to get to Insane.

12 Now Earle side is Deville. Y'all
13 putting them kids in danger. Believe it or not.

14 Now when y'all talking about Safe
15 Passage, I'm hoping y'all not talking about them
16 people with them little vests on. They ain't got
17 nothing but a phone. That's all they got. Don't
18 make no sense, y'all, for real. I know I'm
19 preaching to the choir right now.

20 I want to talk to the pastor. Y'all
21 the choir members. All right. I want to talk to
22 the head person in charge. Because y'all got
23 y'all little recording, y'all typing, y'all
24 writing down everything.

1 Matter of fact, in two days can I
2 get a copy of that recording? Because y'all can
3 go delete it too just as well.

4 Y'all, please. These kids are
5 crying for help. Don't put these babies in
6 danger. Let them stay over there at Earle. Let
7 Elaine -- let her rest in piece. Let her name
8 stay up there. Leave the staff alone. That way
9 everybody will be happy.

10 Our kids can get the learning that
11 they deserve. You can't get it with Earle,
12 because they're a lower three, as I mentioned the
13 last time. We ain't all that, but they lower than
14 us.

15 So you bringing that staff over
16 there to a higher three from a lower three. What
17 that make us? Still at a three, huh?

18 Y'all got to do the math, please.

19 Barbara Byrd, I know you're listening.

20 I just love that there, though, that
21 15 seconds.

22 Barbara Byrd, I hope you're
23 listening. But we need to see her. We need to
24 talk to her, the mayor. I'm tired to coming these

1 these public meetings and seeing the same old
2 people. We ain't getting no type of different
3 results.

4 I'm tired now, y'all. Y'all should
5 be tired, too. I hope you know where your
6 unemployment office is.

7 MS. WHYTE: D. Lacey.

8 MR. LACEY: Hello. My name is Damari
9 Lacey. I came up here for one time.

10 Earle is coming to our school. But
11 some of these teachers, staffs, and principals is
12 just going to be moved because of Earle.

13 At the end of the last school year,
14 some of these kids going to be going to O'Toole,
15 Bass and probably Goodlow or Earle. But Earle,
16 it's just, we're going to be having suspensions,
17 fights, all that.

18 But I don't even know. But Earle,
19 it's just going to be ridiculous.

20 MS. WHYTE: Thank you.

21 Marion Brown.

22 MS. BROWN: Hi, again. I'm Marion Brown
23 again.

24 I came up here to say that y'all --
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1 you all are bringing Earle over to Goodlow. And
2 like Mr. Fields said, that two different gangs.
3 The police can't do nothing. They -- a cell
4 phone, really. Really.

5 Police barely even do anything
6 already. They only come if somebody bleeding.
7 Okay, but every day in the neighborhood I live in,
8 everybody, every day babies are getting shot.
9 That's retarded.

10 So imagine a policeman walking up in
11 there. That's a sad situation.

12 So kids walking across all that way,
13 y'all not paying for that transportation. How you
14 know the parents got the money in their pocket to
15 do that? You don't. Just because y'all got the
16 money don't mean we have the money.

17 And CTA. Really? Everybody don't
18 take CTA. Some people have to take two, three
19 different buses just to get to the train. That
20 way they go home. And as many of my classmates
21 done came telling me that CTA, that they on, what
22 the Metra getting robbed.

23 Where the police at? Nowhere to be
24 seen. They under the covers shaking. It's up to
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1 our parents to do what the police should have been
2 doing.

3 Every day my daddy get up, and he go
4 to work. And every day he come home. He working
5 overtime just so can he provide for me. So
6 therefore I go back. Just because y'all got the
7 money don't mean we have the money.

8 And y'all bringing Earle over there
9 is not going to do nothing. We going to have
10 suspensions through the roof. Detention.
11 Everything. Really?

12 It's not going to do nothing but
13 make us generation X. It's over with after us.

14 MS. WHYTE: Thank you.

15 Dion Brown.

16 MS. BROWN: Good evening. My name is
17 Dion Brown. And I would like to know why merge
18 Earle with Goodlow? If you make this decision,
19 you will be separating a very good, loving family
20 like Goodlow. Thank you.

21 MS. WHYTE: Thank you.

22 David Brown.

23 MR. DAVID BROWN: I feel you are making a
24 big mistake by combining Earle with Goodlow. We

1 need books. And if you bring more students to
2 Goodlow, we will need more and more things.

3 I also was one of the baddest
4 students in O'Toole. But Goodlow changed me. And
5 now I have more As and Bs.

6 MS. WHYTE: Thank you.

7 Tina brown.

8 MS. BROWN: Okay. My name is Tina Brown,
9 T-i-n-a, B-r-o-w-n.

10 I am representing Goodlow Magnet
11 School. And I come here to tell you right now if
12 you shut down Goodlow Magnet School that would be
13 the biggest mistake you ever made in your life.

14 MS. WHYTE: Mr. Fields.

15 MR. FIELDS: I'm going to tell you,
16 church, real quick. How many church folks in
17 here? Y'all can't raise your hand either? Now
18 y'all know God ain't pleased with that. Now y'all
19 shame of y'all being God Christian folks. Come on
20 now.

21 This is what I want y'all to do.
22 Tonight go home and pray about this situation.
23 Because it seems to meals ain't nobody put God
24 first in none of this, none of it.

1 I want y'all to kneel down, go into
2 your secret hiding place and talk to God and ask
3 God, is this the right thing to do for our
4 children?

5 Barbara Byrd, that goes for you,
6 too.

7 I really want you guys to reflect on
8 the neighborhoods, how they're killing each other,
9 and so on. You guys don't have to worry about
10 that, because y'all living in the penthouses, you
11 know.

12 I treat you like your George and
13 Wheazy. Y'all moving on up to the east side. You
14 know what I'm saying? You don't have to worry
15 about gunshots at night, who got killed.

16 We sleep and we live around here.
17 And we don't want no child for Earle or Goodlow to
18 get involved in gun violence, death, gangs, or
19 nothing.

20 But it happens. So what I'm saying
21 something to you guys -- Earle can keep that mess
22 on Hermitage, okay. Goodlow, we are at peace. We
23 are at ease with ourselves. We are trying to do
24 the right thing.

1 But if you bring Earle over there, I
2 guarantee you, I'm not going to see you over there
3 at Goodlow. I'm not going to see you, you, you.
4 You might see Mr. Willis. I know Underdue and
5 them go pass by just to see what's going on. But
6 none of you guys, I'm not going to see none of you
7 guys.

8 I hope you pray about this
9 situation, because this is serious. This is no
10 play thing. This is serious business, jobs are
11 being -- I'm so tired of that 15 seconds. I
12 started to make one of them today.

13 Jobs are being demolished. Kids are
14 being threatened. That's a threat to the kids
15 when you bring Earle over there. And how is Earle
16 welcoming us? This is our house. That don't look
17 too good. Somebody coming into our house, and
18 we're welcoming you. We were planning on a big
19 bash for this coming school year. And we're still
20 planning. Ain't that right Goodlow?

21 We're still planning on our --

22 MS. WHYTE: Please conclude.

23 MR. FIELDS: Sign me up again over there.

24 I'm back. Oh, go ahead.

1 MS. WHYTE: Valeria Hinton.

2 MS. HINTON: Good evening. My name is
3 Valeria Hinton. And I'm a parent of a Goodlow
4 student.

5 My concern is, how can you look
6 these children in the face and tell them that
7 you're doing the right thing without even
8 explaining to them why?

9 My son is in sixth grade. He's an
10 accelerated students. And his scores are higher
11 than the District's. And that happened, he's been
12 at Goodlow since preK. And the teachers and staff
13 at Goodlow, along with myself, did that for him.

14 How many of you all could look my
15 son in the face and he will him that he's going to
16 lose all the teachers that he's seen and known
17 over these years? How can you tell him that if
18 Goodlow is on three, and Earle is at a three, how
19 could you merge -- if they're so bad, why would
20 you merge two bad schools?

21 If it's about the modernizing Earle
22 building because I've been in there. Why don't
23 you all take some of them five- and six-figure
24 salaries and that you have and modernize Earle

1 building? Why takes these kids out of their
2 comfort zone? Have you all walked through these
3 neighborhoods? No.

4 These kids have known their
5 classmates all these years. They have
6 relationships with the teachers and the students
7 of Goodlow. You all are making a big mistake and
8 causing some trouble that you all are not going to
9 be able to get yourself out of.

10 You want to talk about the crime
11 that's going around in the neighborhoods, if you
12 think about it, walk the walk.

13 That's what you all need to do. You
14 all have to look at the big eye picture. It's not
15 all about you all getting paid, because the money
16 not going into the school. It's going into
17 somebody's pocket. And I know that it hasn't
18 taken ten years for everybody to figure out that
19 closing schools going to reduce their budget.

20 You all need somebody else in
21 accounts payable, accounts receivable. Somebody
22 is misappropriating something but don't make the
23 children suffer for the adults' problems.

24

1 (Whereupon, a brief pause was
2 taken.)

3 MS. WHYTE: Marion Brown.

4 MS. MARION BROWN: Hi. I came to say
5 that you merging my school with Earle would be the
6 worst mistake of your life; because if we, like
7 that lady just said, if we are so bad, then why
8 would you put two schools that's already doing bad
9 together. Most of the students are going to stop
10 caring and will start fighting each other.

11 Therefore, you want -- basically
12 what your leader and the Mayor -- I don't know how
13 to pronounce his name, Rahm Emanuel wants us to
14 kill each other off. Y'all say, we're your
15 future, but we're not. You don't want a future.

16 And also everybody just can't put
17 down Earle. Maybe some of these students in there
18 need help with some of the stuff they can get.
19 That's -- them students should come to Goodlow so
20 they can get that additional help. Everybody
21 doesn't learn the same.

22 So, therefore, don't merge our
23 schools. But please allow some of them students
24 to come over there. That way both schools will

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1 probably be a level-two schools.

2 I don't see why you went only for
3 them two schools. I feel like you're picking on
4 Goodlow, like we're the only school -- the only
5 two schools you decided to target? We're the only
6 level threes. Really?

7 I feel like you're picking on us.
8 Why y'all picking on us? We haven't done anything
9 to you guys, and you're picking on us. Thank you.

10 MS. WHYTE: Thank you.

11 Cuba Stevenson.

12 MS. STEVENSON: Good evening. I'm a
13 grandparent at Earle School, a former student from
14 Earle School. My children graduated from Earle
15 School.

16 And I was saying that the schools
17 that Earle was moving to Goodlow, because it's a
18 walk for my grandchildren to go. And I just want
19 to say that I hope it will be safe when it take
20 place.

21 We need to just try to get along,
22 what we have here, I think, is failure to
23 communicate with each other. Because I think they
24 already have made their decision on what they're

1 going to do. I don't know.

2 But we've got to make this school
3 safer for our children. And if we all talk about
4 gangs and stuff, we all live in this community
5 together. We don't live across down. Hermitage
6 is nowhere from Sealy. That's where the school is
7 at.

8 We need to get together and find out
9 these gangs in the neighborhood, who they are --
10 our children, our people, our neighbors, our
11 family members. We need to get together and pull
12 all this together and make this thing work.

13 We're adults. I'm listening to
14 these children. These children act like they're
15 afraid they're Earle School kids. I didn't even
16 know all this was going on at Earle, that they
17 have fights. I live right down the street from
18 Earle School.

19 And I do reports on Earle myself
20 also about the violence. Those kids ain't no
21 different than the other kids at Goodlow. We're
22 hearing all this going on.

23 We parents needs to get together.
24 And, mothers, we need to stand up and find out

1 what's going on with our children. If we can find
2 out what's going on with our children, then we can
3 make this school other.

4 At the end of the day it's all about
5 the children going to school and making it safe.
6 I don't want to have to come way over to Sealy.
7 And Sealy is a long way for me to walk, because
8 I've got to walk them to school.

9 We're going to have to work with
10 this is school system, whether we like it or not
11 to make it work. So at the end of the day, hey
12 it's all about the children's safety.

13 MS. WHYTE: Thank you.

14 (Whereupon, a brief pause was
15 taken.)

16 MS. WHYTE: Dion Brown.

17 MS. DION BROWN: No weapon formed against
18 us shall prosper, and this is a weapon that you
19 all are forming against us. And it shall not
20 prosper. Isaiah 54:17.

21 And every tongue that rise up
22 against us, God will judge them. The weapons are
23 already formed, but it won't work.

24 MS. WHYTE: Thank you.

1 Valeria Hinton.

2 MS. HINTON: I have a question for the
3 network office.

4 All the times that you all have
5 walked through Goodlow for the last couple of
6 years, was this your plan in the first place?

7 Was this the plan, while you walked
8 through Goodlow, gathering all the information and
9 then you used it against Goodlow. The vendetta
10 was supposed to be against Ms. Lewis. She
11 retired. What's the problem now?

12 MS. WHYTE: Thank you.

13 (Whereupon, a brief pause was
14 taken.)

15 MS. WHITE: Ms. LaVerne Rankins.

16 MS. RANKINS: LaVerne Rankins, again.

17 And that young lady from Earle, it
18 ain't going to happen. It ain't going to happen.
19 This Englewood. It ain't going to happen. I'm
20 telling you.

21 But I would like to say that I would
22 love to see my grandson here graduate from
23 Goodlow, not Earle, Goodlow. Because he's in preK
24 right now. And he's doing so good. And they help

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1 him with his speech impediment that I would hate
2 to see the doors of Goodlow, you know, even the
3 personnel -- I would hate to see the personnel
4 have to leave, even down to the cooks.

5 And I understand that you all just
6 the puppeteers and Mayor Emanuel is the puppeteer
7 (sic). Y'all just doing y'all job. I understand.
8 Good night.

9 MS. WHYTE: Thank you.

10 David Brown.

11 MR. DAVID BROWN: Here I am again. And
12 if you shut down Goodlow, you will crush my
13 heart -- wait. You are crushing our lives,
14 because we need to learn. When I get bullied on,
15 I used to always remember that the next day it
16 will go away. And also sticks and bricks may
17 break my bones, but words will not hurt me. And
18 that is the same way I feel about schools.

19 MS. WHYTE: Thank you.

20 Marion Brown.

21 MS. MARION BROWN: Here I am again.

22 And as you heard my brother, words
23 mean nothing to me. So like you said, well like
24 we've been saying, we need action. You say you're

1 going to -- that you're -- you say you're going to
2 give us results that are better than merging our
3 schools. But all we see is you making steps
4 towards merging our schools.

5 I'm sorry if you feel I'm being
6 disrespectful. But I'm just saying, you're
7 merging our schools for what reason? And at the
8 last meeting the man that's supposed to be our
9 leader didn't even speak.

10 I couldn't even understand why he
11 was there. If he wasn't going to speak or give us
12 some type of guidance -- why was you there?

13 I mean, people are supposed to be
14 outspoken with words. Sometimes people tell you
15 to be seen and not heard. Well I'd rather be
16 heard than not seen.

17 MS. WHYTE: Thank you.

18 Raven Shaw.

19 MS. SHAW: Hi. My name is Raven Shaw.
20 Do I have to spell it?

21 R-a-v-e-n, S-h-a-w.

22 And basically, y'all said that y'all
23 caring for the kids. And this -- the definition
24 of caring for the kids is not merging a good

1 school with a dangerous school. Because basically
2 what y'all doing is causing chaos between us even
3 more.

4 And I don't find that like very --
5 sorry to say this -- but very intelligent. And I
6 know y'all have kids. But if y'all kids was in
7 the same shoes as ours, you know that this
8 wouldn't be right also. And y'all would also take
9 a stand.

10 MS. WHYTE: Thank you.

11 (Whereupon, a brief pause was
12 taken.)

13 MS. WHYTE: Taylor Shaw.

14 MR. TAYLOR SHAW: Hello again.

15 This is going to be the last time
16 y'all hear from me, though; but y'all do know most
17 of the parents will not send some of their
18 children to Goodlow just because there are two bad
19 schools combining with each other.

20 Y'all do know that, right?

21 And some of y'all could lose y'all
22 jobs just because of that.

23 That's really confusing me about it.

24 I don't know why would you combine two bad schools

1 together? I could see if you combined one bad
2 school and one good school.

3 You ever heard in math how a
4 negative and a positive make a negative?

5 I just confused myself on that. But
6 forget what I said, though -- yeah.

7 I just want to know why would you
8 combine two bad schools with each other?

9 And then the things about it is they
10 have to walk through did gang ways. Do you know
11 how many kids will get shot because of that. Do
12 you know how much the murder rate will raise just
13 because of that? Do you know how many sad mothers
14 and fathers will be crying and going to their
15 children's funeral over that?

16 That's all I have to say. I hope
17 y'all have a good sleep tonight.

18 MS. WHYTE: Thank you.

19 (Whereupon, a brief pause was
20 taken.)

21 MS. WHYTE: Bobbie Brown.

22 MS. BOBBIE BROWN: Good evening. My name
23 is Bobby Brown, B-o-b-b-i-e, B-r-o-w-n.

24 You know, I was -- I'm the parent of

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1 these Brown kids that keep on coming up here, you
2 know.

3 I was just looking at how my kids
4 will all come together in unity. One would come
5 by themselves, but in unity there is strength.

6 Right now the two schools are being
7 divided. We are totally divided. It's like
8 destruction. We sit and talk about this school
9 did this, and who does this, and who does that.
10 We're leaning on each other. But we're pushing
11 each other far apart.

12 I hear bad things about Earle School
13 and all this here. And it's crazy. But I want
14 you all to guarantee me that my kids will be safe
15 in their classroom.

16 Can I get a guarantee that my kids
17 will be safe?

18 Because I don't a need them to be
19 merged with someone and they have problems and
20 issues. They already have enough things going on
21 right now. But wow, this is really crazy.

22 I need to know, is my kids going to
23 be safe. Can you tell me my kids going to be safe
24 in the school or do we need to try to send them

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1 somewhere else? Is that part of the project? Are
2 our kids a project to see how they're really going
3 to act together?

4 Are my kids going to be safe? Can
5 you guarantee me that in the school? Because if
6 they're not going to safe, I'm going to hold you
7 all accountable for what happens to my kids.

8 You all are going to be held
9 accountable. I thank you.

10 MS. WHYTE: Thank you.

11 (Whereupon, a brief pause was
12 taken.)

13 MS. WHYTE: Kenneth Shaw.

14 MR. SHAW: Hello. How you ladies and
15 gentlemen doing? My name is Kenneth Shaw, Shaw
16 spelled S-h-a-w.

17 And obviously you've heard from my
18 children, which have attended Goodlow since 2008,
19 beginning with my son Taylor Shaw; Raven Shaw; and
20 my nine year old, which still will be attending
21 Goodlow.

22 From Taylor Shaw he spoke to you
23 about how he's an honor student here at Harper.
24 He's product of Goodlow, Goodlow's teaching staff

1 was passed on him to by Goodlow's teaching staff,
2 which came over to Harper. And he brought it over
3 here.

4 And obviously for him to achieve the
5 goals that he have over at Harper to this point,
6 I'm sure none of Harper teaching staff would pass
7 him on or give him the grades or as I picked up
8 his report card last reporting period he was 3.2,
9 number three.

10 When he came over to Harper he was
11 second in his class. And what I'm pointing out to
12 you obviously there's teachers over at Goodlow
13 that are very good at what they do. And the
14 students look up to them.

15 So you have teachers like
16 Ms. Barney, for example. As I said, Mr. Wash,
17 Mr. Huff -- I've met him when he first came over
18 -- and Mr. Sadiki; and I saw how they stood out
19 and made sure the kids were getting in class. And
20 they were standing out making certain nothing was
21 going on, any violence.

22 If young boys started, they wanted
23 to fight, they would step in.

24 I've seen this. And what I want to
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1 point out to you also is, think about why the name
2 change? Why -- okay. You could induct the
3 students over to Goodlow, but why change the name?
4 Remember the kids are kids.

5 It's the mentality of these kids
6 that you've got to deal with. And obviously you
7 thought about the problems that's going to occur.
8 But remember from the point where these kids are
9 walking to the point where they have to be, God
10 forbid as I said before, we don't want to have
11 anymore Hydria events.

12 Thank you.

13 MS. WHYTE: Thank you.

14 Kyla Daniels.

15 MS. KYLA DANIELS: Hi. My name is Kyla
16 Daniels. And I do not want my school to be named
17 Earle, because I like Goodlow better. That's it.

18 MS. WHYTE: Keira Daniels.

19 MS. KEIRA DANIELS: My name is Keira
20 Daniels. I don't want my school to close, because
21 my daddy graduated from Goodlow Magnet School.

22 (Whereupon, a brief pause was
23 taken.)

24 MS. WHYTE: Thank you for coming

1 everyone. The meeting is now closed.

2 The public hearing will take place
3 on April 17, 2003, at CPS Central Office, 125
4 South Clark at 8:00 p.m. We will be gathering
5 questions from these meeting and preparing
6 responses before the hearing starts next Tuesday.
7 You will be able to view the responses at
8 cps.edu/qualityeducation.

9 Good night.

10 (Which were all the proceedings
11 had in the above-entitled
12 matter concluding at 9:30 p.m.)

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1 STATE OF ILLINOIS)

)

2 COUNTY OF COOK)

3 SHELLY WHITE, being first duly sworn, on
4 oath says that she is a Certified Shorthand
5 Reporter, that she reported in shorthand the
6 proceedings given at the taking of said hearing,
7 and that the foregoing is a true and correct
8 transcript of her shorthand notes so taken as
9 aforesaid, and contains all the proceedings given
10 at said hearing.

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, CSR

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License No. 084-002196

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**Community Meeting for the Proposed Closure of Goodlow Elementary and the re-
location of Earle Elementary**

April 11, 2013 Harper High School

CPS Staff in Attendance:

Mirlene Dossous, Stephanie Whyte, Aarti Dhupelia, Teresa Walter, Adrian Willis, John Scott Ricardo Isom, Tiffany Holmes, Kia Banks, Erin Washington, Valerie Burton, Latoyla Jones, Marie Sainvilus, Donna Thigpen, Glenn Vann, Dedric Vaughn, Dave Miranda, Leonard Langston

CPS Presentation:

Aarti Dhupelia welcomed the audience and introduced herself as the Chief of Schools and Deputy Chief of Staff. She stated the purpose of the meeting is to listen to the community on the behalf of the CEO of Chicago Public Schools. She discussed the safety plan and reviewed the handouts which included the transition support information, boundary changes and detailed page on the school action.

CPS Summary:

The purpose of this meeting is to discuss the proposed closure of Goodlow Elementary and the re-location of Earle Elementary in accordance with 105 ILCS 5/34-230. The speakers spoke on a variety of topics including:

- Concern over what would happen to the staff and administration after the closure
 - Concern whether any staff members could move with the students to the new school as well
 - Concern that students will fall behind given the transition to the other school and assimilating to new teachers
 - Presented evidence showing that Goodlow is at 66% and Earle is at 39%
 - Concern that partnership with other community organizations will not continue at the new school
 - Concern over safety plan and students at Goodlow being bullied by other students
-

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

Statement of Benjamin Felton, Portfolio Planner

April 17, 2013

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

I have been asked to appear at this hearing today to convey to you, the parents and the community, as well as interested members of the public in attendance, information regarding the space utilization of the Goodlow facility with respect to the proposal to close Goodlow.

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

Goodlow is currently located at 2040 West 62nd Street. Goodlow is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 40 students in pre-kindergarten and 338 students in kindergarten through eighth grades for a total of 378 students.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab B14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school 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 28.5 total classrooms within the Goodlow facility. Please note that 0.5 indicates the presence of one or more small classrooms. Approximately 76%-77% of this number is 21, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Goodlow facility is between 504-756 students.

As I stated, the enrollment of Goodlow, as of the 20th day of attendance for the 2012-2013 school year, is 378. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Goodlow be welcomed by Earle. Earle will be relocated from its present location at 6121 South Hermitage Avenue to the current Goodlow facility at 2040 West 62nd Street. As I mentioned earlier, this facility has 28.5 total classrooms.

To explain fully 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 Goodlow and Earle, green-hashed lines showing the enrollment efficiency range of the 2040 West 62nd Street facility, and a circle representing the combined projected enrollment for 2013-2014. The current combined enrollment from Goodlow and Earle is 736, within the enrollment efficiency range of the Goodlow facility. For the 2013-2014 school year, the projected enrollment of Goodlow is 347 and the projected enrollment for Earle is 392. The combined projected enrollment of 739 for both schools is also within the Goodlow facility's enrollment efficiency range. Thus, there is enough space within the Goodlow facility for all students from Goodlow and Earle.

If Goodlow is closed, the CEO is also proposing that Goodlow's attendance area be reassigned to Earle currently located at 6121 South Hermitage Avenue, but proposed to be located at 2040 West 62nd Street and Luke O'Toole Elementary School or O'Toole at

6550 South Seeley Avenue at the end of the current school year. It is also important to note, as outlined in the notice letter, that portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the proposed location at 2040 West 62nd Street, and portions will be reassigned to O'Toole, located at 6550 South Seeley Avenue, and Perkins Bass Elementary School, located at 1140 West 66th Street. A map showing the proposed boundary change is located in your binder at tab C23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of the schools involved, geographic barriers, travel time, distance traveled, and program considerations.

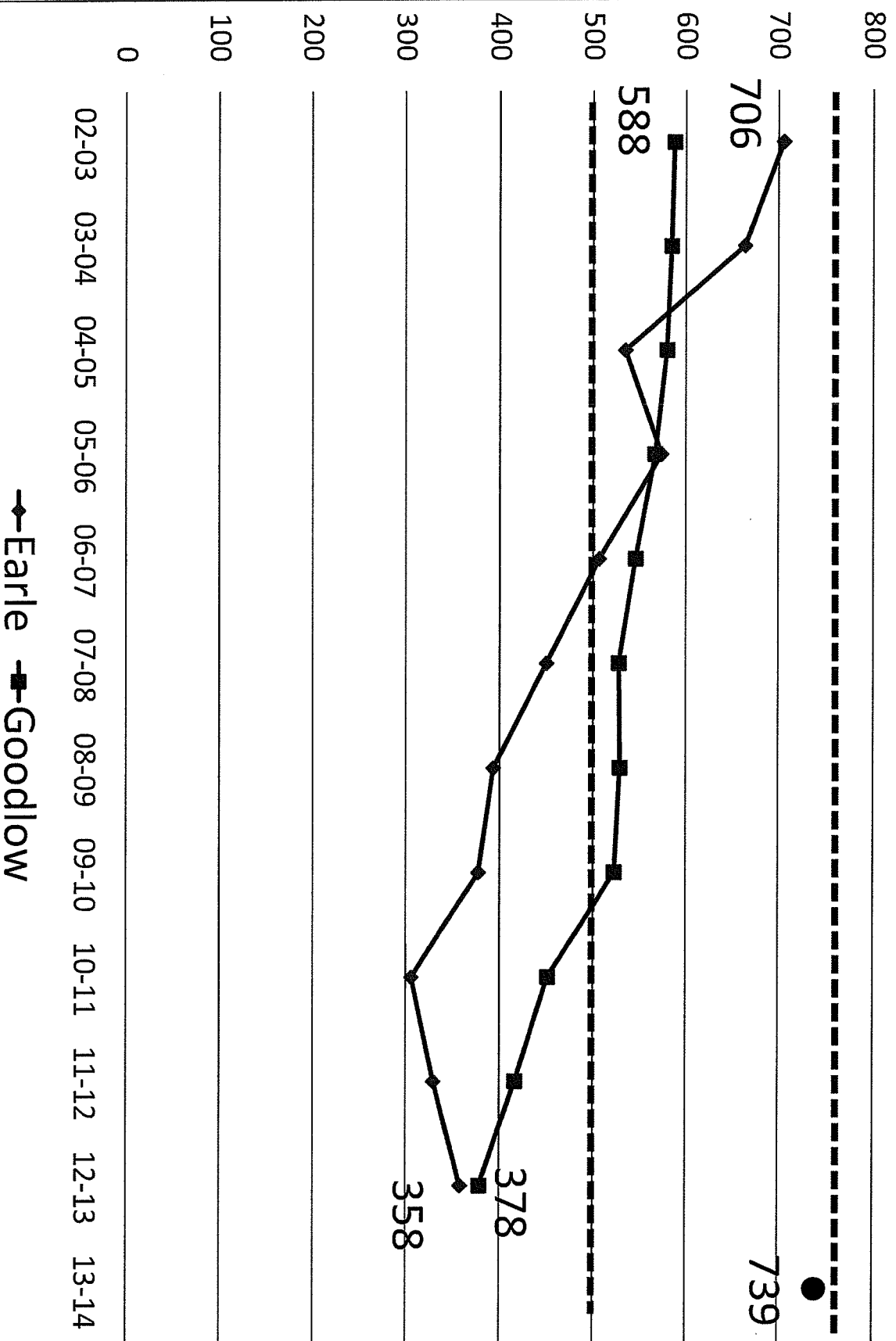
Notwithstanding this proposed boundary change, I want to reiterate that all kindergarten through eighth grade students enrolled currently at Goodlow will be assigned to Earle, should the Board approve this proposal.

You will next hear from my colleague, Adrian Willis, who will discuss the performance of Earle and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.

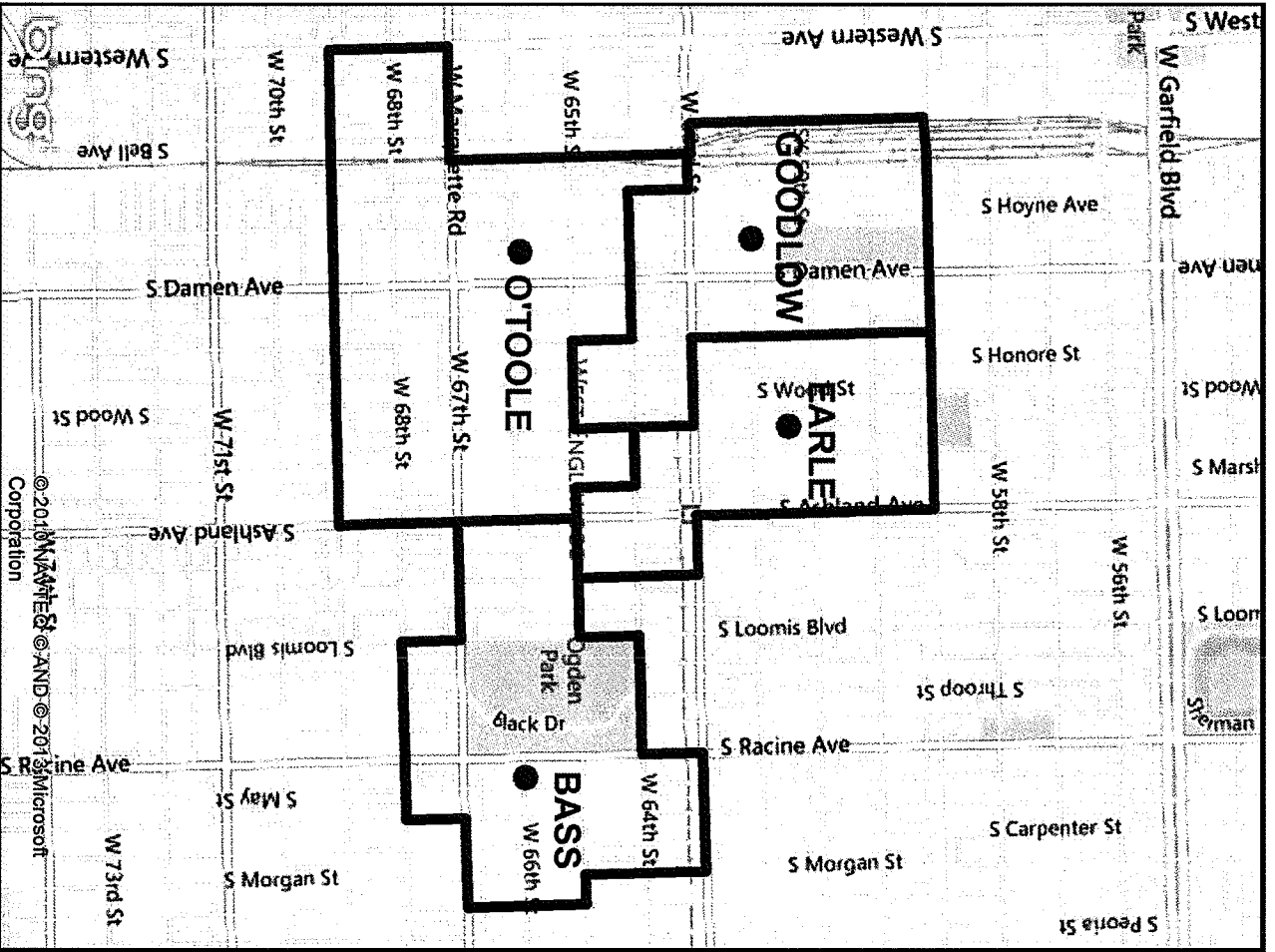
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Enrollment History

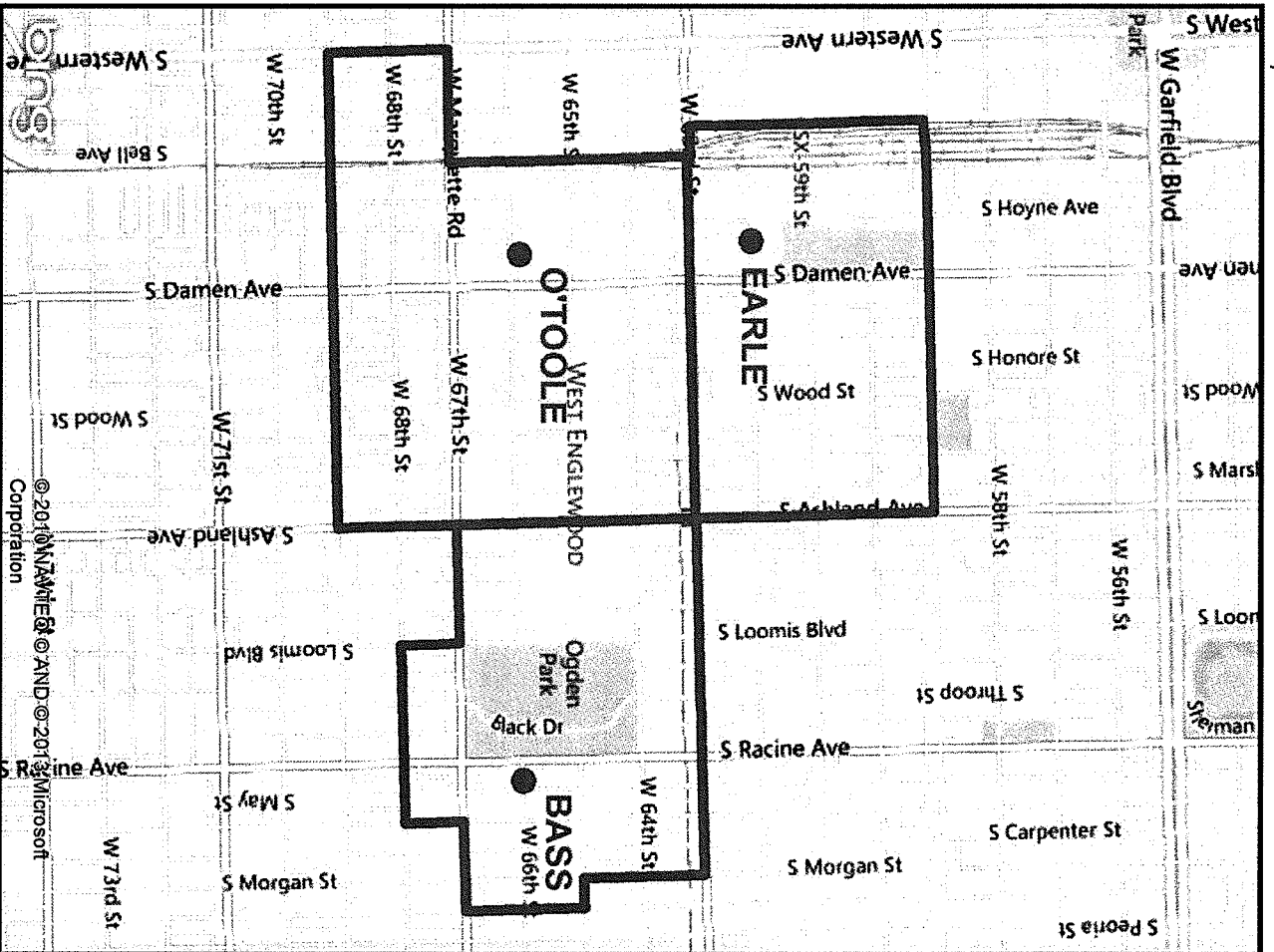


Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

Statement of Adrian Willis, Chief of Schools for the Englewood-Gresham Elementary Network

April 17, 2013

Good evening Your Honor. My name is Adrian Willis. I am the Chief of Schools for the Chicago Public Schools, Englewood-Gresham Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Earle is within the Englewood-Gresham Elementary Network and I am responsible for the support and oversight of Earle on behalf of the CEO. I have been the Chief of Earle since 2008.

By way of background, over the past 23 years, I have worked in a number of capacities within public education, including teacher, assistant principal and principal before becoming a Chief. Prior to assuming the position of Chief of Elementary Schools in the Englewood-Gresham Network in 2008, I served as the principal of Earle Elementary School from 2006 through 2008. During my tenure, Earle experienced 13.6 percentage point gains in ISAT composite scores. Prior to that, I served four years as principal of Keller Regional Gifted School. I have a Master of Arts in Educational Administration and am currently pursuing a doctorate.

As you have already heard, Goodlow 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. If this proposal is approved, Goodlow students will be welcomed by Earle, and Earle will relocate to the current Goodlow facility, located at 2040 West 62nd Street. The facility at 2040 West 62nd Street has enough space for Goodlow and Earle students and the resulting combined enrollment will not exceed the Earle campus enrollment efficiency range.

When Goodlow students are welcomed by the Earle administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing elementary school to be a school receiving a higher level on the Performance Policy for the 2011-2012 school year. The CEO's Guidelines also define a higher performing elementary school, if the Performance Policy level is equal, to be a school performing higher on the majority of four performance metrics for the 2011-2012 school year. Both Goodlow and Earle received a Level 3 rating in 2011-2012. Thus, the higher performing

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

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

The first metric to compare is the schools' percentage of points received on the Performance Policy. The Performance Policy bases its rating on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. For 2011-2012, Earle received 35.7% of available points and Goodlow received 31.0% of available points. Thus, Earle received a higher percentage of points on the Performance Policy.

The second metric is the ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments. Earle's ISAT Meets or Exceeds Composite score was 57.6% and Goodlow's Meets or Exceeds Composite score was 59.9%.

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

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

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

As you can see, Earle's reading Value-Added score was -0.7 in 2012 and Goodlow's reading Value-Added score was -2.4. This means that, on average, students at Earle grew at a faster pace in reading when compared to students at Goodlow. Earle's mathematics Value-Added score was -1.6 in 2012 and Goodlow's Value-Added score was -2.1. This means that, on average, students at Earle grew at a faster pace in mathematics when compared to students at Goodlow.

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

If this proposal is approved, students will receive additional supports at Goodlow during the remainder of this school year and at Earle 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 tabs A1 and A2. 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 Earle administration and the community to designate specific intersections for safe passage supports.

Additionally, students will receive academic supports as they transition, including the following:

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Goodlow maintain academic rigor for the remainder of the school year and ensure a smooth transition to Earle. 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 Earle administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.
- Beginning this fall, CPS will offer students attending Earle an opportunity to participate in the Science, Technology, Engineering, and Mathematics, or STEM, program. The STEM program aims to build engaging learning environments and trains students to become problem solvers and critical thinkers on a global level, capable of developing and designing multiple solutions for complex real-world situations and grounding their decisions in evidence-based reasoning.

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 Earle leadership to implement culture-building activities, such as staff luncheons and team- and trust-building activities. Resources will also be provided to sponsor activities such as school visits for families, coffee chats with the principal, picnics, field trips, or parent meetings to help transitioning families get to know their new school.

Finally, additional transition supports will be provided to ensure that Goodlow 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 tabs A1 and A2.

In conclusion, Goodlow is underutilized, the combined enrollment of Goodlow and Earle students at the 2040 West 62nd Street facility will not exceed the campus enrollment efficiency range, and Earle is a higher performing school. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

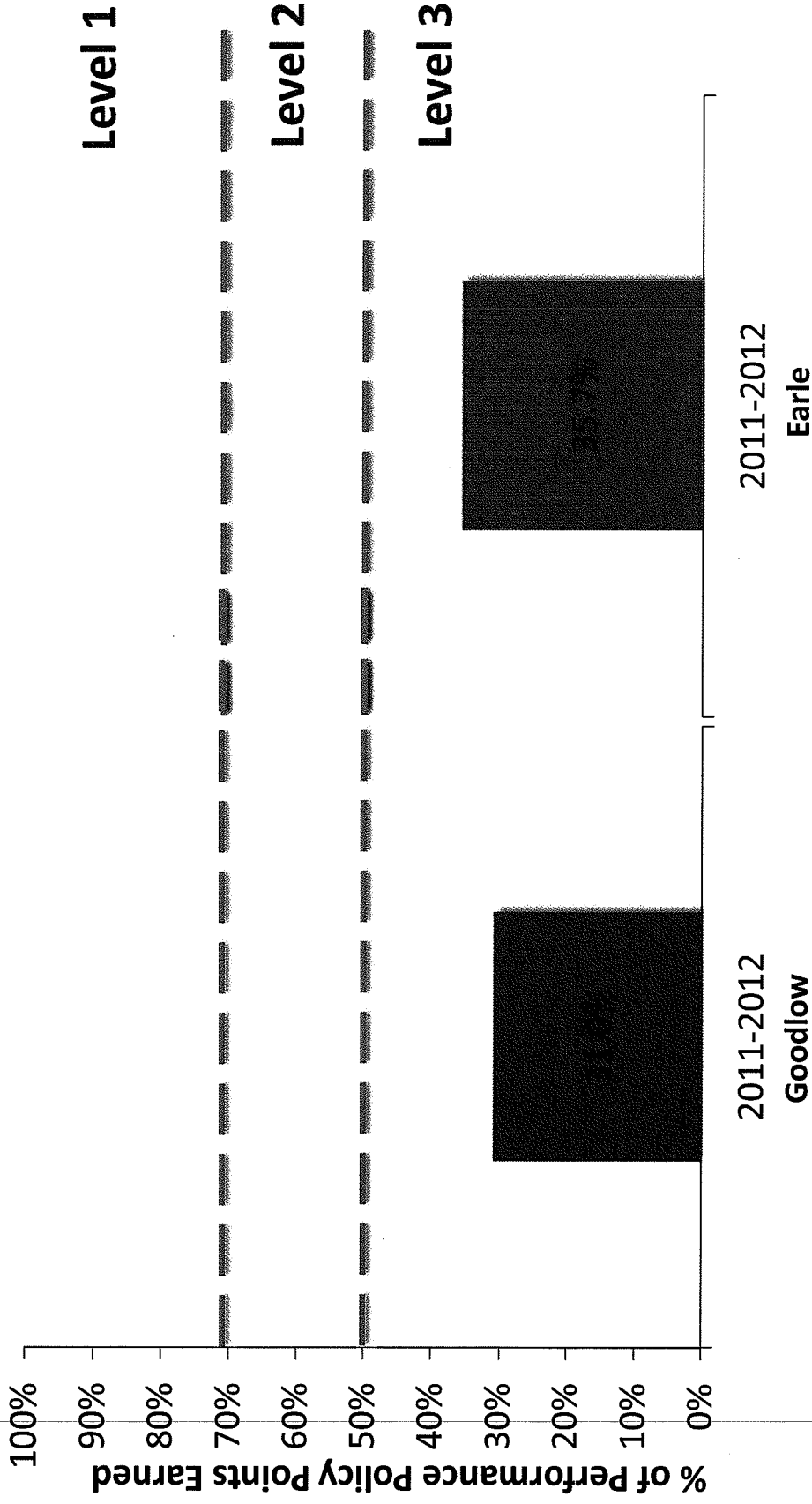
Thank you for your time and attention. This concludes my statement.

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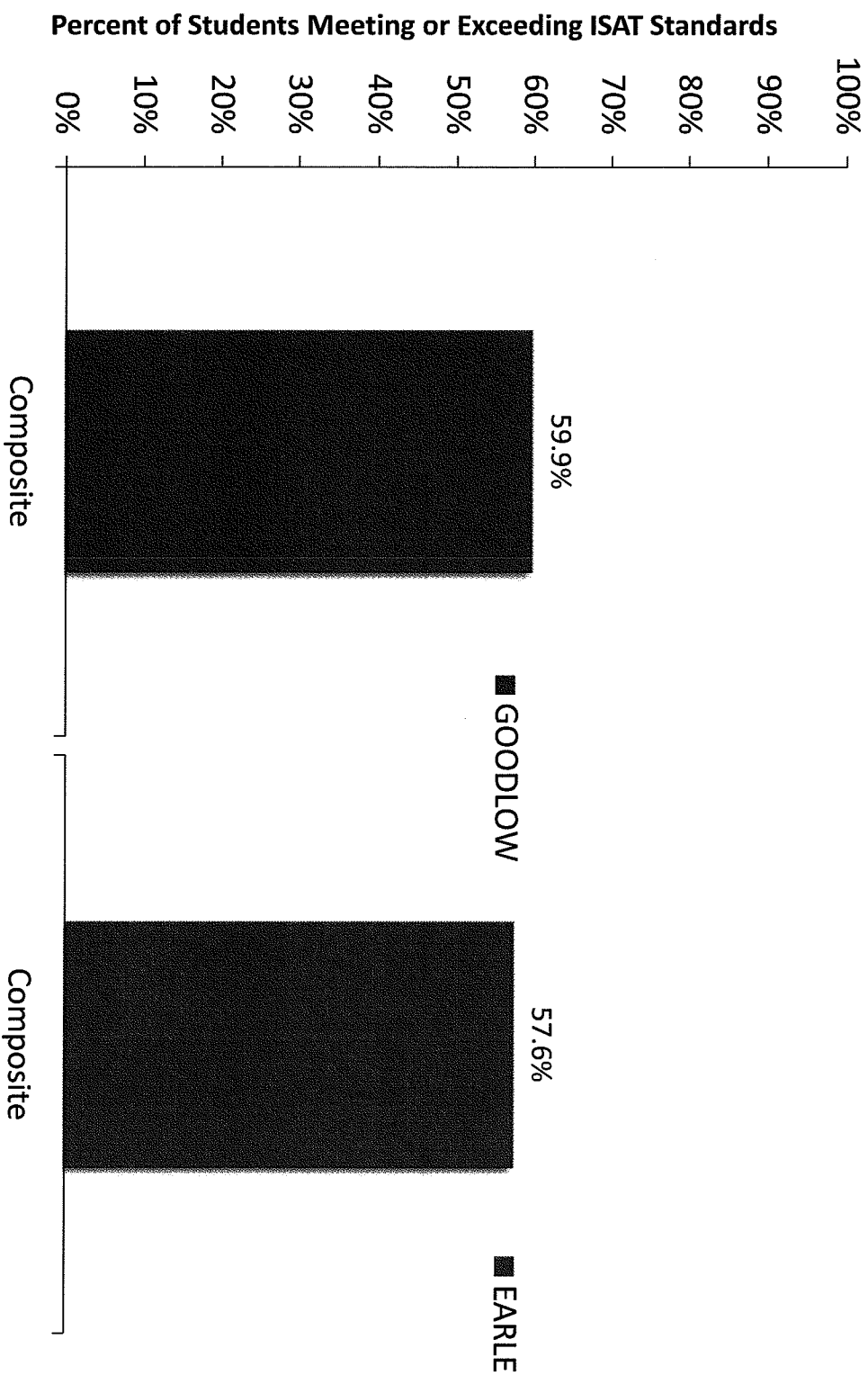
Proposal for School Closure

Goodlow Elementary School

Performance Policy



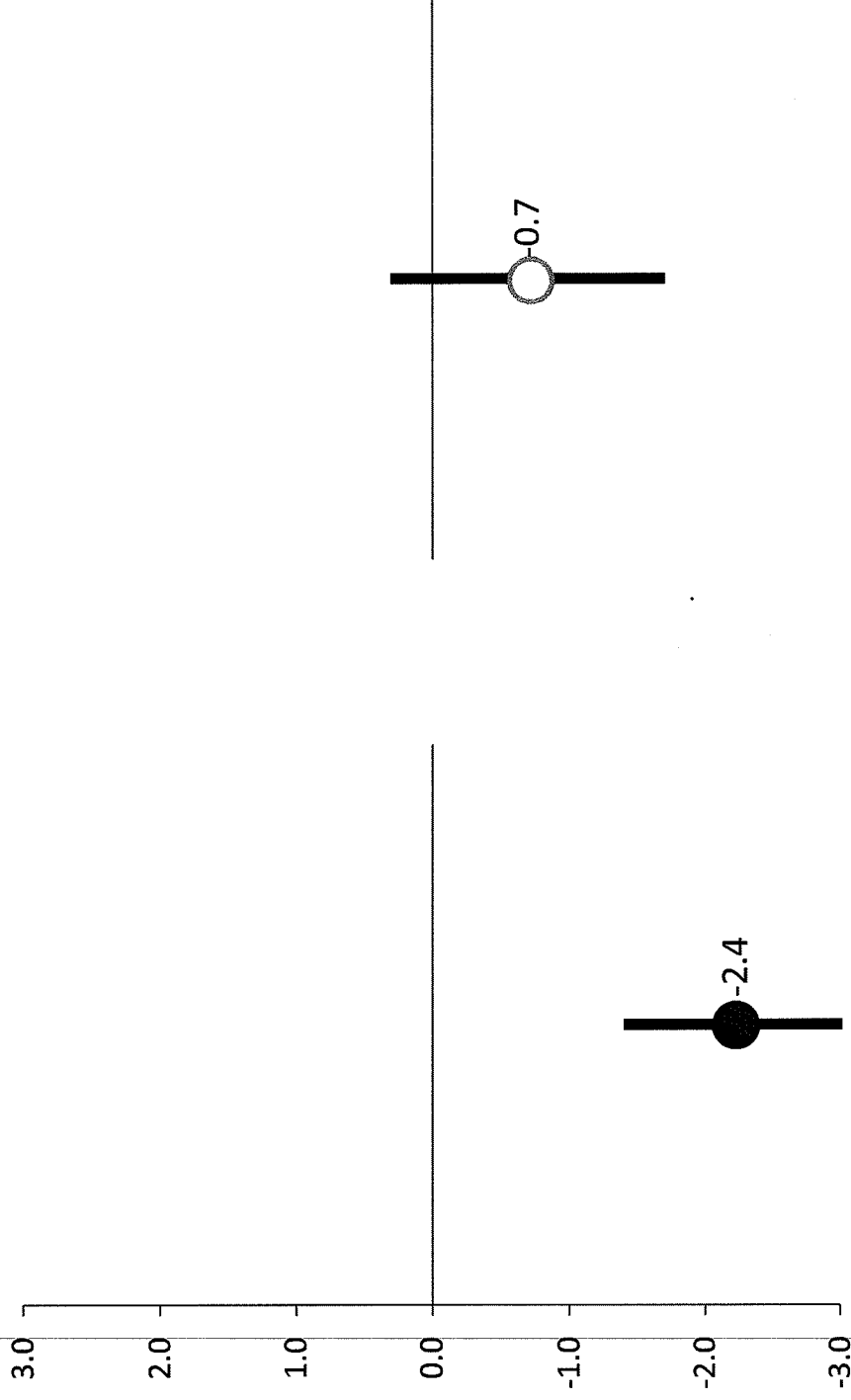
2012 ISAT Scores



ISAT Reading Value-Added

Goodlow

Earle



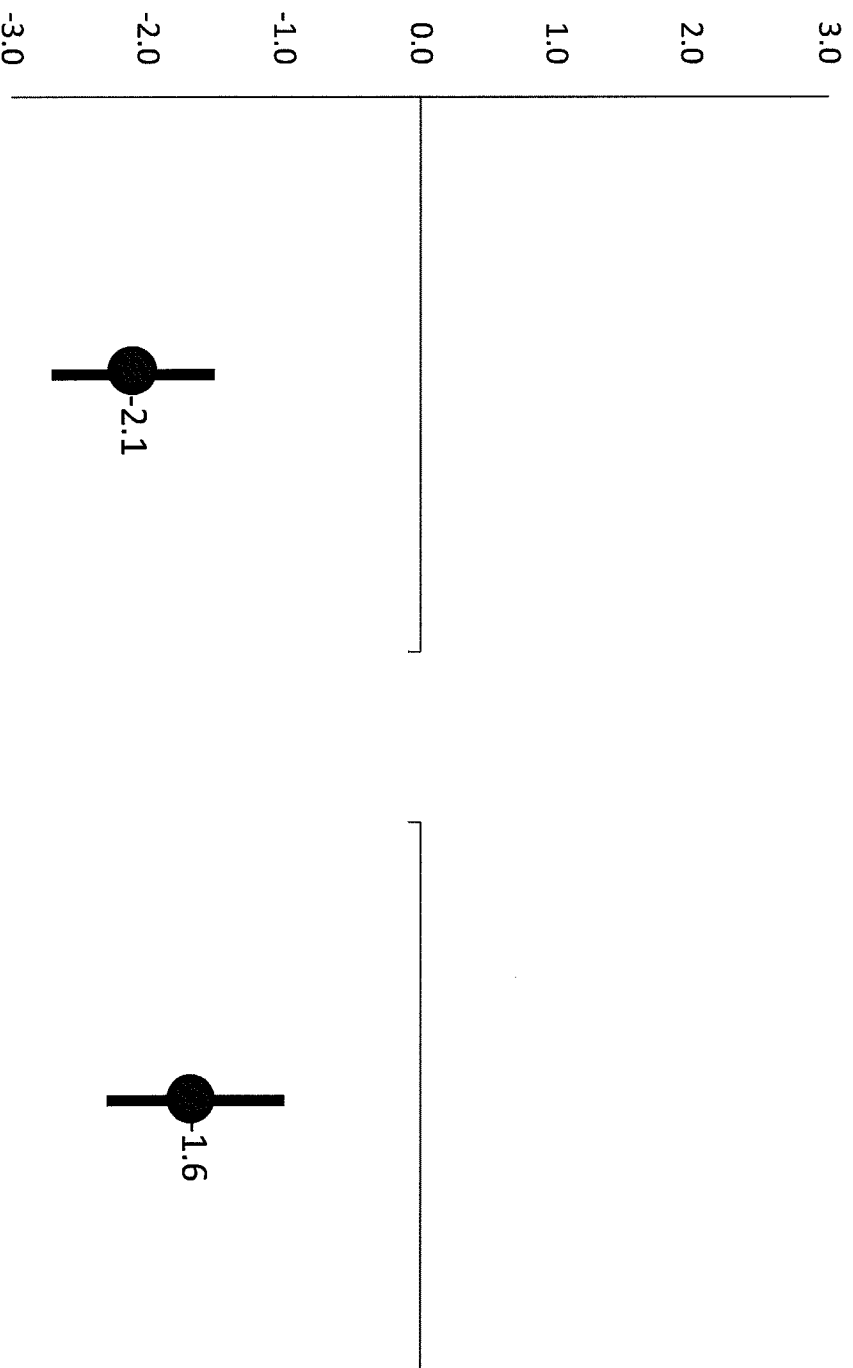
2011-2012

2011-2012

ISAT Mathematics Value-Added

Goodlow

Earle



2011-2012

2011-2012

(2)

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2













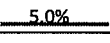
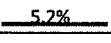
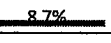
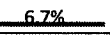
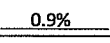
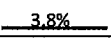
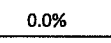
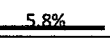




Performance Policy

2012 Elementary School Performance Policy Report

Elaine O Goodlow Elementary Magnet School

School ID: 609913

Network: Englewood-Gresham Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					58.1% (1 point)	-5.8 (0 points)	1 of 6
ISAT Math Meets/Exceeds %					66.1% (1 point)	+4.3 (2 points)	3 of 6
ISAT Science Meets/Exceeds %					58.1% (1 point)	+2.1 (1 point)	2 of 6
ISAT Composite Exceeds %					7.7% (1 point)	+0.4 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %					2.9% (0 points)	+4.2 (2 points)	2 of 6
Adjusted Attendance Rate					92.2% (1 point)	+0.7 (2 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-2.4	1st	0 of 3
Value-Added Math	-2.1	1st	0 of 3

Overall Rating	2012-2013	2011-2012	2010-2011
Performance Policy Rating	13 of 42 (31%)	15 of 42 (35.7%)	15 of 42 (35.7%)
Performance Policy Points Earned	Level 3	Level 3	Level 3
Performance Rating	59.9% (2012)	63.1% (2011)	60.4% (2010)
ISAT Composite Meets/Exceeds %	Probation	Probation	Probation
Probation Status			

2012 Elementary School Performance Policy Legend

Definitions

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

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading 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 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

Charles W Earle Elementary School

School ID: 609897

Network: Englewood-Gresham Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points	
ISAT Reading Meets/Exceeds %					54.9% (1 point)	+3.0 (2 points)	3 of 6	
ISAT Math Meets/Exceeds %					70.2% (2 points)	+1.9 (1 point)	3 of 6	
ISAT Science Meets/Exceeds %					58.9% (1 point)	+3.1 (2 points)	3 of 6	
ISAT Composite Exceeds %		3.1%	5.6%	7.1%	5.5%	6.3% (1 point)	+0.2 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %		1.1%	6.8%	6.5%	6.1%	6.3% (1 point)	+1.3 (1 point)	2 of 6
Adjusted Attendance Rate						92.1% (1 point)	-2.4 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.7	22nd	1 of 3
Value-Added Math	-1.6	4th	0 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	15 of 42 (35.7%)	26 of 42 (61.9%)	21 of 42 (50%)
Performance Rating	Level 3	Level 2	Level 2
ISAT Composite Meets/Exceeds %	57.6% (2012)	66.4% (2011)	55.3% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

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Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0% 5.0% to 14.9% 15.0% to 24.9% 25.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0% 5.0% to 14.9% 15.0% to 24.9% 25.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0% 90.0% to 92.9% 93.0% to 94.9% 95.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 0.4 0.5 to 0.9 1.0 or more	0 points 1 point 2 points 3 points
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0 -1.0 to -0.1 0.0 to 0.9 1.0 or more	0 points 1 point 2 points 3 points		
Value-Added Mathematics	Less than -1.0 -1.0 to -0.1 0.0 to 0.9 1.0 or more	0 points 1 point 2 points 3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
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Less than 50%	Level 3 (Probation*)

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