

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
BETSY ROSS ELEMENTARY SCHOOL**

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

**HON. GIL GROSSI
HEARING OFFICER**

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3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Betsy Ross Elementary School and John Foster Dulles Elementary School on or about March 21, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Parent or Guardian of a Student at
Betsy Ross Elementary School
6059 S. Wabash Ave.

Parent or Guardian of a Student at
John Foster Dulles Elementary School
6311 S. Calumet Ave.

Re: **Proposed Closure of Betsy Ross 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 Betsy Ross Elementary School (Ross). I am also recommending that John Foster Dulles Elementary School (Dulles) serve as the dedicated welcoming school for students at Ross in the fall.

There are a series of supports that we will provide in order for your child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a dedicated, higher performing welcoming school with additional capital investments and further supported by new resources to safely and seamlessly transition students in fall 2013;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school. Improvements may include items such as upgrades to playgrounds, science and computer labs, air conditioning, and others.

Lastly, principals at all welcoming schools will also receive additional discretionary funding that they can use to support the unique needs of all students at those schools.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help your child receive a higher quality education at their dedicated welcoming school. And please know that our work is still not complete and your continued input will be critical in the weeks ahead. I encourage you to participate in the two community meetings and one public hearing for your school noted in the proposal below. I thank you for your continued feedback as we work to provide your child and all CPS students with the high-quality education they deserve.

Our Proposal and Investments

Our proposal is to close Ross, located at 6059 S. Wabash Ave. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Ross had 344 students enrolled on the 20th day of attendance, but has the capacity to serve 930 students. Ross students will be welcomed by Dulles, located at 6311 S. Calumet Ave. While the closure of Ross is not related to performance, it is important to note that Dulles 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 Ross

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

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

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 Ross.

Further Questions and Concerns:

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

Thank you for your consideration and patience during this time as we work to provide your children with all the resources and supports they deserve.

Sincerely,

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

Barbara Byrd-Bennett
CEO, Chicago Public Schools

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 Betsy Ross Elementary School (Ross). This decision is based on the underutilization of Ross, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at John Foster Dulles Elementary School (Dulles), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Ross is a neighborhood elementary school located at 6059 S. Wabash Ave., in the Burnham Park Elementary Network of CPS. Ross currently serves 344 students in PK & K-8th grades. CPS is proposing to close Ross based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Ross students will be welcomed at Dulles, located at 6311 S. Calumet Ave. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Dulles. 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 Ross and Dulles, 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 Ross will be reassigned to Dulles. This means that Dulles will be the new neighborhood school for students living in the Ross boundary.

III. Safety and Security

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

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Ross. 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 Dulles 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 Ross, and ensuring a successful transition to Dulles 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, Ross students will be welcomed at Dulles, which is a higher performing school. To ensure Ross students receive high-quality academic instruction throughout the transition, Ross and Dulles 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 Ross maintain academic rigor in the classroom and ensure a smooth transition to Dulles. The PTC will follow students to Dulles to ensure continuity of support for faculty and students.
- **Data Support:** Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Dulles 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, Ross and Dulles will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for “Fresh Start” Activities. Dulles 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 Ross 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 Ross 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 Dulles, 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 Dulles 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 Dulles, provide observations of classrooms when school has resumed, and train Dulles staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Dulles, targeting training based on the unique population of the students in the school.
- Dulles 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, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Dulles 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 Dulles 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

Monday, April 08, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013

7:30pm-9:30pm

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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.



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

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
Betsy Ross Elementary School
6059 S. Wabash Ave.

Administrators, Faculty, Staff, and LSC Members
John Foster Dulles Elementary School
6311 S. Calumet Ave.

Re: Board of Education Proposed Closure of Betsy Ross 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 Betsy Ross Elementary School (Ross). This proposal helps address CPS' current underutilization challenge, enables us to move forward in a more

sound and sustainable financial state, and allows us to better serve all of our students, both current and future.

And please know that our work is still not complete. Your continued input will be critical in the weeks ahead. There will be two community meetings and one public hearing for your school noted below. I thank you for your continued feedback as we work to provide all CPS students with the high-quality education they deserve.

There are a series of supports that we will provide in order for every child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a higher performing welcoming school equipped with new resources;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at each welcoming school;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school.

Several supports for teacher and PSRP members of the Chicago Teachers' Union (CTU) are also available through our negotiated collective bargaining agreement. These include:

- **Tenured Teacher Assignment** – If vacancies are created in the welcoming school(s) due to the enrollment of students from your current school, tenured teachers rated in the top two performance rating categories may be assigned to those vacant positions, based upon seniority and certifications.
- **Reassigned Teacher Pool** – Tenured teachers who are ineligible or unable to be assigned to the welcoming school(s) will be placed in the reassigned teacher pool—with full salary and benefits for up to 5 months—while they seek new job opportunities.
- **PSRP Severance** – PSRPs at closing schools who are unable to find new employment by the start of next school year will be paid a \$1,000 severance and are eligible for up to 9 months of paid COBRA benefits.

CPS has also implemented an Employee Assistance Program (EAP) that provides a safe, confidential environment to access grief counseling with a trained professional. This service is completely free, absolutely confidential, and available to all employees and members of their households, 24 hours per day and 7 days per week. EAP specialists have masters-level training and a minimum of 3 years of counseling experience.

To access EAP services, which also include mediation, and financial services support, please:

- **Call 1-800-711-6087.** When prompted, press '2' for members. You will be asked for your Member ID and you can say "I don't know it" to proceed. Lastly, please press '1' for EAP [(TDD) Dial 711 and enter number above]; or
- **Visit <http://liveandworkwell.com> online.** Web Access Code: 'CPS'.

Lastly, additional transition supports such as dedicated Career Events for teachers impacted by school actions and transition coaching sessions will be available and communicated to you in more detail through the coming weeks and months.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help students receive a higher performing education in their dedicated welcoming school.

Our Proposal and Investments

Our proposal is to close Ross, located at 6059 S. Wabash Ave. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th day of attendance for the 2012-2013 school year. Specifically, Ross had 344 students enrolled on the 20th day of attendance, but has the capacity to serve 930 students. Ross students will be welcomed by John Foster Dulles Elementary School (Dulles), located at 6311 S. Calumet Ave. While the closure of Ross is not related to performance, it is important to note that Dulles 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 Ross

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

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

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

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

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
7:30pm-9:30pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Kenwood High School
5015 South Blackstone Avenue

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 Ross.

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 Betsy Ross Elementary School

I. Introduction

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close Betsy Ross Elementary School (Ross). This decision is based on the underutilization of Ross, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at John Foster Dulles Elementary School (Dulles), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Ross is a neighborhood elementary school located at 6059 S. Wabash Ave., in the Burnham Park Elementary Network of CPS. Ross currently serves 344 students in PK & K-8th grades. CPS is proposing to close Ross based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Ross students will be welcomed at Dulles, located at 6311 S. Calumet Ave. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Dulles. 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 Ross and Dulles, 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 Ross will be reassigned to Dulles. This means that Dulles will be the new neighborhood school for students living in the Ross boundary.

III. Safety and Security

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

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Ross. 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 Dulles 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 Ross, and ensuring a successful transition to Dulles 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, Ross students will be welcomed at Dulles, which is a higher performing school. To ensure Ross students receive high-quality academic instruction throughout the transition, Ross and Dulles 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 Ross maintain academic rigor in the classroom and ensure a smooth transition to Dulles. The PTC will follow students to Dulles to ensure continuity of support for faculty and students.
- **Data Support:** Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Dulles 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, Ross and Dulles will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Dulles 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 Ross 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 Ross 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 Dulles, 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 Dulles 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 Dulles, provide observations of classrooms when school has resumed, and train Dulles staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Dulles, targeting training based on the unique population of the students in the school.
- Dulles 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, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Dulles 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 Dulles 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

Monday, April 08, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

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.

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

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

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

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

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

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

- the 14th District of the Illinois Legislature, Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council, and Alderman Michelle Harris of the 8th Ward of the Chicago City Council.
26. In connection with the proposal to close Matthew A. Henson Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
 27. In connection with the proposal to close Victor Herbert Elementary School and relocate Robert Nathaniel Dett Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
 28. In connection with the proposal to co-locate a new KIPP Middle School campus with Hope College Preparatory High School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
 29. In connection with the proposal to close William J. & Charles H. Mayo Elementary School and relocate Ida B. Wells Preparatory Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.
 30. In connection with the proposal to close Francis Scott Key Elementary School, I sent notice to the following elected officials: Senator Don Harmon of the 39th District of the Illinois Legislature, Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative Camille Y. Lilly of the 78th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.
 31. In connection with the proposal to close William H. King Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.
 32. In connection with the proposal to close Alfred David Kohn Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
 33. In connection with the proposal to close Jean D. Lafayette Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
 34. In connection with the proposal to close Martin A. Ryerson Elementary School and relocate Laura S. Ward Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

- o. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville
- p. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School
- q. Proposed Closure of Ana Roque de Duprey Elementary School
- r. Proposed Closure of Robert Emmet Elementary School
- s. Proposed Closure of Leif Ericson Elementary Scholastic Academy
- t. Proposed Closure of Enrico Fermi Elementary School
- u. Proposed Closure of Garfield Park Preparatory Academy Elementary School
- v. Proposed Closure of Marcus 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 Ignace 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

Publication Date: 04/03/2013

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[illegible]

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.

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

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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;

Formerly cited as IL ST CH 122 ¶ 34-18

22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;

32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;

33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

CROSS REFERENCES

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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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.

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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 ILCS 5/34-18, IL ST CH 105 § 5/34-18

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

Common Schools

Act 5. School Code (Refs & Annos)Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)School Action and Facility Master Planning**→ → 5/34-200. Definitions**

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

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

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

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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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Effective: November 30, 2012West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)■ Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)■ School Action and Facility Master Planning**→→ 5/34-225. School transition plans**

§ 34-225. School transition plans.

- (a) If the Board approves a school action, the chief executive officer or his or her designee shall work collaboratively with local school educators and families of students attending a school that is the subject of a school action to ensure successful integration of affected students into new learning environments.
- (b) The chief executive officer or his or her designee shall prepare and implement a school transition plan to support students attending a school that is the subject of a school action that accomplishes the goals of this Section. The chief executive must identify and commit specific resources for implementation of the school transition plan for a minimum of the full first academic year after the board approves a school action.
- (c) The school transition plan shall include the following:
- (1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety issues;
 - (2) options to enroll in higher performing schools;
 - (3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and
 - (4) the provision of appropriate transportation where practicable.
- (d) When implementing a school action, the Board must make reasonable and demonstrated efforts to ensure that:
- (1) Affected students receive a comparable level of social support services provided by Chicago Public Schools that were available at the previous school, provided that the need for such social support services continue to exist; and
 - (2) Class sizes of any receiving school do not exceed those established under the Chicago Public Schools policy regarding class size, subject to principal discretion.

CREDIT(S)

Laws 1961, p. 31, § 34-225, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011.
Amended by P.A. 97-813, § 230, eff. July 13, 2012; P.A. 97-1133, § 5, eff. Nov. 30, 2012.

HISTORICAL AND STATUTORY NOTES

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

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

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

P.A. 97-1133 incorporated the amendments by P.A. 97-473, P.A. 97-474, and P.A. 97-813.

105 IL.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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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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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▣ 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

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Chicago Public Schools Policy Manual

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

Section: 302.6A

Board Report: 10-0728-PO4

Date Adopted: July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

POLICY TEXT:

I. Purpose and Goals

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

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

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

II. Scope of the Policy

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

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

III. Definitions

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

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

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

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

Achievement Level 1: Shall mean the rating for:

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

Achievement Level 2: Shall mean the rating for:

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

Achievement Level 3: Shall mean the rating for:

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

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

ISAT: means the Illinois Standards Achievement Test.

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

PSAE: means the Prairie State Achievement Examination.

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

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

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

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

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

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

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

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

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

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

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

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

B. Determinations

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

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

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

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

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

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

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

1. ISAT Mathematics – 6 possible points

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

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

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

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

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

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

2. ISAT Reading – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Attendance – 6 possible points

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

B. High School Indicators, Standards and Scoring

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

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

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

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

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

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

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

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

2. Freshmen On-Track – 6 possible points

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

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

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

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

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

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

3. ACT Score – 6 possible points

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

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

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

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

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

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

4. PSAE Reading Score– 2 possible points

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

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

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

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

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

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

5. PSAE Mathematics Score– 2 possible points

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

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

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

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

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

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

6. PSAE Science Score– 2 possible points

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

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

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

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

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

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

7. Attendance – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

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

A. Schools Placed on Remediation

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

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

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

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

B. Schools Placed on Probation

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

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

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

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

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

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

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

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

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

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

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

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

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

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

Chicago Public Schools Policy Manual

Title: REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES

Section: 703.2

Board Report: 05-0622-PO1

Date Adopted: June 22, 2005

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

PURPOSE:

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

POLICY TEXT:

I. Annual Review of Attendance Boundaries

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

II. Factors to be Considered

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

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

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

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

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

C. Geographic Barriers

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

D. Travel Time and Distance

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

E. Program Considerations

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

III. Process

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

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

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

Amends/Rescinds: Amends 04-0526-PO4, Adopted 04-0526-PO4
Cross References:
Legal References:

CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. *Rationale and Importance for Space Utilization Standards*

1. *Education*

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

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

2. *Operations*

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

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

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

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

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

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

C. Summary of Standards

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

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

II. Core Concepts

A. Elementary Schools - Definitions

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

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

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

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

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

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

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

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

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

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

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

B. Elementary Schools - Calculations

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

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

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

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

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

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

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

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

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

³ equal to # of Allotted Homeroom Classrooms X 30

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

C. High Schools - Definitions

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

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

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

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

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

D. High Schools - Calculations

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

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

² equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

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

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

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

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

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

Sharing Space

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

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

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

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

II. **Space Utilization for Each School Building**

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

III. Conclusion

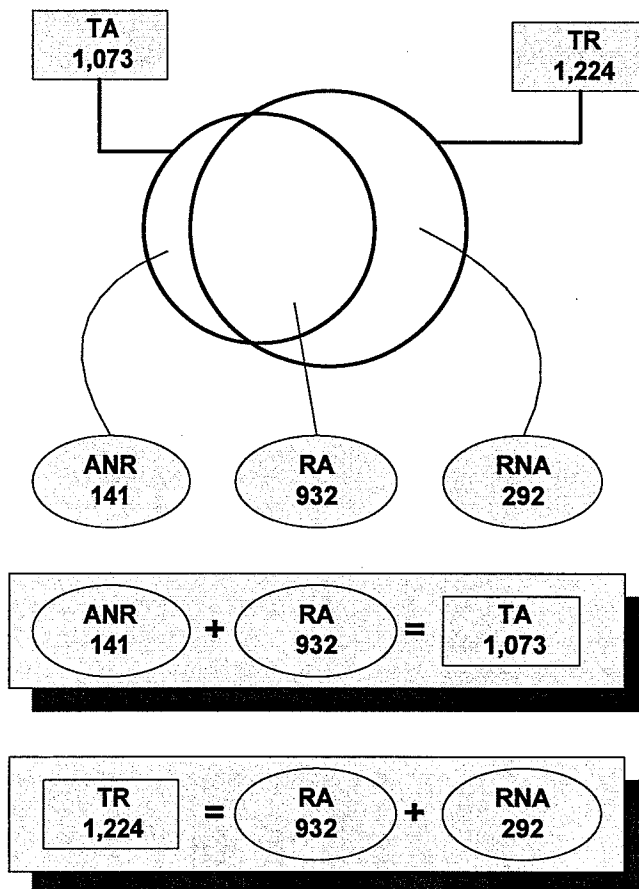
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

Appendix A

Key School Demographics Statistics and Indicators

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

Example - School A



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

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

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

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

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

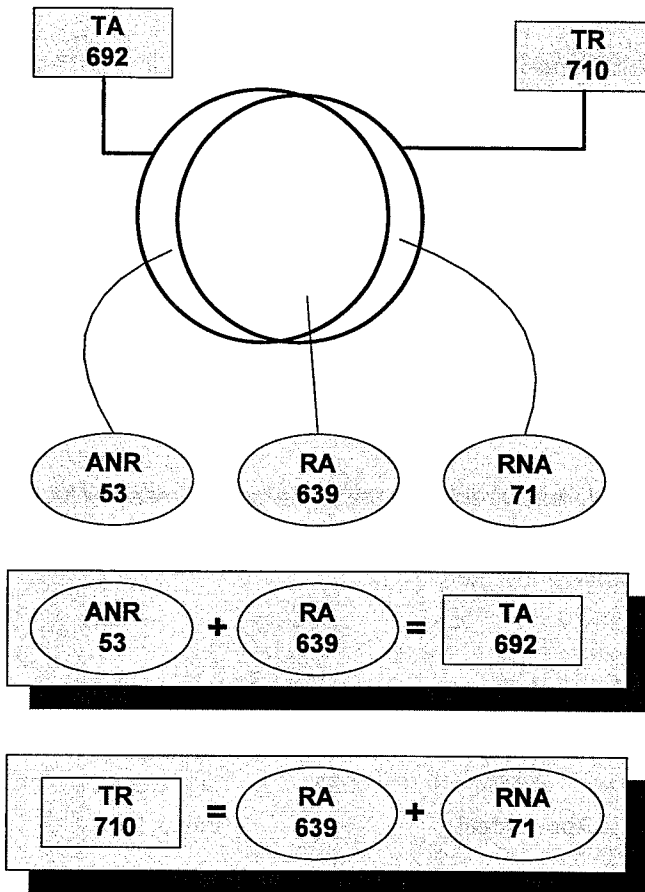
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

Example – School B



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

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

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

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

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

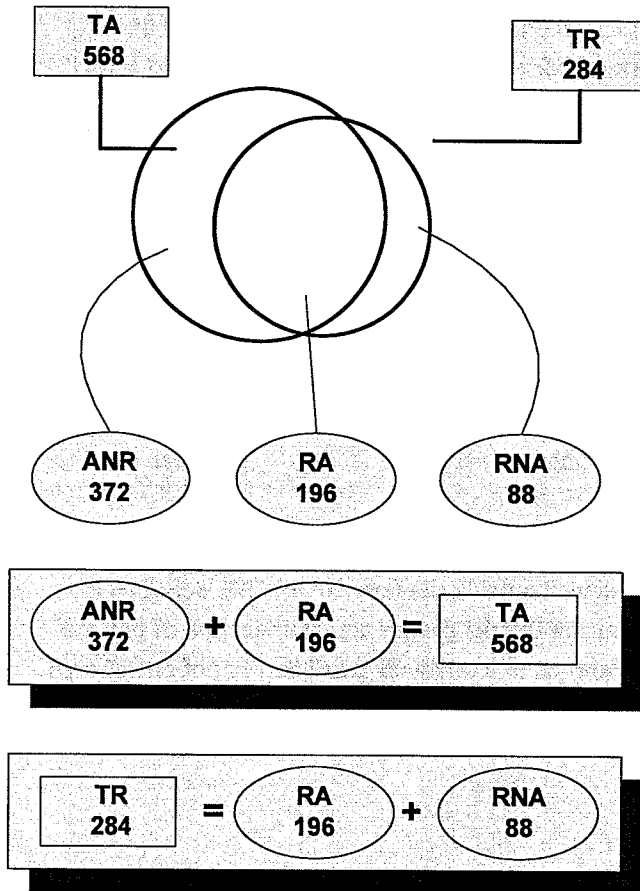
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

Example – School C



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

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

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

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

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

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

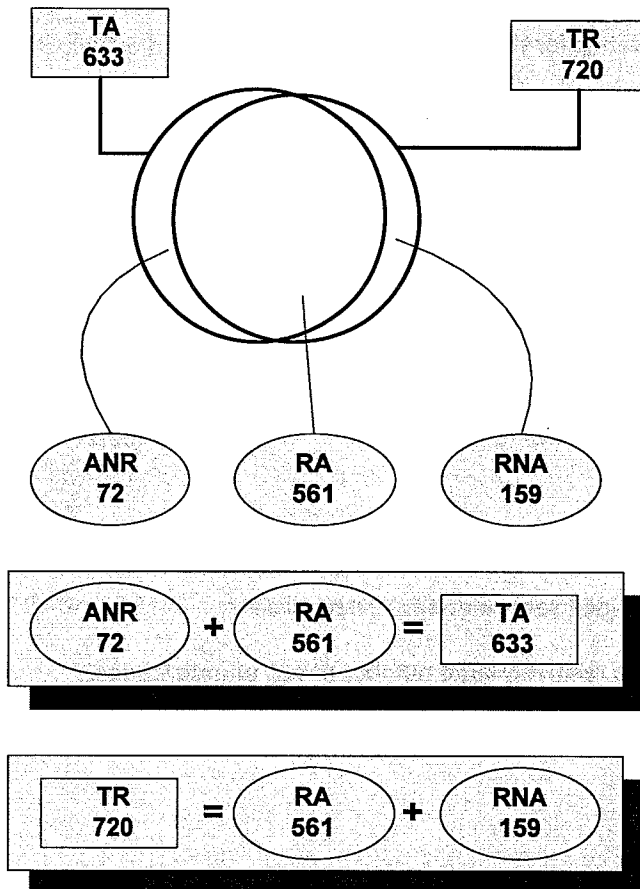
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

Example – School D



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

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

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

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

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

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

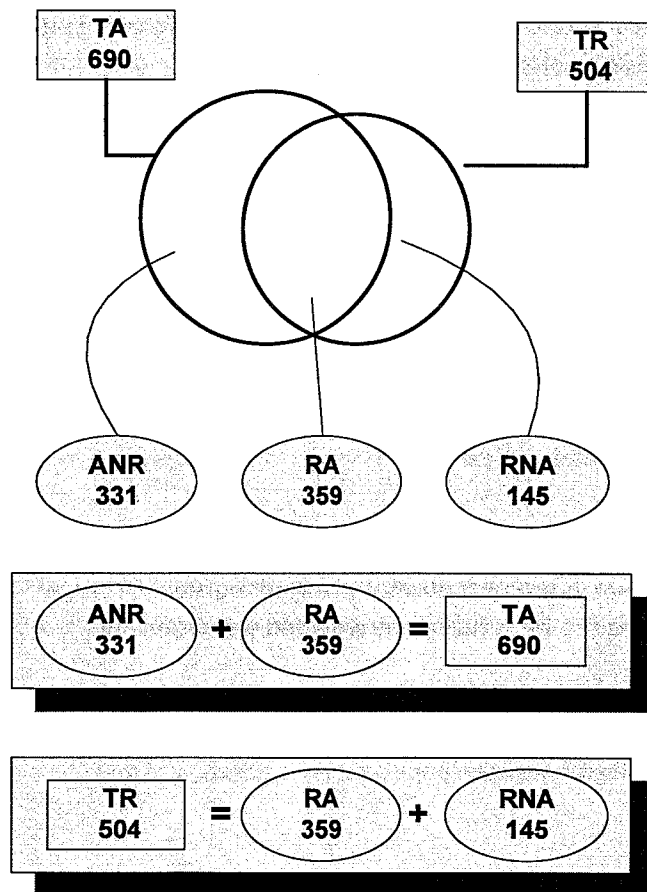
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

Example – School E



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

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

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

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

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

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

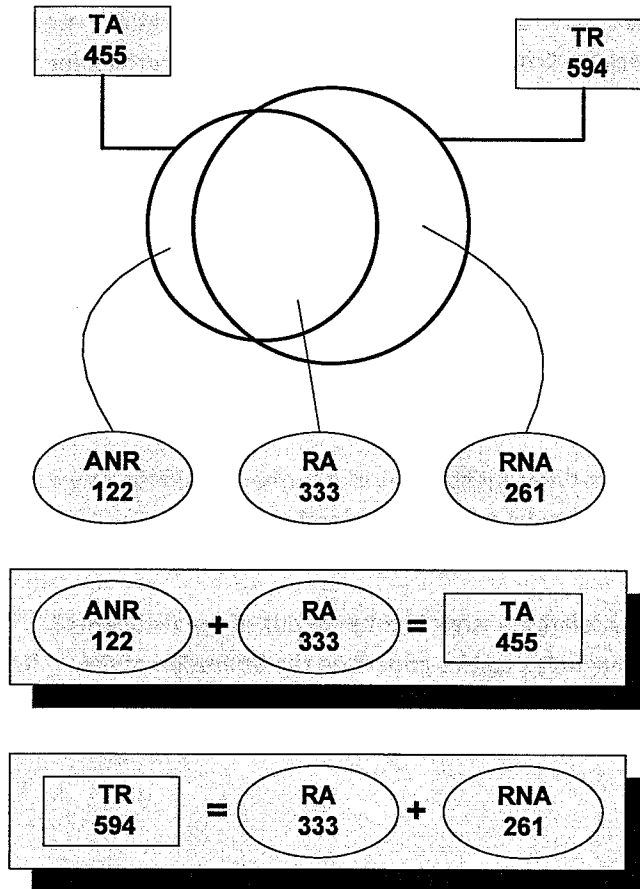
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

Example - School F



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

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

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

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

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

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

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

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

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

Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]

GUIDELINES FOR SCHOOL ACTIONS¹

2012-2013 SCHOOL YEAR

("Guidelines")

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

Space Utilization

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

Grade Alignment

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

2. Constraining Factors

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

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

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

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

3. Additional Information to Consider

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

END OF DOCUMENT

**THE CHICAGO PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER**

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

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be closed, consolidated, co-located, phased-out, or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.
 - a. The hearing will commence and conclude at the time designated in the notice of hearing;
 - b. The hearing will be transcribed; and
 - c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.
2. Chief Executive Officer's Presentation
 - a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
 - b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.
3. Public Participation
 - a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m., if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).
 - b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not sign in to speak on behalf of another person.
 - c. The number of individuals in each hearing room will be limited based on room capacity.
 - d. The hearing officer will determine the order of speakers.
 - e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
 - f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
 - g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
 - h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.
4. Hearing Officer's Written Report
 - a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
 - b. The hearing officer's report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer's Guidelines for School Actions.

CHICAGO PUBLIC SCHOOLS
For the Proposed Closure of Ross Elementary
(Sending) and Dulles Elementary (Welcoming)
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-mentioned matter, held on Monday, April
8, 2013, at Kenwood High School, 5015 South
Blackstone Avenue, Chicago, Illinois commencing at
7:30 p.m.

CPS STAFF MEMBERS PRESENT:

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

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

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

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

Illinois CSR License No.: 084-003292.

1	SPEAKERS	
2	Jamie Johnson.....	5
	Edmund Vasquez.....	7
3	Sheryl Dorsey.....	8
	Versie Bridges.....	10
4	Lejon Ross-Busch.....	11
	Student CM.....	13
5	Lucille Delgadillo.....	14
	Brenda Love.....	15
6	Felicia Shakespeare.....	17
	Student AB.....	18
7	Student TM.....	19
	Theresa Harrington.....	19
8	Aldina Loggins.....	21
	Kelvin Sandridge.....	22
9	Jay Jones.....	24
	Student CM.....	25
10	Celena Sandridge-Webster.....	26
	Janella Alexander.....	27
11	Brenda Love.....	28
	Versie Bridges.....	29
12	Idella Daughrity.....	31
	Lejon Ross-Busch.....	32
13	Sheryl Dorsey.....	34
	Student AB.....	36
14	Student TM.....	36
	Student DV.....	36
15	Student AB.....	36
	Unidentified Student.....	37
16	Student AB.....	37
	Unidentified Student.....	37
17	Student AB.....	37
	Versie Bridges.....	38
18	Theresa Harrington.....	39
	Brenda Love.....	41
19	Lejon Ross-Busch.....	43
	Versie Bridges.....	44
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21		
22		
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24		

1 MR. BARKER: Good evening, ladies and
2 gentlemen. We will commence with this community
3 meeting in just one moment. We would encourage
4 you, if you have an interest in speaking tonight,
5 there is a sign-in sheet outside. We'll be able to
6 sign you up if you haven't already.

7 MS. LITTLE: Good evening. My name is
8 Denise Little, and I am Chief of Schools for the
9 Chicago Public School System. With me on my left
10 is John Barker, and he is chief officer of
11 accountability, and to my right is John Price, who
12 is the chief of schools for the Burnham Park
13 network.

14 I want to say thank you and welcome to the
15 forum this evening, and this is Dulles and Ross,
16 Ross going into Dulles. I want to recognize
17 Dave Vitale, who is the chair of the Chicago Board
18 of Education who just entered the gymnasium.

19 At this time I'm going to turn the mic
20 over to Mr. John Barker.

21 MR. BARKER: Ladies and gentlemen, thank you
22 for coming tonight. We'll follow a speakers
23 pattern where each speaker will have two minutes,
24 and we have an assistant here who will show you how

1 much time is remaining, and because we have a crowd
2 that might allow you to speak a second time, we
3 will facilitate that as well.

4 We thank our note taker and our court
5 reporter here. All the proceedings tonight will be
6 reported.

7 What I'd like to ask you first is to check
8 and see if you have one of these handouts with you.
9 If you do not have one of the handouts, if you will
10 lift your hand, and a floor staff will be able to
11 bring a copy to you. We'll wait for just one
12 moment so that everyone has a copy of this. I'll
13 run through it very quickly.

14 All those that are coming into the
15 audience, we would like to recognize a
16 representative from the mayor's office, a
17 representative from Alderman Cochran's office.

18 Ladies and gentlemen, if you would join me
19 on Page 1 of the handout, what you see is that we
20 are under the directive from our CEO to bring back
21 information from this meeting to her. What you
22 also see on this front page is that Ross Elementary
23 has information on the left side. Dulles
24 Elementary as a welcoming school has information on

1 the right side of what the school will offer.

2 If you'll turn to Page 2, there's specific
3 information about current Ross students, current
4 Dulles students.

5 I call your attention to Page 3.
6 Investments will be made at all welcoming schools,
7 listing of which is provided on Page 3, and on the
8 back page there are two maps with proposed
9 attendance boundary on the left as it currently
10 looks, and if the board approves the proposal, the
11 boundary would be the one on the right.

12 I'm going to ask that the following
13 speakers come in the order called. Our first
14 speaker is Jamie Johnson.

15 MS. JOHNSON: Good evening, everyone in their
16 respective places. I am Ms. Jamie Johnson from
17 Betsy Ross. We are here in support of Betsy Ross.
18 We are not just any school. We are a neighborhood
19 school. We are a family school. We are a model
20 school. We are a true example of a turnaround
21 school.

22 We think you are missing out on all the
23 exciting and wonderful things happening at Ross.
24 You say you want to give our school the best

1 education by giving us a library, iPads, science.
2 Were you aware that at Betsy Ross we have all the
3 above and some?

4 Dr. Shabazz, he has provided
5 computer-based programs. Both programs will be at
6 the kindergarten level all the way to eighth grade.
7 Each program is individualized for each student.

8 Our classrooms are all equipped with SMART
9 Boards. Every school classroom has a functioning
10 SMART Board. We also have an interactive science
11 group to include a fully stocked science lab. We
12 have a full-time library media specialist. We also
13 have a full-time art instructor. Our classroom
14 libraries in every classroom are full and promote
15 all kinds of areas.

16 You want to uproot and change our climate.
17 Well, according to the project report, we are
18 organized, which means that the school has a strong
19 culture and climate with only a few areas for
20 improvement, but according to Dulles staff, they
21 are not that organized.

22 This means there are several weaknesses in
23 the school's culture and climate suggesting that
24 the school is not staffed for success. So how do

1 you expect to get our kids to succeed there when
2 the staff there does not feel they are set up for
3 success? Our kids are in an organized place where
4 success is already happening.

5 If you take a look at our data here, you
6 can see that our school has shown progress from
7 each grade level, so from fourth grade when they
8 took the ISAT, they gained the next year 19
9 percent. Sixth grade increased 12 percent the next
10 year. But we just thank you just for listening,
11 and we have data to give to you just to consider.

12 MR. BARKER: Thank you. The next speaker is
13 Mr. Edmund Vasquez.

14 MR. VASQUEZ: Good evening. I'm not up here to
15 give you a speech. I'm just up here to say some
16 things about Betsy Ross. These are our people.
17 You've got to take into consideration in our heart
18 on the type of effect this is going to cause to our
19 people.

20 I have a son that's up here. He's 11
21 years old. This is our first really opportunity to
22 show ourselves as a people. I want you to consider
23 what Ms. Johnson has said on the type of principal
24 you brought to us. Dr. Shabazz changed the school

1 dramatically.

2 I'm going to keep this as simple as
3 possible. When you close Betsy Ross, you put our
4 children in a situation that happened at Fenger
5 Elementary. It has that type of climate. You take
6 in children who have grown together as a family and
7 you remove them. Everyone calls me Brother
8 Jeremiah.

9 I work with these children in this town,
10 and I see in their eyes what type of principal we
11 have and what type of teachers we have. When you
12 take -- it's like you're uprooting something that
13 has foundation, so I want you to take in
14 consideration -- I got 15 seconds left. I wish I
15 had more time.

16 I want you to take into consideration the
17 lives that you are affecting when you remove us
18 from stability, because that's what we have at
19 Betsy Ross. Thank you.

20 MR. BARKER: The next speaker is Sheryl Dorsey.

21 MS. DORSEY: Good evening, everybody. My name
22 is Sheryl Dorsey, and I'm a proud parent at
23 Betsy Ross. I never liked any other school until
24 Betsy Ross. With the principal that we have now,

1 if they go to Dulles, they're not going to have
2 what they have at Betsy Ross.

3 Betsy Ross is our school. It's our
4 after-school program. It's our weekend community
5 center. We have a lot of community centers over by
6 Betsy Ross. We're there 24/7. I'm in that
7 building from the time it's opened till the time
8 it's closed.

9 Our teachers love me. When they get off
10 work, they still at Betsy Ross because Betsy Ross
11 students would not leave that building. If you all
12 close that building tomorrow, all our kids are
13 going to be on the street because they're not going
14 to go to Dulles. They're not going to go to the
15 turnaround. They're not going to do that.

16 And our academics is real good at
17 Betsy Ross. Without our principal -- if we didn't
18 have him, maybe you all could, but now we have
19 Dr. Shabazz at Betsy Ross. If you all close
20 Betsy Ross, what's going to happen to our kids?
21 What's going to happen to our kids?

22 The mayor, the aldermen, they don't come
23 to the south side of Chicago to see what's going on
24 in our neighborhoods. If our kids cross 59th,

1 that's death. We don't want that. We want our
2 kids to be something. At Betsy Ross they're on
3 their way to being something.

4 You have to have a goal to get somewhere,
5 and our goal right now is Betsy Ross. Without that
6 we won't have anything on the south side of
7 Chicago.

8 MR. BARKER: Our next speaker is
9 Versie Bridges.

10 MS. BRIDGES: All right. My name is
11 Versie Bridges. I'm here to say this is my fourth
12 generation again at Ross. We have everything,
13 everything to ask for at Ross. We have everything,
14 free labs, science lab, everything, the best
15 principal. My kids have went to four, five or six
16 different principals, but Dr. Shabazz, he's the
17 best. It ain't all about that.

18 I know my kids can't go. They sent my
19 kids two letters, two. I have five, which is my
20 fourth plus my grandchild. They sent me two
21 letters, only two for Dulles to accept them, only
22 two. I can't take two to Dulles, and what I was
23 doing with the other one? They only accepting two
24 of my kids at Dulles, so I don't want my kids to go

10

1 at all. One minute.

2 I don't want my kids to go to them. I
3 want them to continue staying at Ross. I have a
4 seventh grader. She's willing to stay there so she
5 can go there and come out of the eighth grade. She
6 can get that Daniel Murphy. We have three or four
7 kids that go there because of Dr. Shabazz. Please
8 do not shut it down. That's all I'm asking for.
9 Do not shut Betsy Ross down please. Thank you.

10 MR. BARKER: Ladies and gentlemen, that's the
11 end of the speaker list that we have. We'd like to
12 offer the opportunity for anyone who would care to
13 speak for two minutes. The only thing we would ask
14 is that you record your name here just so we would
15 have that for the record.

16 MS. ROSS-BUSCH: Good evening. My name is
17 Lejon Ross-Busch, L-e-j-o-n, Ross, R-o-s-s, hyphen,
18 Busch, B-u-s-c-h.

19 I've been a teacher at Ross for about 17
20 years. I've seen Ross change over time. I've seen
21 the area change. We went from having an area full
22 of housing projects. When the housing projects
23 closed, we had about 1200 students at our peak.
24 When the housing projects closed, many of our

1 students left the area. We're now at 300 odd
2 students from a lot of the dislocation of families.

3 I want to talk about the teachers at Ross.
4 We are truly committed to the students. Many
5 teachers stay anywhere from 7:00 to 8:00 o'clock at
6 night sometimes working with students, working on
7 Saturdays, taking extra time, no pay, doing it on
8 our own time.

9 This year teachers wanted to involve the
10 parents even more, so we had student-related
11 conferences where parents and students had a chance
12 to sit down with each other in front of teachers.
13 Teachers facilitated the conference, which allowed
14 our students to improve much better at their
15 classes.

16 We have partnerships to help improve our
17 instruction with Achievement Network, where
18 teachers work collaboratively after school using
19 the data to improve instruction. We have three
20 students who've received Daniel Murphy
21 scholarships. Those are scholarships to go to
22 schools, go to schools out of state. One
23 particular student is going to school in Wisconsin.
24 That student didn't have anything when she was

1 going to school. The staff got together, made sure
2 that she was okay.

3 So I'm asking that we have teachers that
4 are committed to Ross Elementary School. We have
5 parents that are committed to Ross Elementary
6 School. We also have students that are committed.
7 We're asking you to listen. Thank you.

8 STUDENT CM: Good afternoon. My name is CM.
9 I'm a fellow seventh grader at Betsy Ross
10 Elementary School, hoping to be an eighth grader
11 there too. I've attended Betsy Ross since Day 1.
12 I would like to stay at Betsy Ross because if I
13 went to any other school, my perfect attendance
14 record will be messed up because I don't want to
15 attend school because of the gang activities going
16 on at schools.

17 Betsy Ross is the greatest place to be.
18 Betsy Ross is my second home. Dr. Shabazz and
19 Ms. Wards are my second parents. I love attending
20 Betsy Ross school. I go to the school at 6:00
21 a.m., leave around 7:00. I go to the school almost
22 seven days a week just to have fun like playing
23 basketball and many other things.

24 Betsy Ross has two computer labs, Joffrey

1 Ballet, art and an all-day library and science lab,
2 and if you send me to another school, that school
3 might not have the same things. Thank you, and
4 have a nice day.

5 MR. BARKER: The next speaker is
6 Lucille Delgadillo.

7 MS. DELGADILLO: Hi. My name is
8 Lucille Delgadillo, and I recently retired from
9 Betsy Ross last year as the school clerk. I worked
10 30 years as a school clerk. 27 years was in one of
11 the top ten schools in the city, but going to
12 Betsy Ross has changed my life, and out of all the
13 principals I ever worked for, no one was like
14 Dr. Shabazz.

15 This is a man that cares for his students.
16 He sleeps on the floor in his office and stays
17 there seven days a week so the kids could go in the
18 building, play basketball. Kids that don't even go
19 to Betsy Ross are allowed to come in the building
20 at night so they're not on the streets. This man
21 cares for every student.

22 You need to look at Dr. Shabazz, and the
23 changes he's made in the years he's been there is
24 phenomenal. You need to keep it open for

1 Dr. Shabazz and his students because he cares so
2 much for them.

3 Never in 30 years have I seen a man, a
4 principal like him, so I'm begging you to do what
5 you can to keep this school open for these
6 students. They all look up to Dr. Shabazz. He's
7 the only father some of these students have. I'm
8 begging you keep the students happy with
9 Dr. Shabazz. Thank you.

10 MR. BARKER: The next speaker is Brenda Love.

11 MS. LOVE: Good evening. My name is
12 Brenda Love. I have been with CPS for, I think,
13 about 23 years. When you all first closed schools
14 down, I was in one of those schools that you closed
15 down the first time.

16 When you talk about sending children from
17 a closed school to another welcoming school,
18 they're not welcoming our children. I'm sorry.
19 They're not welcoming them. And why I know that,
20 because I had nieces, nephews that went to the
21 school where I used to work.

22 When they left Daniel Hale Williams and
23 went to Dulles, Dulles low-rated them, so now when
24 you talk about sending our children to someone

1 else's school, they're not going to get the love
2 that they got at Betsy Ross.

3 These people, my colleagues, my principal,
4 my assistant principal, have opened their arms,
5 their doors not only to the children, but to the
6 community. When you close Betsy Ross, you're
7 closing the community because then they won't have
8 nowhere to go.

9 They come and play basketball at the end
10 of the day when they can't go nowhere else. They
11 come to the computer labs that I facilitate. They
12 do things there that they're not going to be doing
13 somewhere else because no one is going to show them
14 the love that we show them at Betsy Ross.

15 And to conclude that, please, please,
16 because I was displaced and I'm fixing to be
17 displaced again, because you all cannot promise me
18 a job -- I am now 58 years old. How many people
19 are going to come along and get me out of that hole
20 where you all are going to close down. Thank you,
21 and have a blessed and wonderful evening.

22 MR. BARKER: That is the list of speakers I
23 have here. Again, with remaining time we would
24 encourage anyone who would like to come to the

1 microphone to speak your two minutes.

2 If you would, please say your name.

3 MS. SHAKESPEARE: Good evening. My name is
4 Felicia Shakespeare. I'm a library teacher at
5 Betsy Ross school.

6 I just want to emphasize some things that
7 have not been reiterated tonight. Betsy Ross is a
8 safe haven for a community. We have a principal
9 who truly does care, and I know he does care, and
10 he respects all people. Whether you're a parent,
11 whether you're a teacher, you can honestly feel the
12 compassion that he has for everyone.

13 One thing that has not been mentioned is
14 the fact that we do have a premier staff of
15 educators at Betsy Ross. We have teachers who have
16 went to Princeton. We have national board
17 certified teachers on our staff.

18 Also, what I want to add is the teachers
19 who give tirelessly of their time, their time and
20 their resources every single day, as it has been
21 mentioned. At Ross I've never seen a staff go
22 above and beyond as I've seen during my time here.

23 Also, I want to say that other
24 partnerships are not listed on this sheet. We do

17

1 have Teach for America. They came to our school
2 last summer, and one thing I did get about every
3 person that I've come into contact with, they
4 always say wow, this is such a welcoming school,
5 you can just feel it here.

6 Additionally, we have relationships with
7 the American Library Association, with Chicago
8 Cares. We will actually have our reading family
9 night next week, and we are expecting a support
10 system from the American Library Association, which
11 is located in downtown Chicago. They're going to
12 come and support us.

13 So people are always talking about Ross
14 and what Ross means to them, and I wasn't going to
15 say anything tonight, but I do want you to consider
16 that we are people. I just think that's not being
17 considered throughout this process. I understand
18 the numbers. I understand, you know, what you're
19 doing, but overall these are lives, and I just hope
20 that they'll be taken into account before the final
21 decision is made. Thank you.

22 MR. BARKER: Please say your name.

23 STUDENT AB: My name is AB, and I am an honor
24 roll student at Betsy Ross, and we have lots of

1 kids that try harder to get good grades, and
2 Betsy Ross is such a good school that I want to
3 stay there, and I want to thank my teacher
4 Ms. Daughrity and my principal and my assistant
5 principal and Ms. Wards and Dr. Shabazz, and they
6 are very good to me, and I love all of them. Thank
7 you.

8 MR. BARKER: With the time remaining, we'll
9 entertain any other speakers.

10 STUDENT TM: My name is T -- my name is TM, and
11 I go to Betsy Ross school, and my principal, he
12 said whoever get to 100 percent on GD we can get
13 \$100, and we do AR books, and we can take tests.

14 MR. BARKER: Thank you, Mr. M.

15 MS. HARRINGTON: Theresa Harrington,
16 T-h-e-r-e-s-a, H-a-r-r-i-n-g-t-o-n. I'm a teacher
17 at Betsy Ross. It's only my second year at CPS.

18 I just wanted to mention one thing, but
19 the other day my assistant principal and I were
20 sitting in the office after school. Like I said, I
21 teach middle school, but we were tutoring some
22 seventh-grade students to get their homework done,
23 which is not uncommon at all for the children to be
24 working with any adult in the building who can help

1 them.

2 And one of our students in the middle
3 school came in with a friend of his, and the boy
4 didn't go to our school. He goes to Dulles. And
5 he came to our school after school because our
6 school is open, and the assistant principal in a
7 very discreet way said, well, why don't you go to
8 your school? He said, we can't come to our school
9 after school, our school's closed, we just can't
10 come in the gym.

11 I'm not saying anything against Dulles.
12 Numbers -- and actually statistically their numbers
13 are very similar to ours. We've looked at that
14 today. And I'm sure wonderful things are happening
15 there, but amazing things are happening with the
16 character of the children at our school.

17 I've been in seven schools in three
18 states. I have worked for Ms. Byrd-Bennett in the
19 City of Cleveland. I know she's a fantastic person
20 at what she does, and I know this is an extremely
21 difficult decision to be made, but it is criminal
22 to take these children out of the safety of this
23 environment and this school, criminal. And it is
24 not just Betsy Ross children who benefit from

1 Betsy Ross.

2 If you want to do something really
3 interesting, go to the Web site for Betsy Ross.
4 Click on each teacher's name. Each teacher at
5 Betsy Ross, if you click on their name, it has
6 discussions of what they're doing in their class,
7 pictures. And when you go to Dulles' Web site,
8 under every teacher there's not one picture or one
9 assignment or one paragraph about the teacher or
10 what they do. It doesn't mean it's not a fantastic
11 school, but does that sound welcoming to you?
12 Thank you.

13 MR. BARKER: With the time remaining, we would
14 entertain any other speaker who would like to come
15 forward.

16 MS. LOGGINS: Good evening, everybody. My name
17 is Aldina Loggins, A-l-d-i-n-a, L-o-g-g-i-n-s. I
18 am an educator at Betsy Ross Elementary. I've been
19 there for 13 years now.

20 As all of my colleagues, my parents, even
21 the students have said, that is a warm, inviting
22 environment. I reflect on a lot of times where I'm
23 just sitting in my room at 4:30 in the evening. I
24 have students that have graduated since '99, 2000,

21

1 2001 coming back because that's where they feel
2 safe. They come back to ask for support as it
3 relates to their high school work, even college
4 work.

5 I'm going to leave you with one statement.
6 I don't believe in saving millions. I believe in
7 saving children, and if you believe in children,
8 you will go back, look at your data, look at your
9 underutilization calculations and look at the fact
10 that Betsy Ross is performing at a point that has
11 been remarkable over the last three years.

12 Also, you will look at the fact that our
13 students are engaged and interested in coming to
14 school. If you send them somewhere else, I am very
15 afraid that most of them will probably drop out.
16 It's just seventh to eighth-grade population. So I
17 leave you with that thought. Please make
18 considerations when you're thinking about children
19 and their lives. Thank you.

20 MR. BARKER: Our next speaker is
21 Kelvin Sandridge.

22 MR. SANDRIDGE: Good afternoon.
23 Kelvin Sandridge, K-e-l-v-i-n, S-a-n-d-r-i-d-g-e.
24 I appreciate what the teachers just said, but if

1 you close down the schools that you intend to
2 close, for instance, this one here, where my nephew
3 attends -- he went to the school on 63rd Street.

4 There was a shooting right across the lot.
5 The staff ran into the building and left my nephew
6 outside laying on the floor, laying on the ground.
7 He's from Seattle. He's not used to it. So they
8 did not teach him what to do, and I'm afraid that
9 if he has to go back there something else may
10 happen.

11 I'm afraid that this whole plan that you
12 all have of closing schools will result in the
13 death of a lot of children. I don't know about
14 anybody else, but I plan to blame Mayor Rahm. I
15 plan to blame each and every CPS official because
16 you know what the result will be. We all know what
17 the result will be.

18 You say you hear about children. So far
19 I've not seen not one plan that shows me that you
20 actually care about the children. I see the
21 attacks against the adults, the teachers, the
22 teachers' assistants. That's all I see.

23 In terms of turning this thing around,
24 you're going at it the wrong way, and I believe you

23

1 know this. She asked if you care about the
2 children when you're going to close the school. I
3 don't think they care.

4 MR. BARKER: There's time remaining. We would
5 entertain any other speakers who would like to come
6 forward.

7 MS. JONES: Hi. I'm Jay Jones, and I'm a
8 parent. I have my two daughters. They are in
9 fourth and second grade.

10 Okay. I just moved to Chicago. I was
11 born and raised in Chicago, but I left and came
12 back, and while I was looking for schools, the
13 school on 63rd turned my daughters away. I went to
14 every school in the community, and they turned my
15 kids away, and luckily someone told me about
16 Betsy Ross, and they let my kids come to school.
17 They was out of school for a whole week because no
18 school would let them come.

19 So to close Betsy Ross down is like a
20 shock to me when the other schools in the community
21 wasn't letting my kids come, so I don't -- I'm not
22 really familiar with Betsy Ross, but since my kids
23 have been there, it's been a lot of improvements to
24 them.

1 They have done a great job with my kids,
2 and I'm very happy for them to be safe because we
3 moved around a lot, and -- but it was a welcome.
4 It was a good feeling for me and my kids, and for
5 you all to take it away, who would they know they
6 can be stable and they can always turn to?

7 You know, we already have problems in our
8 community, and we have something that is there for
9 our kids, and once you all take that away, where
10 would our kids go?

11 We see murders on Channel 9 at
12 9:00 o'clock. Well, we're going to see more on
13 Channel 7, 5, 2, so now we're just here because we
14 want to fight for our kids and for our school.
15 Thank you.

16 STUDENT CM: My name is CM, student from Ross.
17 I feel safe at Ross, but if you send me to another
18 school like Dulles, as I was on my way home, I saw
19 the gates of Dulles torn up because a car crashed
20 into it during a shooting, and at Ross they teach
21 me what to do when shootings happen, but I feel at
22 Dulles they would just leave me -- at Dulles they
23 would just leave me sitting there alone by myself.
24 If my mother wouldn't have the time to come pick me

25

1 up, I wouldn't know what to do.

2 Ross, Betsy Ross, is a wonderful place to
3 be, and if you send me anywhere else, that is going
4 to put a hole in my life, and it's going to change
5 my whole world around. I just love the school, and
6 I just don't want to go anywhere else. Thank you.

7 MR. BARKER: There's time remaining. We would
8 invite any other speakers to come forward.

9 MS. SANDRIDGE-WEBSTER: My name is
10 Celena Sandridge-Webster. I've been with the
11 Chicago school system for about a year now, first
12 year.

13 First few months my kids went to Chicago
14 Public Schools, they were at Dulles. Unfortunately
15 my ten-year-old was caught on a playground where
16 they were shooting. He's not familiar with that,
17 so he was left out of here. Was that really
18 something any parent wants their children to go
19 through? You can't tell me there's no other
20 options. What are we supposed to do? Any
21 suggestion? We'd greatly appreciate it because I
22 have not only him. We have three other children.
23 What am I supposed to do?

24 That's what I thought. Thank you.

1 MR. BARKER: With the time remaining, we'd
2 invite any other speakers to come forward.

3 MS. ALEXANDER: My name is Janeella Alexander.
4 I'm an instructor assistant at Betsy Ross, and
5 actually today made my 16th year at being at
6 Betsy Ross. Betsy Ross is my first school for
7 working at the Chicago Public School System.

8 I didn't realize how much effect this
9 would have on me because I have grown to love my
10 coworkers and the children as well. My principal,
11 Dr. Shabazz, and my assistant principal, Ms. Wards,
12 we're like a family over there. It would make a
13 big difference if we would split up because when
14 you have family that stay together -- pray
15 together, they stay together.

16 A VOICE: Take your time, take your time.

17 MS. ALEXANDER: These kids' life are in
18 jeopardy. You hear every day on the news a life
19 have been taken down because of the area they're
20 in. The school they're at now, they're right in
21 the vicinity where they can go right across the
22 street to the school, Betsy Ross Elementary. They
23 have all kind of activities there for the children.

24 I'm there in the morning for breakfast. I
27

1 greet the kids every morning as they come in for
2 breakfast, good morning, how are you doing. Hello,
3 Ms. Alexander, give them a hug, whatever they need,
4 I'm there, right there for them early in the
5 morning during breakfast, so to take all this away
6 from all of us as a whole is a disaster. It really
7 is, so I really hope that you all take into
8 consideration what you all are doing at Betsy Ross
9 Elementary School as a whole because it's going to
10 be a failure all the way around. Thank you.

11 MR. BARKER: With the time remaining, we would
12 invite any other speakers to come forward.

13 MS. LOVE: I'm going to say this. Again, my
14 name is Brenda Love. I am a teacher assistant at
15 Betsy Ross school. I was displaced from
16 Daniel Hale Williams. I started working with
17 Betsy Ross.

18 You know, it's not these children's fault
19 that you all are trying to close the schools down.
20 It's not their fault that the City of Chicago
21 decided that they would close all of CHA projects,
22 housing. When you close -- when they close all of
23 those places, that's how our children start to come
24 displaced. The land that after you -- now, I

1 shouldn't say you because it's not you, but when
2 they -- when the city decided to close CHA, there
3 went a mass destruction of the attendance for all
4 these schools, yet still I hear that the professors
5 are saying different things about what can be --
6 what can happen if they decide to send them
7 somewhere else.

8 But my question is: Does any of you all's
9 children go to CPS schools? Does any of you all's
10 children go to CPS schools in the so-called black
11 neighborhoods? Because if they did, then you would
12 be in our place, and you would be doing just what
13 we're doing right now: trying to fight for the
14 schools just to keep them open.

15 Your children are somewhere else, and
16 they're not in CPS schools, so I'm going to leave
17 you with that thought, because it is the city's
18 fault that our children are being displaced. It's
19 the city's fault that all the CHA housing projects
20 was closed. I leave you with that.

21 MS. BRIDGES: V-e-r-s-i-e, B-r-i-d-g-e-s. So
22 we have Carter's that needs turning around. We
23 have Washington Park, and we have Dulles, so this
24 is what I'm really confused at right now. So

1 Carter's do not have to let these kids into their
2 city.

3 Like I said, I have five. I only received
4 two letters, two letters for my honor roll student
5 at Ross. My other three did not receive them, a
6 letter. I do not want to separate. Me as a
7 parent, up every day, don't have a job. My job is
8 volunteer at Betsy Ross.

9 Every day I get up, every morning,
10 6:00 o'clock, on the bus, walk, whatever, take my
11 kids to school every day. S's going to be 14. S's
12 going to be 14. She's scared to go to school by
13 herself, so if them three schools that's around
14 Betsy Ross do not allow any of our kids in, what we
15 have to do? Walk all the way over to Langley, all
16 the way over to Langley, all these blocks, all
17 these blocks over to Langley, Langley. Then the
18 only other school in that area will be Fiske, so if
19 you all take Ross away -- man, you all can't do
20 that to us, not Betsy Ross. Come on, now.

21 That block, I grew up there, 46 years,
22 Wabash, Wabash, 6018, 6032, 6036, 6001 Wabash.
23 Them are my addresses. I never lived nowhere else.
24 I never lived nowhere else but Wabash, so,

1 therefore, Betsy Ross is the only school -- we need
2 Betsy Ross.

3 They said you can take away whatever. No.
4 Ross is the only place my kids want to go.
5 Graduation, all of them, they want to graduate from
6 Betsy Ross. Please, I'm begging. I'm begging
7 please do not shut Ross down. I'm going to be
8 working at Betsy Ross, me, a parent, every day from
9 7:00 o'clock to 7:00 o'clock at night. When my
10 kids go home, go to bed, they're right back up
11 ready to go again. You all can't do that to us.
12 Please do not take Betsy Ross. Thank you.

13 MR. BARKER: We'd like to check to see if
14 anybody else would like to speak.

15 MS. DAUGHRITY: Good evening. My name is
16 Idella Daughrity, I-d-e-l-l-a, D-a-u-g-h-r-i-t-y.
17 I am a teacher at Betsy Ross. I have been at
18 Betsy Ross for many years. I have worked under
19 three principals, Dr. Shabazz and Ms. Wards.
20 They're the third one that I have worked for. I
21 have been there a long time.

22 I have seen the changes under the third
23 principal, Dr. Shabazz and Ms. Wards, and all these
24 things that they spoke about, I have seen them

1 there, so I'm not going to mention about the
2 programs, and I'm not going to mention none of that
3 stuff that they just talked about. I'm going to
4 ask you to think about the children first because
5 that's what it's all about, the children, not about
6 me.

7 Oh, yes, I'm going to retire from
8 Betsy Ross. I really do. That's why I'm there.
9 Betsy Ross is the only school that I have been in,
10 and I'm looking forward to retiring from
11 Betsy Ross, and I will retire from Betsy Ross.

12 I want you to think about the children
13 first. Please do not uproot our children and take
14 them somewhere else. Please don't take them out of
15 their community. Don't take them out of their
16 safety zone. Don't take them out of their comfort
17 zone. They're used to Betsy Ross, a safe haven
18 place for them to learn, for them to grow. Thank
19 you.

20 MS. ROSS-BUSCH: Lejon Ross-Busch again. One
21 thing I want to address too that Dr. Shabazz did
22 when he first came in, he dealt with culture and
23 climate. That was huge in Ross Elementary School.
24 I also went under three administrators.

1 When we develop relationships with staff,
2 we also begin to develop relationships with the
3 children. It's so nice there at this point. There
4 are parents sitting over there that can attest to
5 this.

6 In my math class when the children are
7 having problems with the math, the parents are
8 there in the building. I say, you can come in and
9 sit in class with your child and I'll help you help
10 your child.

11 That has happened on numerous occasions at
12 Ross school. That has happened in the second-grade
13 class. That has happened in social studies class.
14 The culture is huge to Ross Elementary School.
15 Children are thriving because they know that people
16 are there, they care about them. That's huge.

17 Any teacher who has a family -- because
18 most of us do, and we're staying there till 6:00,
19 7:00 o'clock, sometimes even 8:00 o'clock at night.
20 If an issue comes up, we deal with that issue. If
21 something happens in the neighborhood, if somebody
22 comes to the school to talk about what happened in
23 the neighborhood, we deal with that too. When
24 students are having problems in their high schools

1 and they come back and they talk to us -- one just
2 came back today for motivation -- we are there.

3 I know that there are a lot of schools
4 that may be achieving better than Ross, but that
5 social, emotional peace is missing out of middle
6 schools. Ross has that social, emotional peace
7 that many of our children need. We have teachers
8 who have counseling backgrounds, teachers who could
9 be administrators. We're there at Ross school
10 because we believe in the mission and the vision of
11 Ross school. Thank you.

12 MR. BARKER: With the time remaining, we would
13 invite any other speakers to come forward.

14 MS. DORSEY: Again, my name is Sheryl Dorsey.
15 I have like two things to say. I have an eighth
16 grader at Betsy Ross, and I have a fifth grader at
17 Betsy Ross. My fifth grader, she took three
18 different schools from the time she was in
19 kindergarten to fifth grade. When she left that
20 school, she said, I want to graduate from
21 Betsy Ross. I said, all right. She said yes.

22 My son didn't even like to go to school,
23 and he's in eighth grade. When he was in sixth
24 grade, I couldn't get him up in the morning. He

1 was crying because he wouldn't go to school, but
2 now at Betsy Ross he learns something. He reads
3 books. He would never read a book. He read a book
4 today, and he finished. He got AR points. I was
5 so happy for him.

6 The teachers back here, they take their
7 time out to work with people, to work with the
8 kids. If their kids have a problem, the parents
9 have a problem, they're there regardless of what.

10 Dr. Shabazz, that's my kids' father. When
11 they leave my house, he their father. Ms. Loggins,
12 Ms. Ross-Busch, Mr. Anderson, I can name them all,
13 every last one of them from kindergarten to eighth
14 grade. If you need something from any one of these
15 teachers, the principal, anybody, they're there for
16 you.

17 Our school is a home. I didn't mean to
18 say a school. It's a home. It's a home for some
19 of our kids that don't even have a home, don't have
20 a father, don't have a mother. They don't even
21 care, but Betsy Ross cares.

22 When our school needed uniforms, winter
23 coats, anything that they need, Betsy Ross bought
24 it for them. This winter it's cold. A lot of our

1 kids came with sweaters, sweaters. We made sure in
2 our school as a family that they're going to never
3 break apart that our kids had coats. They had
4 coats to put on their back. They had gloves. They
5 had hats.

6 But one thing left, we're not going to let
7 you all close Betsy Ross because we're going to
8 stand for it. We're going to stand for our school,
9 and we've got to be outside. Come September we
10 will let you all know that we were serious about
11 our school.

12 STUDENT AB: My name is AB, and I'm a fifth
13 grader at Betsy Ross Elementary.

14 STUDENT TM: My name is TM. I'm a fifth grader
15 at Betsy Ross Elementary.

16 STUDENT DV: My name is DV, and I'm at
17 Betsy Ross, fifth grade.

18 STUDENT AB: First we want to start off with
19 our pledge.

20 STUDENT AB,

21 STUDENT TM,

22 STUDENT DV (Collectively): I pledge to
23 Betsy Ross I will learn and grow by being fair and
24 honest to everyone I know, to show respect and

1 kindness to everyone I meet, to show
2 responsibility, working hard each day of the week,
3 to strive to be the best that I can be so that I
4 can succeed in our school family.

5 STUDENT AB: My teacher Ms. Hughes, she taught
6 us about how to -- wait. She taught us about how
7 to take care of ourselves, and she told us what
8 college to go to. We did a project, and the
9 college I want to go to is Spelman College in
10 Georgia.

11 UNIDENTIFIED STUDENT: The college that I want
12 to go to is Yale University.

13 STUDENT AB: When I grow up I want to be a
14 basketball player just like my big brother.

15 UNIDENTIFIED STUDENT: I want to be a
16 basketball player too.

17 STUDENT AB: Just to let you all know,
18 Betsy Ross is not closing.

19 MR. BARKER: With the time remaining, we would
20 invite any other speakers to come forward.

21 With the time remaining, we would invite
22 any other speakers to come forward.

23 Ladies and gentlemen, this hearing, the
24 community meeting goes until 9:30, so we will

1 remain here. We will also call your attention to
2 the next community opportunity, which will be on
3 Friday evening.

4 MS. BRIDGES: My name is Versie Bridges. It's
5 also -- I have somebody outside waiting on me to
6 take me back, but I'm going to leave with this.
7 I'm not joking about it. I'm serious. I got my
8 tent. I went and bought a tent, so just like
9 Brooks went on the roof, Pastor Brooks -- I ain't
10 going to go on the roof. I'm going on the ground,
11 and if they put me on the ground, believe me, I've
12 got an address. My sister stay right across the
13 street. I'm going live in my tent.

14 Please do not shut down Betsy Ross. It's
15 powerful. Ross came a long ways. My grandma up in
16 heaven right now is looking down on you trying to
17 shut the school down. She graduated from
18 Betsy Ross as well.

19 So I'm going to leave with this. Don't
20 forget, because I'm going on the sidewalk. I ain't
21 going on the roof because it's kind of high, but
22 I'm going on the ground with my tent, and when you
23 all say move, I'm maybe one of them, but I'm still
24 going to move on across that street, and I'll put

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1 my tent over there, so be prepared, but I don't
2 think I'm going to need no tents because I know you
3 all got my back. I'll see you all at the next
4 meeting.

5 MR. BARKER: Ladies and gentlemen, we
6 appreciate your being here tonight. The microphone
7 will remain open until 9:30.

8 MS. HARRINGTON: Teresa Harrington. We're
9 sitting here thinking we don't have a huge crowd
10 and wondering if in our attempt to save the
11 children's environment we don't have a big enough
12 argument coming at you, and I looked around, and I
13 thought we have parents, but we have few parents,
14 and the fact that we have only this small number of
15 parents that come says everything for why we need
16 to stay open. We are the parents of these
17 children.

18 I have a son of 17, and he goes to a
19 selective enrollment school in the city, and he
20 told me, Mom, don't come home tonight, you fight
21 for your kids. He says every year, Mom, is this
22 the year you're going to get your kids into my
23 school? He said, you do everything you need to do
24 because every kid in that school deserves every

1 opportunity that I have.

2 I took students of mine from the middle
3 school to the Christmas concert at my son's school
4 so they could see what's out there, because they
5 don't know. We are parenting these children. We
6 won't -- they said, well, you'll go with us, right,
7 Ms. Harrington, you'll be a Dulles, right?

8 I know it's numbers. I get it, but we are
9 their families. I didn't have one child. I have
10 hundreds of children. I spend more money on things
11 for the children at my school than my own son, and
12 I'm blessed because I have a husband who supports
13 that fully.

14 I don't want to Double Dutch. I coach
15 Double Dutch because someone needs to coach Double
16 Dutch. My husband goes to the store with me and
17 buys whatever they need because they don't have
18 anyone to do it for them. You can't take us from
19 our children. They need us.

20 It's just that oxymoron. If we had
21 hundreds of people here you'd say, oh, that school
22 really, really wants to stay open. No. We have to
23 because we don't have that. Please just -- I know
24 it's hard. Just please think about that when you

1 look at the numbers.

2 MR. BARKER: With time remaining, we would
3 invite any other speakers.

4 MS. LOVE: Again, my name is Brenda Love, and
5 I'm looking at what you all have given us here. I
6 want to know how many kids are at Dulles. Can
7 anybody answer that question? How many kids are at
8 Dulles?

9 And then looking at what you say here
10 about our children, how many numbers there are, if
11 you're talking about -- because you're saying in
12 here it's 500 to 344, 555 to 344. How many kids
13 are at Dulles?

14 Yes, they might have air-conditioning.
15 They might have -- but what is their classroom size
16 going to be once our children get there? How many
17 of our teachers are going to be with those
18 children? Because someone did say that our
19 teachers that was at Betsy Ross is supposed to be
20 going over with our children.

21 I don't know how that's going to work, but
22 I'm curious to know just how many children are at
23 Dulles, that you all want to send our children to
24 Dulles and know that you're sending them in harm's

1 way, harm's way of bullies. Just like one of the
2 parents said, it was her child that was left on the
3 playground.

4 Who is going to -- who and what is going
5 to protect our children once they get there?
6 Again, I say can someone tell me how many children
7 are at Dulles already? I hear nothing. I'm
8 curious to know because now we've been fussing
9 about classes being overloaded. You're sending
10 more children over there, and those teachers that
11 already got problems with whatever children they
12 have, now they're going to get our children, and
13 they do not know what to do with our children.

14 We love our children, true love. We give
15 them what their parents can't give them. We hug
16 them just like my colleague said, so I'm just
17 curious to know. How many children are at Dulles
18 that you all are willing to send our children over
19 there in harm's way, and will any of yours go over
20 there? Will any of yours go over there? Are you
21 all going to go over there and protect our
22 children? I'm curious to know. Thank you.

23 MR. BARKER: With the time remaining, we would
24 invite any other speakers to come forward.

1 Ladies and gentlemen, we appreciate your
2 attendance. The microphone will remain open until
3 9:30.

4 MS. ROSS-BUSCH: My name is Lejon Ross-Busch,
5 again. And I'm sure that we could go on and on and
6 on, and we're really not trying to go on and on and
7 on, but we have so many great things going on at
8 Ross.

9 One thing I want you to -- if you could
10 actually come over to Ross and see this. First
11 thing in the morning, our principal is at the door,
12 and he greets each and every student as they're
13 coming in the door in the morning, each and every
14 student, and if he's not there, you better believe
15 our assistant principal is going to be there
16 greeting each and every student.

17 It may sound like this is like a fantasy
18 over Ross school, but it's really not, and if you
19 actually came over and just actually witnessed
20 everything that goes on on a daily basis, you would
21 actually see that all of this is truly real.

22 And we're not trying to get up here -- I
23 mean, you're going to make your decisions, but we
24 just want you to know that Ross school, for the

1 teachers and the students that are actually here --
2 all of them are not here because there are many
3 students who wanted to be here, but because they
4 didn't have parents to come with them, they
5 couldn't come, so we just want you to know that
6 there are really good things happening at Ross
7 school. We just don't want to browbeat you and
8 keep going on and on and on, but there are a lot of
9 good things happening. Come over to our school and
10 see wonderful things at Ross. Thank you.

11 MR. BARKER: With the time remaining, we would
12 invite any other speakers to come forward.

13 Ladies and gentlemen, we appreciate your
14 attendance tonight. The microphone will remain
15 open until 9:30.

16 (Off the record at 8:39 p.m.)

17 (On the record at 8:44 p.m.)

18 MR. BARKER: Ladies and gentlemen, we
19 appreciate you coming tonight. The microphone will
20 be open till 9:30.

21 MS. BRIDGES: Our family has to go back to our
22 home. Our home is Betsy Ross, so where we're
23 sleeping at tonight, we're getting ready for school
24 tomorrow, so good night.

1 (Off the record at 8:46 p.m.)

2 (On the record at 9:30 p.m.)

3 MR. BARKER: Ladies and gentlemen, the meeting
4 is adjourned.

5 (Proceedings concluded at 9:30 p.m.)

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1 STATE OF ILLINOIS)

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3 COUNTY OF C O O K)

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5 KIMBERLY D. BURES, being first duly sworn,
6 on oath says that she is a court reporter doing
7 business in the City of Chicago; that she reported
8 in shorthand the proceedings given at the taking of
9 said public hearing and that the foregoing is a
10 true and correct transcript of her shorthand notes
11 so taken as aforesaid, and contains all the
12 proceedings given at said public hearing.

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99 21:24					

Community Meeting for the Proposal to Close Ross Elementary School

April 8, 2013: 7:30pm to 9:30 pm

Location: Kenwood Academy, 5015 S Blackstone Ave.

CPS Staff in Attendance

Denise Little – Chief Officer of Networks, John Barker – Chief Accountability Officer, John Price – Chief of Schools, Burnham Park Elementary Network

Brief Summary:

The purpose of the meeting was to receive public comments on the proposal close Ross Elementary in accordance with 105 ILCS 5/34-230. The meeting began at 7:30pm and concluded at 9:30pm.

CPS Presentation

Denise Little, Chief of Schools for CPS, welcomed the audience at 7:31. She introduced John Price, Chief of Burnham Park, and John Barker, Chief of Accountability. She recognized the presence of David Vitale, President of the Board of Education.

John Barker explained that each speaker gets two minutes. He then checked to ensure that all people had handouts. While handouts were being passed out, he recognized a representative from the Mayor's office and the alderman's office. He briefly reviewed the contents of the handouts on the school action.

Public Comment**Jane Johnson**

Ms. Johnson said Betsy Ross is not just a neighborhood school; it is a true example of a turnaround school. She stated that Ross has a computer lab, library, and all the other stuff CPS is promising. She mentioned that Ross provides computerized, differentiated computer programs in math and reading to its students. She said Ross has smart boards, a fully stocked science lab, and full time media and art teachers. She said the culture and climate is well organized and strong. She stated that Dulles' culture and climate does not get ratings as high in terms of being organized and set up for success. She asked how CPS can expect them to send our kids there. She said Ross students are already in an organized school. She said if you look at Ross' data, students have shown progress.

Edwin Vasquez, Parent

Mr. Vasquez stated that the people present were the faces of Ross. He asked for the facilitators to consider the impact this closing is going to have on the Ross community. He said Dr. Shabazz has changed the school dramatically. He said CPS brought him to us. He stated that if Ross is closed, children who have grown together as a family will be removed. He said he works with children and can see in the students' eyes what types of teachers and administrators they have. He believes this would be uprooting something with a very strong foundation and destabilizing a community.

Cheryl Dorsey, Ross Parent

Ms. Dorsey said she is a proud parent of Betsy Ross School. She said she never volunteered until she came to Ross. She stated they will not have the principal we do at Dulles. She said Ross is our school, after school, and our weekend community center. She said they are there 24-7, from open to close. She said they love their teachers, who stay in school after they get off work because their students do. She said if Ross closes, the students will be out on the streets. She stated the elected officials do not come to the South Side to see what is happening to their neighborhoods. She said crossing certain lines means death. She said people have to have a goal to get somewhere and her community's goal is to stay at Ross.

Percy Bridges, Parent

Ms. Bridges said this is her 4th generation at Ross. She stated that Ross has everything – a computer lab, science lab, and the best principal. She said her kids went through around 6 principals, but Dr. Shabazz is the best. She stated that she does not want her children to go to Dulles and to please not shut Ross down.

Rashonn Busch, Teacher

Ms. Busch said she has taught at Ross for 17 years and has seen the school and area change in that time. She said it was an area filled with housing projects. She said when the projects closed, many students left. She believes the teachers at Ross are truly committed to the students and stay until 7 or 8 at night sometimes. She said they work on weekends, on their own time for no pay. She stated that this year, teachers facilitated student-led conferences. She said Ross has partnerships with the Achievement Network where teachers use data to inform their instruction. She remarked that three Ross students received special scholarships to go to schools out of state. She said the Ross staff pulled together for these students to provide them with what they needed to be prepared. She believes the parents, staff, and students are all committed to the school and asked CPS to please listen.

S.K., Student

She is a 7th grader hoping to be an 8th grader at Betsy Ross. She said she has attended since kindergarten and would like to stay because she hopes to keep her perfect attendance record. She believes her record would be messed up because she wouldn't be able to attend school because of gang violence. She said she loves Ross and it is like her second home. She said she gets there early and stays as late as possible. She remarked that she goes seven days a week to have fun. She believes there are many opportunities at Ross that she worries won't be available at the other school.

Lucille, Recent Retired School Clerk

She said her life changed at Ross. She stated that of all the principals she has ever worked for, no one is like Dr. Shabazz. She said he sleeps in his office and stays at school so kids can play basketball. She stated that the man cares for every student. She believes Ross should be kept open because of Dr. Shabazz and the students he cares for. She said all students look up to him like he is their father. She requested that Ross be kept open for the students.

Brenda Love, Teacher Aide

Ms. Love has been with CPS for 20 years and has seen a lot. She stated that welcoming schools do not welcome students. She said she knows this because of the experiences of her nieces and nephews. She

believes that if the Ross students were sent to another school, they would not receive the love they receive at Ross. She said her colleagues and the administration have opened their doors to the children and the community. She believes that if Ross closes, the community closes. She said people will have nowhere to go. She said they go to Ross to play basketball or take a computer class. She also said she might be displaced like she was before. She stated she is over fifty years old and will not have a job.

Felicia Shakespeare, Library Teacher

Ms. Shakespeare believes Ross is a safe haven with a principal who truly does care. She said he respects all people – parents and teachers and one can feel his compassion. She believes Ross has a premiere staff. She state there are teachers who went to Princeton and Stanford, as well as teachers who are National Board Certified. She said she has never seen such a tireless staff that goes as above and beyond as the staff at Ross. She said that people always comment on how welcoming Ross is and what it means to them. She said that she understands people are looking at numbers but hopes lives too will be taken into account.

A.B., Student

She said she is an honor roll student who tries hard to get good grades. She said lots of kids want to do well at Ross. She believes it is a good school and she wants to stay there. She thanked her teachers, AP, and principal. She said they are all very good to her and that she loves them.

T.M., Student

He/she stated that the principal said whoever gets to 100% on JiJi gets a prize.

Theresa Herrington, Teacher

Ms. Herrington spoke about how it wasn't unusual to see teachers staying after to help any student get his or her homework done. She recounted a day when a student brought a friend to Ross from Dulles School. She said someone asked him why he didn't go to his school, and he replied that he couldn't because it wouldn't be open. She stated that she was sure wonderful things were happening at Dulles but amazing things are happening at Ross, especially when it comes to the character of the kids. She said she had been in many schools in many different states. She said she had worked for the CEO of CPS before and knows she is very good at what she does. She believes it would be criminal to take these children out of this safe environment. She encouraged people to visit Ross' website and notice that all teachers have pictures up and information about what they are doing in their classrooms. She said this was not true at Dulles.

Aldina Loggons, Teacher

Ms. Loggons stated she has been in education for 13 years. She reiterated that Ross has a warm and inviting environment. She said she has had kids who have graduated come back because it is where they feel safe. She doesn't believe in saving buildings, but she does believe in saving children. She suggested that if others do too, then they should go back to look at the data. She said the school has been performing over the last three years. She said she was scared that if Ross students were sent someplace else, they would drop out of school. She is particularly worried about the 7th and 8th graders.

Kelvin Sandridge, Family member

Mr. Sandridge spoke about the dangers associated with closing Ross School. He said his nephew was left outside by the staff at a school where there was a shooting. He believes closing Ross will lead to the death of children. He said he hadn't seen a plan that shows him CPS cares about the children. He believes CPS is going about this in the wrong way. He thinks if CPS cared about the kids, it would not shut down the school.

Janet Jones, Parent

Ms. Jones said she recently returned to Chicago with her family. She stated that the first school she went to turned her children away, and she feels lucky to have been told about Ross. She said she has seen a lot of improvements in her children since attending Ross. She believes Ross has done a great job, and she is happy they are in a stable and welcoming environment, since they usually move around a lot. She stated that they already have many problems in their community. She worries about where her children will go if Ross is taken away from them.

S.M., Student

She said she feels safe at Ross. She remarked that at Ross they teach her what to do if she is in a shooting, and she worries at Dulles they may just leave her to fend for herself. She said Ross is a wonderful place to be and losing it would put a hole in her life. She thinks Ross has been a 360 spin for her. She said she loves the school and wouldn't want to go anywhere else.

Selena Sanders Webster, Parent

Ms. Webster said her kid has been left on the playground during a shooting. She said that the facilitators' children will not be the ones left out there, but hers will be.

Janella Alexander, Teacher

Ms. Alexander said this is her 16th year at Betsy Ross. She said Ross was her first school in CPS, and she didn't realize the effect it would have on her. She said she has grown to love her coworkers, the children, and the administration. She believes they are like a family and it would make a huge difference in their lives if they were split apart. She stated that these kids' lives would be in jeopardy because of the area they are in. She said right now they just have to cross the street to get to school. She said now she gets to greet the students every morning and provide them with what they need. She believes taking this away would be a disaster and a failure.

Brenda Love, Teacher Assistant

Ms. Love said she was displaced before. She stated that it was not the children's fault their schools were being closed down. She said it wasn't their fault the city closed all the CHA housing. She spoke about the impact this has had on school's enrollment. She believes it is the city's fault the kids are being displaced.

Percy Bridges, Parent

Ms. Bridges said she did not want to separate her children. She spoke about how her job is to volunteer at Ross and about how she has never lived anywhere other than Wabash Street. She stated that Ross is the only school she wants her kids to go to.

Idella Daugherty, Teacher

Ms. Daugherty has worked under three principals. She said she has noticed the changes under this administration. She asked that people think about the children first. She requested CPS not uproot the children and take them away from their safety and comfort zone. She said Ross is a safe haven for them to learn.

Rashonn Bushe, Teacher

Ms. Bushe said Dr. Shabazz dealt with the culture and climate when he first came to Ross. She believes this was huge. She said he developed relationships with both the staff and the students. She said he invited parents to come in and sit with their children. She believes children are thriving at Ross because they know people care about them. She said teachers stay late and deal with all kinds of issues, even kids that come back from high school need help with staying motivated. She said she knew there were lots of schools that taught kids, but Ross has the social and emotional piece that so many are missing.

Cheryl Dorsey, Parent

Ms. Dorsey said her fifth grader had been to three different schools before Ross and said that she was going to graduate from Ross. She said her son did not like to go to school but now he is learner and reading. She mentioned he would never have read before but now he enjoys it. She said the teachers are there for both kids' and parents' problems. She stated that Dr. Shabazz is her kids' father when they leave my house. She remarked that if you need something from any one of those teachers, they are there for you. She said she didn't even want to say it was a school because it's a home. She said Ross provides anything, including winter coats, gloves, and hats for students. She said they would not let CPS close Ross.

Three Ross Students

The students recited the Ross pledge. One student said her teacher taught them about how to take care of themselves and asked them about what college we wanted to attend. The students shared where they wanted to go to college and what they wanted to do when they grew up.

Theresa Herrington, Teacher

Ms. Herrington said they were sitting there thinking about the fact that they didn't have a huge crowd and wondering if their attempt wasn't a strong enough argument. She stated that the staff are the parents of Ross' students. She said her son told her to not come home that night but to stay and fight for her kids. She stated that he is at a selective enrollment school and said make this the year that your kids get into my school. She said we are parenting these kids. She stated that it is an oxymoron – if there were hundreds of parents you might think the school should stay open but the fact that there weren't many should tell you how much the school is needed. She asked that CPS think about that when they look at the numbers.

Brenda Love, Teacher Assistant

Ms. Love asked how many kids were at Dulles. She said they may have AC, but she was worried about the class size. She also spoke about sending the children into harm's way. She asked who was going to protect the kids when they got there.

Rashonne Bushe, Teacher

Ms. Bushe said Dr. Shabazz greets each and every student as they come in the morning. She stated that it may sound like a fantasy world, but it is not. She believes if one witnessed what goes on, they would see it is real. She said they just want CPS to know that for the teachers and students who are here – many more wanted to be – they just want you to know there are wonderful things and to come see them.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Betsy Ross
Elementary School to Dulles Elementary School
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 12, 2013,
at Kenwood Academy, 5015 South Blackstone Avenue
Chicago, Illinois, commencing at 7:30 p.m.

CPS STAFF MEMBERS PRESENT:

MS. DENISE LITTLE

MR. ERIC PRUITT

MR. TOM TYRRELL

Reported by: Tracy Jones, CSR, RPR, CLR

License No.: 084-00455

1	SPEAKERS	
	Ms. Bridges.....	8
2	Student SM.....	9
	Ms. Smith.....	11
3	Ms. McKinney.....	15
	Student KA.....	16
4	Mr. Vasquez.....	17
	Mr. Kelly.....	19
5	Mr. Barrett.....	22
	Mr. Restredo.....	22
6	Mr. Beckham.....	23
	Ms. Currin.....	25
7	Student LS.....	26
	Student JD.....	27
8	Student JS.....	29
	Ms. Clark.....	31
9	Ms. Li.....	33
	Ms. Love.....	35
10	Ms. Kijowski.....	38
	Ms. Kijowski.....	39
11	Ms. Harrington.....	40
	Mr. Hayes.....	42
12	Student KS.....	44
	Ms. Bridges.....	44
13	Ms. Shakespeare.....	46
	Ms. Ross-Busch.....	49
14	Alderman Cochran.....	51
	Mr. Kelly.....	56
15	Student AB.....	58
	Mr. Anderson.....	59
16	Student AB.....	60
	Student JS.....	61
17	Student NS.....	63
	Student MB.....	64
18	Ms. Dorsey.....	66
	Mr. Wright.....	68
19	Student LS.....	68
	Student KS.....	71
20	Student JS.....	72
	Ms. Clark.....	72
21	Ms. Ross-Busch.....	75
	Ms. Kijowski.....	76
22	Ms. McKinley.....	78
	Student TM.....	80
23	Student ER.....	80
	Student JR.....	80
24	Ms. Hughes.....	81

1 (Whereupon, the following
2 proceedings commenced at
3 7:30 o'clock p.m.)

4 MR. TYRRELL: Good evening, ladies and
5 gentlemen. Please give me just one more minute,
6 and we'll extend the time accordingly. I'm just
7 waiting for my cohost to arrive here.

8 (Whereupon, a short break was
9 taken.)

10 MS. LITTLE: Good evening. My name is Denise
11 Little, and I serve as Chief Officer of Networks
12 for Chicago Public Schools.

13 To my right is Eric Pruitt, who is the
14 Deputy Chief of the Burnham Park Network. And
15 to my left is Tom Tyrrell, who now serves as the
16 Deputy Chief Operating Officer for the Chicago
17 Public Schools.

18 We would like to welcome you to the
19 hearing tonight.

20 MR. TYRRELL: And ladies and gentlemen, the
21 purpose of this meeting is to allow our CEO,
22 Barbara Byrd-Bennett and the Board members to
23 hear from those of you in attendance about the
24 specific proposal under discussion. We will

1 ensure that she will review the notes; we will
2 prepare the notes for her. We'll provide any
3 other documentation to her that you provide, and
4 we will provide feedback to Dr. Byrd-Bennett.

5 We will not be answering questions, but
6 rather we will be listening to you and taking
7 your feedback back to Dr. Bennett and the Board.

8 I want to thank those of you who
9 attended the first meeting, and welcome to the
10 second. The purpose of the meeting hasn't
11 changed. We invite you to tell us the things
12 that you think we need to learn about your
13 school situation and provide feedback so we can
14 collect those thoughts, anything new that's come
15 up since the last community meeting.

16 I want to point out that there's a
17 court reporter right in front recording every
18 word that's said as well as a sign language
19 interpreter. We have a translator in Spanish.

20 THE INTERPRETER: (Spanish language.)

21 MR. TYRRELL: If you require translation,
22 please let us know.

23 And we also have a note taker from CPS.

24 We have been gathering questions from

1 the meetings, the first series of meetings, and
2 we are preparing responses to many of those
3 questions. Before the public hearing starts on
4 Tuesday, April 16th, you will start to be able
5 to view some of the responses to the most
6 prevalent questions on our website at cps.edu,
7 slash, Quality Schools.

8 There has been a very common concern at
9 the meetings and at CPS around safety. And we
10 want to provide you some additional specific
11 information regarding safety and security.

12 Every welcoming school will have Safe
13 Passage for children, and we will work with
14 parents before any routes are finalized.

15 Every welcoming school will get
16 additional security, and a security guard from
17 the sending school will follow the students to
18 their welcoming school.

19 Every welcoming school will receive new
20 or upgraded school safety supports such as
21 alarms and entry screening equipment.

22 CPS will hold ongoing parent and
23 student engagement forums at welcoming schools
24 to gather feedback on school-based safety plans;

1 and in addition, we are partnering with CPD to
2 lead checks of safe passage routes with the
3 Department of Buildings, Streets and Sanitation,
4 and Transportation to identify abandoned
5 buildings, potholes, and cracked sidewalks that
6 need to be addressed so the children have a safe
7 walk to and from school each day.

8 The purpose of this meeting is to
9 discuss the following recommended action:
10 Current Ross students will be enrolled at Dulles
11 for the 2013-14 school year located at
12 6311 South Calumet unless families choose to
13 enroll their student at another school.

14 Current Dulles students will continue
15 to attend Dulles unless families choose to
16 enroll their students at another school.

17 I just want to walk you through the
18 handout. Did everyone receive a handout? If
19 you did not, could you please raise your hand.

20 Mike, could we get just a couple more.

21 I think we need one down front.

22 As you go through the handout, there's
23 a lot of information there. On the first page,
24 there is a summary. On the second page, there

1 is a summary of the proposed action and some
2 explanations around teachers, LSC partnerships,
3 and enrollment options.

4 On the third page, we speak to the
5 investments at all welcoming schools. And you
6 can read through that list.

7 If there is a specific transition
8 support question that you have, there are some
9 points of contact at the bottom of the page.

10 And on the last page is -- it would be
11 the new boundary if the proposal is approved by
12 the Board of Education.

13 I just want to quickly review the rules
14 of the evening. We started at 7:35 and will
15 conclude at 9:35.

16 I want to thank you all very much for
17 attending. Please when you come to the
18 microphone, introduce yourself and your title
19 and your affiliation with the school.

20 Again, our purpose here this evening is
21 to listen and provide feedback to the CEO and
22 the Board. I would ask that you recognize the
23 court reporter can only capture a speaker's
24 remarks if she can hear them, so please be

1 respectful of the speakers and respectful of one
2 another's time so we can get as many speakers
3 through as possible.

4 The speakers list will remain open. If
5 we exhaust the list, you will have an
6 opportunity to sign up again and speak again.
7 You will have two minutes to share your
8 thoughts. We have a timekeeper on the stage,
9 and she will provide you an indication of how
10 much time you have remaining. If you have
11 written speeches or other testimony materials
12 that you would like to leave, please leave
13 copies with the court reporter so we can include
14 them in our permanent record.

15 And I want to let you know that the
16 public hearing for Ross/Dulles is on Wednesday,
17 April 17th in Room 1550 at CPS headquarters at
18 125 South Clark from 8:00 to 10:00 p.m.

19 Ladies and gentlemen, if the first
20 speaker could come forward. It will be Versie
21 Bridges followed by CM, followed by Nakiba
22 Smith.

23 MS. BRIDGES: Hi. My name is Versie Bridges,
24 and I'm just really not doing a speech. But I

1 just want to give you all the signatures that I
2 got in the community, 567 signatures I went out
3 and got from the community. I just want to hand
4 them over to you all.

5 STUDENT SM: My name is S. I'm a 7th grader
6 at Betsy Ross Elementary. Before the speeches,
7 I would like to give the Betsy Ross pledge. If
8 you know it, please join.

9 I pledge to treasure Ross as a place to
10 learn and grow by being fair and honest to
11 everyone I know, to show respect and kindness to
12 everyone I meet, to show responsibility, working
13 hard each day of the week, to strive to be the
14 best that I can be so I will succeed in our
15 school family.

16 I am a fellow 7th grader at Betsy Ross
17 Elementary hoping to be an 8th grader here too.
18 Betsy Ross is an exceptional school, and we will
19 stay expectational if you give us another
20 chance. Betsy Ross has changed my life.

21 I have attended here since day one,
22 which is kindergarten. Ever since Dr. Shabazz
23 and Ms. Wards came along, this school has done a
24 whole 360 spin completely around.

1 The school closing shouldn't be about
2 our scores or the money we need to keep us open,
3 it should be about what we do on the inside.
4 The principal came from Ohio, and now we have
5 two computer labs, new computers, the Joffrey
6 Ballet, new teachers, and a whole lot more. But
7 in addition, the school should not be closed for
8 so many reason such as me and my younger
9 siblings and my classmates would have to cross
10 ganglands. That would mean that boys from my
11 school could get into an altercation with boys
12 from a different gang or better yet just
13 standing on corners or getting buried or even
14 getting put in jail.

15 Ross shouldn't be closed because the
16 students have the sense to do anything that
17 flies their way. Because the Eagles soar.

18 This school has improved a lot. Kids
19 from the past year have got Daniel Murphy
20 scholarships to go anywhere in the United States
21 of America. This year, kids in the 8th grade
22 have got a scholarship. Next year, if you give
23 us a chance, it will be the whole 8th grade
24 population to get the scholarship.

1 This school shouldn't be closed because
2 we have fun here. If kids don't have a place to
3 go, they can come to Ross. This is our second
4 home, and Ms. R and a Dr. Shabazz are our second
5 parents. If you all close Betsy Ross, you will
6 take the expression of our hearts. So once
7 more, please don't close our school, Betsy Ross.

8 MR. TYRRELL: Ladies and gentlemen, I would
9 like to recognize our Alderman Willie Cochran.
10 Do you want to make an address, sir?

11 ALDERMAN COCHRAN: I'll wait for an
12 opportunity.

13 MR. TYRRELL: Nakiba Smith.

14 MS. SMITH: Good evening, everyone. My name
15 is Nakiba Smith, and I'm a parent of a child
16 that's currently enrolled at Betsy Ross. I
17 wrote a letter because I'm kind of hard of
18 speaking in public, so I'm going to read my
19 letter.

20 I'm writing this letter in regards to
21 the closing of the school. I would like to
22 voice my opinion and my views in regards to the
23 proposed closing of the school. It is in my
24 opinion that closing Betsy Ross is a great

1 mistake. There are more reasons to keep the
2 school open than there are to shut it down.

3 Betsy Ross is a safe haven for our
4 students. The staff is hardworking and
5 dedicated to the students academically and in
6 their extracurricular activities.

7 The school -- And the school is
8 well-equipped with most of the technologies
9 needed for the students to thrive. Betsy Ross
10 is open seven days a week for the children to
11 come in on the weekends. This is so they can
12 stay out of trouble. The students are welcome
13 in the school to do homework, projects, or just
14 a place to go so they're not on the streets. It
15 is important in our community, especially
16 considering the fact that the Boys and Girls
17 Club that was in our community is no longer
18 available for the children to use.

19 If the school closes down, it will put
20 a lot of our children out in the community where
21 there is continuous gang activities and gang
22 violence.

23 Most of the teachers at Betsy Ross are
24 more than just teachers to some of these

1 students. They are also parent teachers and
2 counselors. The teachers make sure that the
3 children are more than just educated. They make
4 sure that the children eat, that they are in
5 uniform, and some teachers even go as far as to
6 comb the girls' hair to make sure they're
7 presentable.

8 The school provides uniforms for the
9 day for the children that come out of uniform so
10 their attendance won't be affected. The
11 teachers -- And the teachers have incentives and
12 prizes for students that excel in their studies.

13 The principal is more than just a
14 principal. Dr. Shabazz goes out of his way to
15 make sure that the children are in school, doing
16 their work, and taking their tests.

17 Betsy Ross staff is more than just
18 staff members of the school. They are a family.
19 We are a family. As a parent, and like all
20 other parents, we are welcome to the school --
21 I'm sorry. As a parent and like many other
22 parents, we are welcome in the school to use the
23 parent room that Ross has provided for us. We
24 are welcome to come to the school and sit in the

1 classroom to observe our children, and we don't
2 need to make an appointment to do so.

3 Closing the school will be breaking up
4 the family we have become. Betsy Ross have a
5 lot of technologies and programs that the
6 students use. For example, we have smart boards
7 in our classrooms. The children work with
8 iPads. We have a full service library that
9 allows the children to check out books. There
10 are multiple after-school programs for all the
11 grades including the kindergartners, and the
12 kindergarten class is a full day.

13 Betsy Ross has the Joffrey Ballet
14 Program where an instructor comes out to the
15 school twice a week to take the 1st and 2nd
16 grade girls to ballet. There are also girls
17 that have been allowed to enter the program on
18 Saturdays at the Joffrey Ballet studio downtown.
19 The program will be extended to the older girls
20 in the following year if you all let us stay
21 open.

22 MR. TYRRELL: Please wrap it up, ma'am.

23 MS. SMITH: I am.

24 There seems to be no reason to close

1 the school. There are generations of families
2 that attended Betsy Ross, and some children grew
3 up here as the staff for family. It's not just
4 a school, it's a community. We are a family.
5 Our children are smart, creative, and athletic.
6 And just please don't close down our school.

7 MR. TYRRELL: Thank you.

8 I will just ask you to take notes of
9 the timekeeper just so we can get as many people
10 to speak as possible. And then we should have
11 time this evening based upon the signup list so
12 far to start again. But I would like to hear
13 from as many people the first time as we can.

14 I would appreciate if you would just be
15 mindful of that. Thank you very much.

16 Mary McKinney, FA, I apologize if I
17 didn't say it right, and Edmund Vasquez are the
18 next three speakers.

19 MS. McKINNEY: Hi. My name is Mary McKinney.
20 I attended Betsy Ross in the '70s. I graduated
21 from Betsy Ross in '79. I worked at the
22 childcare center for nine and a half years. It
23 was great while it lasted.

24 All four of my kids attended Betsy

1 Ross. My oldest daughter, she's 24. She
2 graduated from Betsy Ross. They had a science
3 fair. Her science fair went nationwide. Her
4 project is still in the Museum of Science and
5 Industry. She went to Hyde Park Academy and
6 graduated with honors with the help of Betsy
7 Ross. That's it.

8 MR. TYRRELL: Thank you.

9 STUDENT KA: My name is KA. I am a current
10 7th grader at Betsy Ross Elementary School.
11 This school and what we do in the inside has
12 changed my life. Dr. Shabazz and Ms. Wards are
13 always there when anybody needs them. The
14 school has changed a whole lot since the past
15 principals left. We have the Joffrey Ballet
16 where most of our 1st and 2nd grade girls have
17 scholarships to go into ballet at the Joffrey
18 Ballet.

19 We have two new full day librarians.
20 Since the Boys and Girls Club shut down, Betsy
21 Ross has become the new community center. If
22 you close our school, where will we go? You
23 don't care because you get paid. Have you heard
24 a song by Rihanna where she says all I see is

1 signs, all I see is dollar signs. I am not a
2 dollar sign. I am a human being, and you should
3 respect the fact that we want our school to
4 remain open.

5 If we go to Dulles, our whole world
6 would change, and this will be our 8th grade
7 year. So please don't close our cool.

8 MR. VASQUEZ: Good evening. My name is
9 Edmund Vasquez, Senior. I'm a parent at Betsy
10 Ross. My student goes to Betsy Ross.

11 First and foremost, giving all praise
12 and honor to the holy creator of everything who
13 has given us this wonderful gift we have today
14 which is a present, and that gift today is the
15 breath of life.

16 Secondly, giving thanks to the
17 administrators, Dr. Shabazz, Mrs. Wards,
18 teachers, parents, men, women, and children who
19 are here and who have given their time, energy
20 to save our children and to save our school.

21 I greet you in a holy tone. Shalom.

22 Our plan today or for the present,
23 because our gift, which is today, are our
24 children. Our children have to have the support

1 of their parents in all their affairs. Our
2 children are lost because -- or lost today
3 because people like you don't take the time nor
4 the effort to look at their most precious gift
5 that they have: Their child.

6 I am a single father with the most
7 beautiful, precious gem: My son. He is my
8 world. He is the feeling I receive each and
9 every morning when he kisses me on my nose to
10 wake me up to go to school at Betsy Ross. He is
11 the feeling I receive every morning he kisses
12 me, the joy I receive when he states to me, Aba,
13 I love you. The support that I need when he
14 rides on my back. The hug I receive when he
15 runs into my heart. He is the heart that beats
16 inside of me.

17 My child, our child, our children, they
18 are the reflection of us, you and me. We as
19 parents have to see this. We have to know this,
20 that we deserve this, our precious gift, our
21 children.

22 MR. TYRRELL: Please wrap up.

23 MR. VASQUEZ: And parents must protect their
24 most precious gift, their child, by any means

1 necessary. That is why I am here to protest
2 against the closure of our children's -- our
3 children's school, Betsy Ross Elementary. In
4 fact, that is the reason why we are here in
5 protest against any closure of any school that
6 is deserving to remain open. It is easy for you
7 so-called politics or political party --

8 MR. TYRRELL: Please finish.

9 MR. VASQUEZ: Or political power -- I will
10 finish -- political superpowers to close a
11 school that you have never seen with your own
12 eyes. You so-called superpowers and politics,
13 you have never seen the beauty that has come out
14 of a community that was set up and designed to
15 fail in the first place, because if you have
16 seen with your own eyes, I know for a fact that
17 Betsy Ross Elementary would not be on that bull
18 crap for potential closure.

19 I greet you again in a holy tone.
20 Shalom.

21 MR. TYRRELL: Darrell Kelly, Michael Barrett,
22 Carlos Restredo are the next three speakers.

23 MR. KELLY: Greetings. My name is Darrell
24 Kelly, special ed, truant officer, security case

1 manager, sub, you name it. My problem today is
2 that I don't think anybody is really listening.
3 I don't think anybody has driven around Betsy
4 Ross, walked the same streets I've walked. And
5 I have a concern about that.

6 To give you an idea what I mean by
7 that, the Boys and Girls Club closed, no
8 whisper, none whatsoever. Not even the alderman
9 came to speak about this. But Dr. Shabazz, he
10 opened the door, let me see 3:00 p.m. to 7:00
11 p.m., maybe later, six, seven days a week. But
12 we don't hear about those good things.

13 Yeah, we could do more with the
14 building. And guess what. We are. And we will
15 continue to do good things with our building.

16 Our children are subject to go to a
17 school where there are killings on the street
18 every other day on King Drive. Who comes up
19 with these ideas to send children to a school
20 that has changed hands from CPS to an AUSL
21 school and back again and let the administrators
22 go and teachers go and try again.

23 My concern is that you brought this man
24 in from out of state. Let him finish what he

1 started. He's doing a hell of a job. He's the
2 man. Everybody loves him. For young boys who
3 needed a father, they found one. To young girls
4 who needed a role model of what a strong, black
5 man looks like, they found that.

6 Every person deserves to start what
7 they finish [sic]. Allow this man the
8 opportunity to continue that.

9 I've been at Betsy Ross, and those
10 walls are beautiful. Those murals are
11 inspiring. To go out in the playground and
12 there are park benches for kids to sit and play
13 and talk, benches in the hallways to sit down
14 and open a book and read, that was not part of
15 the climate at Betsy Ross before. And I was a
16 supporter of the last administrator. But I have
17 devoted my energy to a man who said I'm going to
18 show you some good things I've got to bring.
19 Now, as a man, if I'm going to follow somebody,
20 he has been that example of what another man
21 should do. And everybody at our school --

22 MR. TYRRELL: Please wrap up.

23 MR. KELLY: -- has kicked in. Absolutely,
24 because I'll be back for the second part.

1 But nevertheless, all I would ask, if
2 you could do a favor for me, visit our school
3 and let's walk from King Drive to Prairie to
4 Calumet, and you will see why those kids jump up
5 every morning to be there at 7:15 when the
6 school starts at 8:00 a.m. They are never late.
7 They're always on time. They be where they're
8 supposed to be.

9 I thank you. I'll see you on my next
10 go round.

11 MR. TYRRELL: Michael.

12 MR. BARRETT: I've been working with Chicago
13 Public Schools visiting schools, thousands and
14 thousands of visits in the last 20 years.
15 Dr. Little, Dr. Pruitt, I've never met a
16 principal like him.

17 Hypothetically -- This guy changes
18 lives. I've been in the rooms with
19 billionaires, millionaires, some of the best
20 visionaries in the country. That's him. He's
21 one of those guys. These kids love him. He's a
22 father, he's a parent, he does everything he
23 possibly can. Don't ruin that.

24 MR. RESTREDO: My name is Carlos Restredo. I

1 also have been working with schools; not as many
2 as Mike. I met Dr. Shabazz two years ago for
3 the first time. When I walked in that school, I
4 could not believe that a school in the great
5 United States of America looked like that. What
6 I have seen in the past two years is amazing.
7 Those hallways are full of pictures of happy
8 kids. Kids that I met two years ago that were
9 5th and 6th graders, they could not read. I see
10 them now reading huge books. Unbelievable. I
11 have two kids of my own. I live in the suburbs,
12 but if I could, I would trust my two kids, my
13 precious kids, to Dr. Shabazz. This man, I have
14 seen him in school doing unbelievable things
15 with kids. I've seen him there at 7:00 in the
16 morning or earlier, and it's 9:00 o'clock, still
17 there. This man deserves, like he says, to
18 finish what he started. You brought him from
19 out of state. He needs to finish what he
20 started.

21 MR. TYRRELL: Jeffery Beckham, Aretha Currin,
22 and LS.

23 MR. BECKHAM: Greetings. I'm Jeffery
24 Beckham. I'm president of Black Box Creative,

1 Incorporated. I'm a friend of Betsy Ross. And
2 I say I'm a friend of Betsy Ross because I was
3 invited in to speak early on in Dr. S's
4 administration. And as the other two gentleman
5 just so eloquently stated, when I walked in
6 initially to the school, I was appalled. I've
7 spoken at numerous schools as a motivator
8 throughout our state, throughout our city,
9 throughout our country. And one of things I was
10 instantly able to see was the culture shift
11 coming in. Day one, three years later, three
12 years later, with what Dr. Shabazz did at Betsy
13 Ross. It was a shift not of just culture from
14 looking at the building to the college placards
15 along the wall, it was a shift in the children.
16 The attitudes of the kids that were at the
17 school changed. The same kids that didn't care
18 very much about school, that weren't waking up
19 to go to school were excited about the progress
20 they made, were excited about learning, were
21 excited about the educational opportunity they
22 were presented at Betsy Ross.

23 So I come to you today to say I
24 understand. I get budgets. I look at them all

1 the time. I get profit and loss statements. I
2 get that. I get that we need to make sure that
3 we need to make a greater investment in our
4 building. But we cannot discredit the
5 investment that Betsy Ross has made in these
6 children. We cannot discredit the investment
7 that has been made in the human capital that the
8 teachers and educators that are there are part
9 of that. So if there is any way that we can go
10 back and comb the books or look to find funding
11 or look to do whatever we need to do to keep the
12 doors of this school open, we need to do that.
13 Because we don't want to take away the
14 educational opportunity. We don't want to
15 reinvest in the wrong thing.

16 Hearing the story about the other
17 school changing of administrations, changing of
18 leadership there, you have a good leader. If
19 you have a good leader, give him the opportunity
20 and invest in him and invest in Betsy Ross.

21 MS. CURRIN: Good evening. My name is Aretha
22 Currin. I've been on the South Side for the
23 last eight years, and my son, he attends Betsy
24 Ross in the 3rd grade. He started out at

1 Dudley's, and I transferred him from Dudley's to
2 Betsy Ross. And he couldn't read. Now my son
3 is perfect attendance, wanting to go, loving to
4 go, know how to read. I'm talking about, I
5 didn't think he could get it. Now Betsy Ross,
6 I'm saying he wants to go. He's inspired to go.
7 The principal, the assistant principal, I mean,
8 I go there, and I try to help out and volunteer
9 as much as I can. But I see the change, and I
10 see the difference in Betsy Ross. And I do not
11 want to see that school close down because
12 there's a lot of potential and talent in these
13 kids. Even with me playing basketball and
14 knowing I play basketball, I can teach the kids
15 how to play at that school.

16 It's the talent. My son, he can read
17 now. And I just want to give praise and honor
18 to Betsy Ross, the principal, the school the
19 librarians, everybody at Betsy Ross. Just kudos
20 to Betsy Ross.

21 STUDENT LS: I'm LS, a current graduate from
22 Betsy Ross. And Betsy Ross shouldn't be closed.
23 It's a huge mistake.

24 I graduated Betsy Ross, and Betsy Ross

1 changed my entire life. Before I went to Betsy
2 Ross, I was a student at Dulles. I transferred
3 from Dulles because I didn't learn anything. I
4 went to Betsy Ross my 8th grade year reading
5 from a 3rd to 5th grade level. By the time I
6 graduated, I was reading on level, got a
7 scholarship to go to any school that I wanted
8 to.

9 Also, not even that, that was my
10 teacher. He understands. They bent over
11 backwards for us, made sure that we had
12 everything. That was my home. My momma was
13 never there. These was my parents. Without
14 them, I don't know who I would be. They
15 shouldn't close down that school. They change
16 lives for a lot of people.

17 MR. TYRRELL: Thank you. JD, JS, Ernestine
18 Clark.

19 STUDENT JD: Good evening. I am JD, a
20 current graduate from Dunbar with a grade point
21 average of a 3.7.

22 This school changed my life completely.
23 Like, I was -- I'm not even going to tell y'all
24 no stories. I was a troubled child, like, in

1 6th grade. And when Dr. Shabazz and Ms. Wards
2 came along, they just changed me completely.
3 Like, I didn't see why should I keep getting in
4 trouble. Why keep giving my teachers problems
5 and they're helping me, they're the ones trying
6 to help me.

7 What really kept me motivated, I played
8 basketball, softball, volleyball. Without them
9 grades, how was I was going to play something I
10 liked to do? And I tried to make them grades,
11 my test scores, all that type of stuff.

12 I always had an attitude and I was
13 always angry. But when I go down to talk to him
14 about my problems and maybe calm down a little
15 bit, I would go to my class with a better
16 personality. I became more mature. And I
17 noticed things don't come easy in life, that I
18 have to work for it. But when I graduated from
19 here on graduation, I just cried because I did
20 not want to leave that school. I came back
21 every day after school asking for help, asking
22 Ms. Ross-Busch, my math teacher, help me with
23 something I didn't understand, coming back for
24 English homework, all type of stuff. That's

1 just like a second home. I live right across
2 from the school.

3 I see stuff every day. I can be in the
4 gym room right outside our school. What if we
5 was outside? If that school closed, what if we
6 was outside and all this stuff was happening?
7 If y'all close this school down, it will just
8 really take a toll on us. Because that's like a
9 second home for us. We don't want to lose stuff
10 like that.

11 STUDENT JS: Yeah. My name is JS. I've
12 been -- I go to Betsy Ross. I'm in 7th grade,
13 and I haven't been there for a while, but I've
14 been there since 6th grade. And this is my
15 second year. And I ain't been there a while,
16 and I don't like to hear it, but people tell me
17 it's a bad neighborhood. Because I, like,
18 experienced it all in the first week I was
19 there. Washington Park, we go there to play
20 basketball, and we've got to duck, hide from
21 shooting. And then we go to the center, it's
22 closed. Then they take down Washington Park
23 basketball hoops. We can't go back to Betsy
24 Ross because y'all want to close the school for

1 money or something.

2 And now Dr. Shabazz and our assistant
3 principal, they welcome us in the school every
4 day to play basketball, do homework, go to any
5 computer lab to do anything we need. And we
6 don't got nowhere else to go. You trying to
7 close our school and make us be out there. We
8 trying to go to Dulles.

9 People -- I'm one of the smallest kids
10 in our class. And we go -- There is this thug,
11 like, by Calumet, by Dulles. We fixing to get
12 jumped by 15 different dudes because we coming
13 all the way from Michigan going to another side.
14 How will we look all of us in a group going to a
15 school? What they going to do to us then? We
16 just going to be sitting there getting beat up,
17 jumped on, talking smack. We should just stay
18 here where we at.

19 Then y'all just want us to go somewhere
20 else. What's going to happen to us? What y'all
21 going to do? Y'all just going to be sitting
22 there looking at us on the news? That's what
23 y'all going to be doing?

24 Y'all trying to make us go somewhere

1 else. What's that about? Y'all can't answer.
2 Y'all just be sitting and looking at us. Y'all
3 ain't been to our school. We had people come to
4 our school, help us out. And it's all because
5 of our principals. We've got two principals,
6 one mind. They all do the same thing. Help us
7 out with everything. And y'all do nothing for
8 us, so why close us down and Ohio helping us?
9 Y'all sitting there right now looking. Looking
10 at me now. What my principal doing? Helping me
11 learn and everything.

12 MS. CLARK: Good evening I have some
13 materials. I am Ms. Ernestine Clark, early
14 childhood specialist instructional teacher,
15 slash, case manager at the fantastic Betsy Ross
16 school. Ross School, the truth. Come along
17 with me and my colleagues as we share the truth.

18 Ross Elementary, why CPS recommends to
19 close this school. Enrollment has declined by
20 38 percent over the last ten years, from 555 to
21 the current 234. Dulles Elementary as a
22 welcoming school. Dulles will offer current
23 school enrollment, 540.

24 Ross, the truth. Housing projects

1 close which contribute to the loss of students.
2 Washington Park Charter School located
3 approximately one block away has taken many of
4 the student. Why CPS recommends the close of
5 Ross Elementary, buildings like ADA
6 accessibility. Dulles Elementary, a building
7 with ADA accessibility.

8 Ross, the truth. Ross is ADA
9 accessible. There is a ramp located at the
10 north entrance. A ramp also located in the
11 middle of the building for wheelchair
12 accessibility. At Ross we also have another
13 building that's the Cockrell Building. In that
14 building, we have fantastic classrooms along
15 with my early childhood instructional program,
16 which is a crossover program. We also have a
17 dynamic regular head start, pre-K program that
18 is well taught by a veteran teacher. Also we
19 have two small classes for kindergarten in that
20 building that it is also staffed by dynamic
21 teachers.

22 We also have parents that come in every
23 day to share their stories about their students.
24 I want to share with you three of my parents

1 couldn't come, but they sure did write letters.
2 And I'm going to get another chance, and I'm
3 going to share those letters with you. Thank
4 you.

5 MR. TYRRELL: Snow Li, Brenda Love, and
6 Christine Kijowski.

7 MS. LI: Good evening, and thank you for
8 coming out to hear all our stories about our
9 school. I really hope you get a sense of what
10 our school is about. I want to talk to you
11 today about the staff culture at Betsy Ross. I
12 think it is an incredible culture. And in light
13 of that, I wanted to talk about special
14 education. I am special educator.

15 I came to Ross last year, and I went to
16 Dr. Shabazz with a crazy idea that we would take
17 our self-contained classrooms and turn them into
18 inclusion classrooms.

19 In case you're not familiar with what
20 inclusion means, it means that students with
21 IEPs will be educated with their general
22 education peers. I went to him with this idea
23 with six kids in mind, just six kids, and I
24 honestly thought he was going to say no. We

1 don't have the resources. We don't have the
2 funding. But instead he said yes. He hired an
3 extra teacher. He gave me two computers. He
4 gave me an iPad. He gave me a resource to
5 curriculum for phonics, for writing, and
6 socio-emotional learning all so that I might
7 teach kids to be successful. I would challenge
8 you to find a school in CPS that would be
9 willing to go out on such a limb for just six
10 kids.

11 Now, as you know, it doesn't just take
12 resources and teachers to make something work.
13 It also takes a lot of collaboration for
14 inclusion to work. Just so to tell you what
15 inclusion has -- how successful it's been this
16 year, just from NWA testing, my nine kids in
17 inclusion have made and 1.2 years of growth in
18 math and 1.1 years in reading.

19 And that's -- Even with resources, even
20 with one teacher, that's not possible. It takes
21 a lot of collaboration for inclusion to work and
22 that's hours on hours of looking at data,
23 reflecting on it, talking about special and
24 specific kids and trying to problem solve to

1 make those kids learn the general education
2 content. And that's what we've done at Ross.

3 And I think honestly at Ross that I
4 feel so safe letting my kids go into any one of
5 these classrooms because I know that all of
6 these teachers have my kids' back. And that
7 makes my kids feel special in a way that is not
8 usually associated with special education. They
9 feel special because they know that every one of
10 these teachers celebrate every little gain they
11 make. That is special to them.

12 And I think that's something that you
13 cannot just duplicate by moving staff or moving
14 kids to another school. That's something that's
15 built and that's inherent in our school.

16 Thank you.

17 MS. LOVE: Good evening. My name is Brenda
18 Love. I am a teacher assistant. I am a parent.
19 I am a grandmother. I am an aunt. I am -- I
20 have hats of all kinds when it's all said and
21 done. But I'm going to go to where it says Ross
22 Elementary, why CPS recommends to close the
23 school.

24 Interior improvements are needed at

1 Ross. Okay. Upgrade schools, for Dulles,
2 upgraded and an improvements such as fresh
3 paint, new ceilings, and floors. I don't know
4 anything about that.

5 But the truth is, for Ross, through
6 partnership with Chicago Cares, 43 classrooms
7 were painted between 2011 and 2012 free, no
8 cost. The second and third floor hallways were
9 also painted free, no cost, which saved CPS over
10 \$100,000.

11 New murals through Chicago Cares City
12 Year Business Executive Board. White boards in
13 every class, new roof, air-conditioners were
14 donated to Betsy Ross. Central Office refused
15 fund the installation. Outdoor facilities, I
16 don't know about anything for Dulles. Two
17 usable outdoor spaces for physical education
18 recess, a 300-yard walking track and grassy
19 playing area and playground with rubberized mat.
20 Over 70 yards secure area with dual entrance
21 points, one from gym and one from the lunchroom
22 door enables recess, physical education to take
23 place outdoors at the same time.

24 Okay. Ross Elementary lacks

1 technology. Remains to be seen.

2 Dulles will have more technology. I
3 don't know.

4 Now, the truth is, two state-of-the-art
5 computer labs with each enough computers for an
6 entire class size, four desktop classrooms per
7 class printers, shall I say; document cameras in
8 every classroom, and smart boards in every
9 classroom. Okay. Again, lack of school-wide
10 libraries. School-wide libraries for Dulles.
11 Ross, the truth is Ross has a school-wide
12 library with four. Seeking on access to
13 resources, bringing digital and print resources
14 to students with -- and their families.

15 Designated inviting libraries and each
16 classroom stocked with over 300 titles for
17 students' use and with titles labeled according
18 to grade level.

19 MR. TYRRELL: Please wrap up, ma'am.

20 MS. LOVE: All right.

21 Partnership with the American Library
22 Association, full-time librarians, accelerated
23 reading, and read the most from coast to coast,
24 that's what's going on at Betsy Ross.

1 MR. TYRRELL: Christine, Theresa Harrington,
2 and Vince Hayes.

3 MS. KIJOWSKI: Hi. And thank you for hearing
4 us.

5 I just want to piggyback off Ms. Love.
6 We don't have just a librarian, we have a
7 knockout librarian. She has done every program
8 that's come across her desk and not just had the
9 program but made the program explode. It's been
10 incredible how active our librarian has been in
11 the day-to-day activities of our kids and with
12 the special programs she's presented since she's
13 been there.

14 One of the points made was that we lack
15 a pre-K program. One of my favorite things to
16 do is go across the street to Cockrell because
17 it's just a fun little world over there.

18 Our preschool and kindergarten is
19 beautiful and they work together amazing well,
20 and it's one of my favorite things to do is take
21 them across the street and be with them.

22 We have a preschool special ed program
23 which I believe is kind of rare in Burnham Park.
24 But our kids are there. The next one that

1 was -- The next point was made that we lack
2 security technology. I don't know about all of
3 you, but I go through a security metal detector
4 when I come through the center doors. There's a
5 security guard standing there as we walk in
6 there. I feel very safe at my school, and I've
7 been there for over 16 years.

8 We have security cameras in the parking
9 lot and south entrance and north entrance. We
10 had to be buzzed into the building. We can see
11 who is at each entrance. We have monitoring
12 equipment located in the main entrance and can
13 see what's going on outdoors.

14 We have -- The next point was we lack
15 intervention programs, and I just kind of had to
16 laugh at that one because I spent every
17 afternoon after school, me and several other
18 people are there until 5:00, 6:00 o'clock
19 because we're working in a program. We have
20 LEAP, we have SES program, Saturday school. We
21 have I Ready, which is awesome. If you haven't
22 gotten a chance to play with it, it's great.

23 MR. TYRRELL: Ma'am, please wrap up.

24 MS. KIJOWSKI: We have reading and math

1 programs to address all our level 2 students.

2 Thank you.

3 MS. HARRINGTON: Good evening. I'm Theresa
4 Harrington, and if you see us all with these
5 papers, it's because when we came today, we
6 decided to come with a real strategy as good
7 teachers are prepared with a lesson plan; you
8 don't go anywhere, you do it off the cuff. And
9 what we did, we have on this side the items
10 that -- the deficiencies, the things that Dulles
11 is supposedly going to have and our response.
12 We were hoping you would follow along, but we
13 understand the protocol of having it. But
14 that's what this is and doing the best we can do
15 with this.

16 Okay. I'm going to quickly talk about
17 before- and after-school extracurricular
18 activities that we have, and we consider that
19 our youth antiviolence program. We were
20 looking at the statistics today, and I'm sure
21 that you all know that most criminal activity
22 happens between 3:00 and 5:00 o'clock. And
23 we're providing a safe place to be.

24 Some of the ways we do that, we have ST

1 Math and I Ready are available before and after
2 school. The computer labs are open with an
3 adult in there to monitor the children so they
4 can have computers to use. We have a no cut
5 policy, sports teams and practice before and
6 after school. So if you want to play, you get
7 to play. Coed double-dutch with multiple city
8 championships, coed flag football, we multiple
9 regional championships. Girls and boys track,
10 city champs; girls and boys volleyball, girls
11 and boys softball, girls and boys basketball,
12 the Joffrey Ballet, dance, art club. 7th and
13 8th grade just got the -- we were the winners in
14 Burnham Park Network math competition, drama
15 club. Yes we have a drama club.

16 MR. TYRRELL: Please wrap up.

17 MS. HARRINGTON: Doing the best I can.

18 Teachers and volunteers, Chicago
19 Campers Fund sponsored Betsy Ross for a Girl
20 Scout camp including a visit to Little Rock
21 Central High historical site.

22 MS. LITTLE: Did you give us a copy of that?

23 MR. TYRRELL: They're right there. There
24 should be enough for all of you.

1 MR. HAYES: Good evening. My name is Vince
2 Hayes. I'm a special education classroom
3 assistant, and I'm also the IT guy at Betsy
4 Ross. We've heard impassioned and compassionate
5 speeches today. I'm here to talk numbers. I'm
6 going to leave a copy for each member on the
7 panel.

8 What I have, I have here -- I have an
9 Objection to the School Year 2011-2012 School
10 Utilization Report for Betsy Ross. Now, I found
11 some numbers that were -- that were not quite
12 right. On the school utilization report
13 submitted by the CPS. They have Betsy Ross with
14 41 classrooms. Myself and staff walk to school.
15 There are 38 classrooms. With this number, it
16 throws all the other numbers off.

17 For instance, in the allotted
18 classrooms using the approximation of 25 to 30
19 percent, the new number becomes 11 and not the
20 10 shown. Continuing forward, the number of
21 allotted homeroom classrooms changes from 31 to
22 27. This means that 71 percent of the space
23 required is used for homeroom use. According to
24 school year 2011 space utilization report,

1 approximately 70 to 75 percent of the school's
2 ideal enrollment is a good number. This puts
3 Betsy Ross in the ballpark.

4 Furthermore, the ideal program
5 enrollment number switches from 930 to 810
6 taking the enrollment efficiency range from 744
7 on the low end to 1116 on the high end, the new
8 number becomes 672 to 1008, which is less than
9 plus the 20 percent as shown in the special
10 utilization report.

11 As of today, 2012-2013 school year, if
12 there are 349 students, after applying your
13 methodology for calculating a school space
14 utilization index, the new number becomes
15 56 percent and not the 62 I show on the report.
16 Now this is not a dramatic increase, but it is
17 movement. However, if CPS stayed with the
18 methodology used by Ben Gray, HAIH, or Education
19 Planning Consultants who was retained in 1994,
20 the space utilization ratio or index, if you
21 will, it would be in alignment with the criteria
22 for an efficient utilization. According to
23 Mr. Gray's method, as seen in his Chicago Public
24 School elementary school space utilization

1 report of school year 2010 and 2011, the total
2 attending divided by the total capacity would
3 come out to 68 percent. To quote from his
4 report, this is an efficient running facility.

5 In conclusion, I would like to add a
6 school space utilization ratio index cannot on
7 its own adequately inform decisions related to
8 the opening or closing of schools.

9 STUDENT KS: Hi. My name is KS, and I'm a
10 5th grader at Betsy Ross. Since I came to Betsy
11 Ross, I was a bad student. But once you get to
12 know the school, you want to start to like it.
13 We have lots of love at this school, and
14 Ms. Ward is like a second mom to me. One day
15 when was on Christmas break and we come back,
16 they gave us a lot of stuff what we need and
17 stuff, like Dr. Shabazz, he gave us school
18 supplies and help that we needed.

19 We have lots of love that we love the
20 school so much, if you close down the school,
21 our reputation will be ruined. Please don't
22 close down our school. We love our school.
23 Thank you very much.

24 MS. BRIDGES: How much love I got in the

1 building tonight? I'm that parent that bring
2 this love out. My name is Versie Bridges. Only
3 thing I want to come back on the mike and say.
4 One more thing I want to say on the mike
5 tonight. I said I got five kids at Betsy Ross,
6 five for the age of 14, 11, 10, and two 8, which
7 is two 2nd graders, one 4th Grader, one 5th
8 grader, one 7th on her way to 8th. I'll be
9 darned if you send me out two letters to accept
10 my honor roll kids over to Dulles, and then
11 you're not going to accept my other three. You
12 can't do my kids like that. All my kids can't
13 be welcome, ain't none of them going.

14 You send me out two letters, and then
15 you say all our kids are accepted to Dulles.
16 That's a lie. You know you lying. Only 100 of
17 them is being accepted to Dulles. Ain't none of
18 them going to Washington Park. And let DePriest
19 know he's not going to get our children.

20 But don't send me out two letters. You
21 know what I'm talking about and know who did it.
22 Because I called downtown and told them send
23 they kids to Dulles. My kids ain't going to
24 Dulles. My kids done been all over. Ross,

1 they're not going nowhere. I said I was
2 transferring them today to make a lot of people
3 happy but I'm not. Ross, they're saying at
4 Ross. They're staying at Ross. Don't let
5 them -- Do not -- Don't send me the papers
6 today. Don't go in the mail to put them in the
7 mail today, because I'm going to change my
8 address. I'm going to change address.

9 But you only sent me out two, knowing
10 it's five of them. They last name is all not
11 McKinney, Bridges, and Lucas. But you sent them
12 Bridges child's out that was honor roll
13 students. But I'm looking for the rest of them.
14 But I'm going to tear them up because we're not
15 going over to Dulles.

16 Dulles on probation.

17 MR. TYRRELL: Felicia Shakespeare.

18 MS. SHAKESPEARE: Good evening. My name is
19 Felicia Shakespeare. I'm the library teacher at
20 Betsy Ross Elementary School. And what I would
21 like to start off by saying that even with all
22 that is lacking, we are lacking a local library
23 in the immediate area, even for the kids on 63rd
24 and King Drive. I have been to that library,

1 but I know right now our students cannot make it
2 to that library. So we are the library. We are
3 the learning resource center for them.

4 And I want to make it correct. We have
5 over 3,000 books in our library as of today.

6 As I want to also continue on with the
7 data that we have.

8 Why CPS recommends to close this
9 school, and we have a report recently from
10 Michelle Obama to provide necessary resources
11 for inner city youth to have better
12 opportunities. Also the need for better
13 schools, neighborhoods, more engaged community
14 involvement, and Emanuel Youth Antiviolence Plan
15 which seeks 50 million in funding.

16 Ross, the truth. We have opportunities
17 at Ross for students to be somebody. I tell
18 them all the time, you can plan for your future
19 right now and through the opportunities we're
20 giving them every single day. The opportunities
21 are numerous at Ross. In their classrooms, we
22 have clubs, they have the opportunities to be on
23 teams, and even on the stage.

24 Small schools allow our underserved

1 children to stand out in the crowd and gain team
2 and leadership experiences that would otherwise
3 be missing. We are the core of this
4 neighborhood. With the Boy's and Girls' Club
5 gone and the disadvantaged homes surrounding the
6 school, we are the beacon of light left. Our
7 students don't want to leave at the end of the
8 day, and I'm a living witness. A lot of times I
9 can't even get out of the building. And
10 Ms. Shakespeare is not paid to stay. Just so
11 it's clear. But I stay just because I know they
12 want to be there at that time. Many times our
13 day does not stop until 5:00, 5:30, 6:00 o'clock
14 in the night, and the kids still want to stay
15 there as late as they can.

16 So what I would like to introduce is
17 Ross Elementary is building success and why we
18 believe excellence is attainable.

19 MR. TYRRELL: Please wrap up, ma'am.

20 MS. SHAKESPEARE: I will do this last part.

21 First off, we've already started by
22 building a brand and creating partnerships to
23 better serve the youth in our community. And
24 I'm just going to list it, and I'll be done.

1 Chicago Cares, City Year Business Executive
2 Board, the American Library Association, Teach
3 for America, Teach Your Mate, K Through 2
4 Literacy Grant, the Joffrey Ballet, Achievement
5 Network, Daniel Murphy Scholarship Foundation,
6 and Crayons Gone Wild.

7 Thank you.

8 MR. TYRRELL: Our next speakers will be Lejon
9 Ross-Busch, Darrell Kelly, and AB.

10 MS. ROSS-BUSCH: Good evening. My name is
11 Lejon Ross-Busch, and I am the 6th grade math
12 teacher at Betsy Ross Elementary School. We
13 have packets, PowerPoint packets that detail
14 what I'm going to speak about. But I'm just
15 going to go into a little bit more detail about
16 Joffrey Ballet. Joffrey Ballet is a program
17 that the children in 1st and 2nd grade were able
18 to participate in.

19 We actually had 16 students who were
20 given scholarships to actually participate in
21 Joffrey Ballet at their studio downtown. This
22 required parents and also staff members to take
23 them downtown on Saturday, and it's still going
24 on.

1 Chicago Cares. Inside of the packet,
2 there are some pictures of what Chicago Cares
3 has done, pictures of what was City Year has
4 done.

5 Corporate Executive Board. They also
6 built benches, they built planters to make our
7 school more inviting. When you come inside of
8 our school, outside of the main office, you will
9 see benches there, totally inviting.

10 Since my minute is almost up, I'm going
11 to skip to the Daniel Murphy Scholarship. The
12 two students that won the Donald Murphy
13 scholarship last year happen to be in my
14 homeroom. One spoke earlier, LS, and the other
15 one, KR, of course is unable to speak because
16 she attends a boarding school in Wisconsin.

17 Many of the teachers stayed 8:00,
18 9:00 o'clock at night making sure that these
19 children were successful. There were many times
20 where one time in particular I'm thinking about
21 when L was on her way home, and it was late, and
22 they were shooting outside. And she called me,
23 and she said Ms. Ross-Busch, they're shooting
24 outside. I said stay wherever you are, and once

1 you can, come back to the school. Get back to
2 the school. It was clear she was able to go
3 home, but she called me 9:00 o'clock at night,
4 and it was okay because this is my family.
5 These children are part of my family.

6 We do what we need to do to take care
7 of our family.

8 Thank you.

9 ALDERMAN COCHRAN: Good evening. Thank you
10 for coming out into the community, Commander,
11 parents, teachers, students. Tonight I sit
12 here, and it's kind of painful to hear what I
13 hear. Very painful.

14 Some of the things have taken place at
15 Betsy Ross over the last six years and some of
16 you who sit up at that table right now know how
17 engaged I've been in education since I've been
18 elected, and through that process. Many people
19 don't know who is at that school, that parents
20 and teachers used to call me when the other
21 principal was in office and complain about that
22 principal and ask for a change. And we
23 advocated indicated for that change. I
24 advocated for that change with the Board of

1 Education. You all don't know that, but it was
2 done.

3 That advocacy brought the current
4 principal that everybody is proud of here, and
5 I'm very proud of.

6 There was some mention about the Boy's
7 and Girls' Club closing Washington Park. The
8 Boy's and Girls' Club closed in Washington Park
9 because they did not get the type of attendance
10 at that building. So through my negotiations in
11 my office, we moved that Boy's and Girls' Club
12 onto the campus of Carter Elementary School.
13 And one of the reasons that it didn't go to Ross
14 was because of the excellent programming that
15 they have at that school for after-school
16 programs that Carter didn't have. So we commend
17 Ross for again providing the model that we had
18 been touting, a community school, they put it in
19 place thanks to the current principal and the
20 teachers and parents who are so strongly
21 involved in that school.

22 So I want to point out that Betsy Ross
23 is the best campus it is in Washington Park.
24 The best campus that it is in Washington Park.

1 This closure of Betsy Ross doesn't make sense to
2 me. Not at all. If there is going to be a
3 closure, our children should not have to go to
4 an inferior school campus. And if we take 355
5 children from Betsy Ross and put them over at
6 Dulles, then it's going to be overcrowded at
7 that one school. So when we talk about
8 delivering the best education that we possibly
9 can for our children, which this is supposed to
10 be about, we can't deliver the best education in
11 overcrowded schools.

12 The leadership at Betsy Ross has shown
13 fiscal responsibility. They've gone out and
14 found other resources to come in and support the
15 improvement of that school. The reflections
16 that I see today is a reflection of the
17 leadership and the teachers at this school. I
18 have not been at a better presentation for a
19 school advocating for itself, so give yourselves
20 applause.

21 We know that early childhood education
22 is so critical in our schools for our future
23 children to have success. We have great early
24 childhood education that leads into Betsy Ross,

1 that leads into a better principal, that leads
2 into new teachers and instructors that have
3 delivered the way that they should and changed
4 the composition of the minds of the children who
5 have been going to that school. And that change
6 has now, you can see tonight, has been elevated
7 in bringing more children in who are more
8 interested. We have a community school at work.

9 We have been working to bring the WITS
10 program into Betsy Ross. We brought the WITS
11 program into Betsy Ross to deliver in
12 partnership with any my office, deliver
13 Christmas gifts for the children who were in
14 need there. And we have -- It has not been
15 announced yet, but we will be announcing a
16 committee from Norfolk and Southern that has
17 been orchestrated to provide \$10,000 a year to
18 Betsy Ross. Not only Betsy Ross, Carter,
19 Dulles, and Burke, partnerships that can
20 continue to support our children's education and
21 the resources that they need.

22 We cannot say in this case that this
23 decision is being made to improve our children's
24 experience.

1 And I want to say one thing in the end.
2 The recommendations from the police department
3 are critical. We know that recommendations were
4 sought from the police department about every
5 possible closure that was taking place. Those
6 recommendations from the police department has
7 clearly stated that Betsy Ross should not be
8 going to Dulles. They should not be going to
9 Dulles because of the highest level of danger.

10 We cannot just refuse that. I've seen
11 and the city has seen the results of changing
12 policing strategies by taking task forces and
13 response units out of operation, and when that
14 was done, murder rates and shootings
15 skyrocketed. We reinstituted that three months
16 ago, and what has happened, those numbers have
17 changed. Two months ago, 50 percent; last
18 month, 69 percent drop. But in the meantime, we
19 have people who have been shot and killed
20 because of changes. I don't want to see this
21 take place in any school across this city.

22 But I can tell you right now, we would
23 be facing some real challenges in terms of our
24 safety for our children. And I don't want to be

1 one who will be vocal about what may happen to
2 my children at Betsy Ross if they move. But if
3 it happens and it is going to happen, believe
4 me, I will be a voice to be heard, a very
5 critical voice.

6 So let's take the work that this
7 leadership has provided, the leadership of these
8 teachers, the community school model that has
9 been put in place, and the 9:00 o'clock nights
10 that this principal was in this school and the
11 weekends that he is there and the meetings and
12 safe haven that is there and the early education
13 that is there and put it to use to ensure that
14 we carry out the mission that has been stated.
15 And that mission is to improve the educational
16 experience for our children and to give them a
17 better future and not to take it away.

18 Thank you for hearing me.

19 MR. TYRRELL: Mr. Kelly.

20 MR. KELLY: One of my favorite rappers is
21 Kool Moe Dee. And now I now how he felt about
22 LL Cool J when he said, you want me to get them?

23 Mr. Alderman, this is not the time or
24 the place, but I appreciate everything you just

1 said. I just wish you would have came to our
2 school and told us how you felt since you came
3 to this Board to make yourself look good. Now I
4 take offense that.

5 Now, our previous principal, no, she
6 wasn't like Dr. Shabazz. I will give her that.
7 But she worked hard. And to disrespect her is
8 the staff that stayed late with her to make
9 these things possible. We walked, me, Officer
10 Wright, every man walked to King Drive to make
11 sure our kids are safe. I didn't see no
12 aldermen out there. But I'm glad he's speaking
13 now, but I didn't hear him when he says the
14 Boy's and Girls' Club was going to close.

15 Let's think about this for a minute.
16 Your school is suffering, but you send the Boy's
17 and Girls' Club program seven blocks in the
18 other direction but you said they needed that
19 because we were doing so great? I never heard
20 you telling us that we was doing great. But I'm
21 glad to know that somebody recognize what we're
22 doing. But it would have been nice if we would
23 have heard it beforehand.

24 And yes, I was critical about the fact

1 that my young people have to walk a mile to play
2 basketball because they took the rims down when
3 easily putting community policing outside and
4 those rims and the police car could have helped
5 in that situation.

6 We're making changes, but everybody
7 that's at Ross, we labor and many of us have
8 been laboring for years. So if Rahm Emanuel has
9 \$50 million, I have a baseball field that we can
10 put in back of Betsy Ross. I got a football
11 field that we can put out there outside Betsy
12 Ross. We've got some rims that we can put in
13 the back of our schools to make it a safe haven.
14 It is true --

15 MR. TYRRELL: Please wrap up, sir.

16 MR. KELLY: It is true that we have come a
17 long way under the direction and leadership of
18 Dr. Shabazz, and I would equate myself in this
19 way, Dr. Shabazz: You are Moses, and I'm your
20 Joshua. And I will stand with you as long as
21 you lead. We're together.

22 MR. TYRRELL: AB, WA, and AB.

23 STUDENT AB: Good afternoon. My name is AB,
24 and I am an honor roll student at Betsy Ross.

1 And if you close Betsy Ross School down, I will
2 not -- I will have to transfer to another school
3 and get another friends. But as usual, my mom
4 told me that I don't need friends. My siblings
5 are my friends.

6 And if you close Betsy Ross School
7 down, maybe you should go on the website and
8 search everything that students do. Because my
9 sisters and brothers are very smart too. And
10 the alderman changed the Boy's and Girls' Club
11 all the way down to Carter. We cannot go to
12 Carter. Kids mess with us because we're from
13 Betsy Ross.

14 Thank you and have a wonderful day.

15 MR. ANDERSON: Good evening. My name is
16 Wayne Anderson, and I teach 4th and 5th grade at
17 Betsy Ross.

18 I'm not going to throw a bunch of
19 statistics at you, I just want to give a little
20 bit of a testimony. I'm originally from
21 Barrington, Illinois, and I applied to CPS three
22 years ago. It's a blessing to work for Betsy
23 Ross and under the tutelage of Dr. Shabazz and
24 Ms. Wards.

1 I'm just going to give you a little
2 story and I'm going to try to fly through it.
3 In the interview, I explained that I was a
4 carpenter born and raised a carpenter, and I
5 explained in the interview that I prayed that
6 God would place me in an area where he needed me
7 most. That call came from Ms. Wards. I told
8 her that, you know, this is an area that needs
9 me, and my students -- I show up at 7:00 o'clock
10 every morning. I'm there tutoring at 7:00 a.m.,
11 during my lunch hour, after school. Prep time,
12 I give up.

13 And these kids, this community means a
14 lot to me. Dr. Shabazz and Ms. Wards have
15 created a family unit, and I consider the people
16 at Betsy Ross my family. So it's a travesty
17 that you're going to shut such a wonderful
18 institution down. I expect to be here next year
19 just for the kids, and that's why I'm here. So
20 thank you.

21 MR. TYRRELL: Ms. B.

22 STUDENT AB: Hi. My name is AB. I'm a 5th
23 grader at Betsy Ross.

24 First off, let me start off with my

1 teacher, Ms. Hughes. She taught us a lot about
2 college. She told us if we try our best, we
3 would end up -- if we try our best, we would end
4 up doing a lot of good things. If you close
5 down Betsy Ross, my life will be ruined. My
6 friends and siblings -- My friends and siblings
7 is a part of my life, and I do not want to ruin
8 that.

9 My teacher, Ms. Hughes, is one of my
10 best teachers. She is -- My teacher,
11 Ms. Hughes, she is one of my best teachers. She
12 is the hope of my life. My principal,
13 Dr. Shabazz and Ms. Wards are my parents, my
14 second parents.

15 Please don't close down Betsy Ross,
16 please. Thank you.

17 MR. TYRRELL: JS, NS, and MB.

18 STUDENT JS: As I was saying the first time,
19 like, y'all said, like, the teachers told us
20 that you guys stated that we don't have, like, a
21 library, but we have Ms. Shakespeare. She's not
22 just our librarian, but as we switch classes,
23 that as a homeroom, our second period, every
24 period, it's a library. We go to class, there's

1 a library right in back to get books. We go to
2 our literature class, also reading, we got a
3 library right back there.

4 And even when we go to science and
5 math, which you think, like, we don't need to be
6 reading, what we doing, numbers, we got a
7 library back there too.

8 Then, yeah, about the computer lab,
9 we've got two. Like 32 or more. Everybody can
10 go in there. Then also back to the -- Back to
11 if we've got to go to Dulles for learning, more
12 learning, I think we've got enough learning at
13 Betsy Ross. Like, say these teachers here, they
14 changed me into a different person. When I came
15 here, I was ashamed of how I looked. And my
16 teachers, not even just the teachers, most
17 important, like, Ms. McKinney, they helped me.
18 These don't matter how I look. These people
19 accept me as how I am and who I am on the
20 inside.

21 And then, like, my old school, girls,
22 they couldn't stand my guts. These girls, they,
23 like, my best friends. I can't even let them
24 go. The guys, they're, like, big brothers and

1 little brothers. I can't even stay away from
2 them. We be doing talent shows together outside
3 together playing. Even the girls are playing
4 basketball better than us, football better than
5 us. Then if y'all close our school, they going
6 to be gone, they're going to be gone, I'm going
7 to be gone. I'm not going to have nobody on my
8 side. Save Betsy Ross.

9 STUDENT NS: My name is NS, and I'm in 8th
10 grade. And I just want to say I'm not going to
11 go too far into this, but I'm just going to say
12 a quote that Muhammad Ali once said. He said I
13 never look down on those who look up to me. And
14 that means that he never gives up on those who
15 look up to him. And we looked up to you, to all
16 of you guys, and you gave up on us by closing or
17 trying to close our school. And by trying to
18 close our school, we believed in you. And we
19 looked up to you guys. And y'all just gave up.
20 And that what that quote means.

21 And you said that we have one computer
22 lab, we actually have two. And also, don't --
23 you shouldn't close our school because the
24 school is like a family, and we stick together

1 no matter what. And we do things that schools
2 don't normally do. And we -- I don't know how
3 to explain it, but it's a strong feeling when
4 you wake up in the morning, you look in the
5 mirror and say, yeah, I'm going to school.
6 People want to learn and people want to go to
7 school every day.

8 When I pull up in my car -- well, my
9 mom's car -- when we pull up and see kids that
10 are, like, every day, they're at volleyball
11 practice or on ST math in the mornings, this is
12 in the morning time, school hasn't even started.
13 They're on ST math, playing volleyball, playing
14 basketball, we're ready to get it started, get
15 pumped up.

16 And our principal be there at
17 6:00 o'clock, even better, 5:00.

18 Anyway, you shouldn't close my school
19 because -- our school, because you just
20 shouldn't close our school. It's making a big
21 mistake by closing my school. So don't close my
22 school.

23 STUDENT MB: My name is MB, and I'm a 7th
24 grader at Betsy Ross School. How is we going to

1 Dulles with all the math we know? We're going
2 to make their scores go up, and their students
3 aren't even doing nothing. That's all because
4 of the learning we learned at Betsy Ross.

5 And how we going to go to Dulles and
6 their school smaller than us? We've got 355
7 students supposed to be going to Dulles, and
8 they've got enough students that they need
9 already. Here at Ross, we have got 30, 34
10 students in our classroom. We need more
11 teachers. What the teachers go on strike for?
12 To get more teachers. We didn't get them.

13 So what's the sense of closing our
14 school?

15 They say Dulles got air-conditioners.
16 We've got air-conditioners too. We've got AC.
17 That don't mean nothing. They say we get iPads.
18 What that mean? We gonna take the iPads home?
19 No. They're staying at the school.

20 Here at Ross, we've got technology. We
21 have Rocket Learning that's helping us learn.
22 It's something we still can work on.

23 And at Dulles, how is we going to learn
24 more, and they've still got less teachers?

1 Bringing in new teachers ain't going to help.
2 Our teachers at Ross already provide with
3 things. So how is we going to learn more at
4 Dulles?

5 At Betsy Ross, we're a family. Going
6 to Dulles, we do not know them. We can easily
7 get into fights. 35 students in our class and
8 20 something in their class, that's 50 something
9 students. All the fights, how the teachers
10 going to watch all us? So please save Betsy
11 Ross and close Dulles.

12 MS. DORSEY: My name is an Sheryl Dorsey, and
13 I have one question for the panel and the
14 alderman. He out to save Carter, but why he
15 couldn't save Ross? He was just at our school
16 for Christmas. He could have told us about all
17 this then. I am a member, I'm a resident of the
18 20th Ward. If he don't save our school, he
19 won't be the alderman the next time around.
20 Because we're going to protest that. We
21 definitely is. But let's get back to our school
22 and our grades.

23 Our kids' grades are good. They're
24 going to stay good. And we go to Dulles or

1 Carter, what's going to happen to our kids and
2 their grades? If they don't want to go, they
3 don't exceed. They don't. Period.

4 I have a child went to Dulles, went to
5 a school in the 100s, didn't learn a bit. He
6 comes to Betsy Ross, he reads, he do math. I
7 sit in math class with my son when he need it.
8 If we go to Dulles, we can't do that. We can't
9 even go in there without an appointment. How we
10 supposed to check on our kids when we want to?

11 We can do that at Betsy Ross. We can
12 all the time, 24-7. If your kid in there at
13 7:30 at night, you know where your kid is at.
14 They in there with their second mama and daddy
15 and third daddy. The security guard, that's our
16 third daddy around our school. He might be
17 little, but he got good potentials.

18 But all I'm saying is, save our school,
19 save our kids. Because without this school, all
20 these kids that you see in here that go to Betsy
21 Ross, now I would hate to see any of them laying
22 on the street.

23 And what I'm going to say, it's CPS
24 fault. It's Rahm Emanuel fault, and it's our

1 aldermen fault. And they should be charged too.

2 MR. TYRRELL: Lawrence Wright.

3 MR. WRIGHT: I'm not too good with this
4 formal speaking thing. I'm just going to say
5 that this man right in that brown suit, that's
6 my man. He ain't leaving my building, that lady
7 on his left, she not leaving without me. I'm
8 their security. I love them. They're my
9 babies.

10 Everybody up there, everybody love me.
11 I'm a community. Everybody walk through there,
12 everybody love me. It's no problem. I have
13 good rapport with the community. Why close the
14 school? We don't know Dulles people. We don't
15 know Carter people.

16 You know what I'm saying? I can walk
17 through 59th to 63rd, from State to King Drive
18 with no problem with my babies. And you're
19 going to send me to Carter and Dulles? What's
20 going to happen then?

21 I just wanted to say that. Appreciate
22 it. Thank you.

23 MR. TYRRELL: LS, KS, JS.

24 STUDENT LS: I'm going to let you know that

1 Betsy Ross is an amazing place. I show up from
2 Betsy Ross. I started from Dulles. Nothing was
3 taught. I went to Betsy Ross for four years,
4 went to Dulles for six. Didn't learn anything.
5 I learn more at Betsy Ross than I ever learned
6 at Dulles. Dulles cannot compare to Betsy Ross.

7 Sending these kids to Dulles wouldn't
8 make a difference. These kids here, put them in
9 competition with Dulles. Without a doubt, blow
10 scores away.

11 Betsy Ross teachers are dedicated.
12 There from morning to night. They don't even be
13 paid, and they stay there with me from 6:00 in
14 the morning to 10:00 o'clock at night. When I
15 wasn't safe, they walked me home. These people,
16 they go outside of the things they don't
17 supposed to do to make sure that we're okay.
18 And you take this away from us? It wouldn't do
19 anything because no matter what, they'll still
20 be here.

21 I'm the person who would call them at
22 10:00 o'clock at night. I don't care about them
23 complaining. But I love these teachers. They
24 are the people who taught me. They're family.

1 Friends and all kids I don't even know, I love
2 them all just because we have to stand strong
3 together. If you break us apart, Dulles is no
4 better.

5 Without Betsy Ross, who would any of us
6 be? Never touched a ball a day in my life.
7 Thanks to Ms. Kay and Mr. Kelly, I can become
8 one of the best players in the state right now.
9 My teammates, I love them to death. Kids I
10 don't even know them, but they look up to me,
11 and they look up to our others. The class of
12 2012, everybody looks up to us. We made that
13 building, and other classes behind us, they will
14 make it better.

15 Don't close us down. For what? You
16 have no purpose. You close us down, you have no
17 purpose.

18 Everything. We have students, we lost
19 a student last year. SM had the potential to be
20 whatever he really wanted to be. The streets,
21 that's what got him. Carter, that's who killed
22 him. You sending them to Carter, sending them
23 to Dulles, doesn't make a difference. Crime
24 rates will go up 60 better, even more.

1 You can't -- Sending kids to different
2 schools kills them. Kills them. Everybody at
3 different schools. And they're all family too.

4 And here at Betsy Ross, we're going to
5 fight to keep our family together no matter what
6 you do or say. We're still a family.

7 STUDENT KS: I'm up here once again. I used
8 to live by Union, and we had moved to West
9 Memphis, I didn't learn anything down there.
10 All I used to get down there was straight Fs.
11 When I came back to Ross, all I got was As and
12 Bs. I learned everything.

13 When I got in 5th grade, Ms. Hughes,
14 she taught us college stuff, how we're going to
15 be a college student and everything, how we're
16 going to go to college. But we did everything
17 we could do to keep the school open. Please
18 keep our school open. We did everything. We're
19 going to fight for our school. We love our
20 school. We got family.

21 If you close our school, our life will
22 be ruined. We love that school. Without
23 Dr. Shabazz and Ms. Wards, we wouldn't be here
24 right now. Thank you.

1 JS is our last speaker I have listed.

2 STUDENT JS: When I was at Betsy Ross, I
3 learned a lot of stuff. When I went 1 through
4 2nd grade, and then I went to 3rd, I transferred
5 to Monday, went to Washington, didn't learn
6 anything. Anything. When I went to Betsy Ross,
7 I got kind of Fs, but then I started learning.
8 Mr. Anderson taught me, Ms. Li taught me, and I
9 started to learn college things.

10 Please don't close our school. Thank
11 you.

12 MR. TYRRELL: Ernestine.

13 MS. CLARK: Good evening. I would like to
14 read a letter from one of my parents who could
15 not be here.

16 Hello. My name is Sandra Redding, and
17 my daughter, JE is a preschool student at Betsy
18 Ross School. She was 3 years old and couldn't
19 talk. She would point, mumble, or make baby
20 sounds and try to get her point across. When
21 CPS found a school with an available special ed
22 preschool spot for her, we were all excited. I
23 really do not know how -- I really did not know
24 how she would adapt to the school seeing how she

1 was only used to her family.

2 To my surprise, she really loves her
3 school. In the last two years, J has gone from
4 making baby sounds and pointing to talking,
5 counting, reading, and spelling her sight words.
6 And she is really blossoming into such an
7 independent little girl.

8 She often tells me while we're running
9 outside to get on the bus in the morning to stop
10 running because Mrs. Clark says no running.

11 I can't speak for everyone, but as a
12 parent of a child with a disability, change is
13 not good, especially when they are progressing
14 so good with their routines that's already in
15 place. Every morning when the school bus comes,
16 my daughter, she knows exactly who is on the bus
17 and that is Ms. Hernandez. But one time she did
18 not come on the bus, and J was not a happy
19 camper. And I had to bribe her before she got
20 on the bus.

21 Now, when Mrs. Hernandez is absent, my
22 child will get on the bus, but she will also
23 give the lady who is there a very funny look.

24 She loves her school. She loves her

1 teacher. I'm so afraid that changing her school
2 will set her back, and she has progressed so
3 much.

4 I was trying to go figure out how I was
5 going to prepare her when she graduated
6 kindergarten, but now you all are jumping the
7 gun and have her do this whole year earlier than
8 planned.

9 Every time we have an IEP meeting for
10 my daughter, I see and hear about her progress
11 with her speech therapy classroom teachers and
12 occupational therapy. You say that you're doing
13 this for our children's future, but I don't see
14 it in that way.

15 Closing down Betsy Ross and some other
16 schools across the city of Chicago, this is not
17 good. This will only make classrooms
18 overcrowded. I don't know how my child can
19 continue to do her best in a new school with new
20 teachers.

21 Before you close schools, why don't you
22 spend a couple of days in that school with those
23 children. In my opinion you should consolidate
24 two or three low enrolled schools that's in the

1 same area. That way the kids will still be with
2 their peers and teachers.

3 So again, I'm asking that you not close
4 Betsy Ross because you guys do not have programs
5 for our preschoolers who need special education
6 in all of our schools. Closing down schools,
7 this is going to make it bad. Thank you.

8 MS. ROSS-BUSCH: Lejon Ross-Busch again.

9 Even though we're talking about the
10 school closing because of utilization, I think
11 it's really important that we talk about the
12 data. And the data that I wanted to talk about
13 this evening is ISAT data from 2011 to 2012.

14 We had growth in every one of our grade
15 levels from grades 3 or grades 4 through 8.
16 That was growth from in 4th grade, from 40
17 percent to 61 percent. That was a 21.8 percent
18 growth.

19 In 5th grade, there was growth from
20 53 percent to -- 53.6 percent to 54.5 percent,
21 nine-tenths of a point.

22 In 6th grade, the students were at
23 37 percent. They went up to 65.9, which was a
24 18.9 percent growth. The 7th graders were at

1 43.8, they went to 60.5, a 16.7 percent growth.
2 And the 8th graders were at 54.8. They went up
3 to 80.6, which the city was 80.7. So we were
4 right there at the city.

5 And to speak on that 8th grade group,
6 there were lots of times that I had fabulous
7 lessons designed for these students. I just
8 thought that these were hard lessons, I would
9 tell the students -- I would tell them today is
10 the day that you're going to really be
11 challenged. They said all right,
12 Ms. Ross-Busch. Okay. So I'm excited about the
13 lesson, excited about presenting the lesson, and
14 something that I thought would be difficult or
15 challenging for the students, in essence, their
16 minds were open and ready to receive the
17 instruction. And it was not hard at all.

18 So our students, we have educated and
19 very bright students at Ross. So keep that in
20 mind.

21 MS. KIJOWSKI: I will be speaking about the
22 reading trend, and we realize it's not about
23 data, per se. But we want to give you a good
24 picture of what's happening in our building.

1 Our reading trends, and again these are
2 from 2011, 2012, I don't know if you can see
3 from there, but everything has gone upward. And
4 these are the ISAT data. 4th grade up over
5 20 points, 8th grade nearly 30 points. It's
6 this amazing growth from one year to the next.

7 But I don't know about everybody else,
8 but I'm kind of tired of the ISAT. What I'm
9 extremely excited about is some data that was
10 shared with us just this week on NWEA that
11 measures kids and growth from one part of the
12 year to the next part of the year, all the way
13 through. And just to give you an idea how
14 Dr. Shabazz and Ms. Wards think, the goal of the
15 whole program is to give 50 percent, and we were
16 shown data this week which was awesome, that for
17 most of our rooms, the 50 percent mark is
18 nothing. Whatever. We've already reached that
19 in a couple of classrooms.

20 We're working towards the 90 percent,
21 and that's something that I'm extremely proud
22 of. And that's happened because we have a staff
23 right now that in all the years I've taught,
24 which is 26, 27, this staff is absolutely the

1 strongest staff I have ever worked on or been a
2 part of. And we've finally gotten it together.
3 As he said before, we have built the ship, and
4 the ship is on its way. Don't break the ship
5 up. Fill it up. Send kids to us because it's a
6 great place for kids to be.

7 Right now, we're on our way. To stop
8 us now is sinful. I don't know how else to
9 think about it. If at any time a school had got
10 it together, it's Betsy Ross right now, at this
11 moment. This is the worst timing that I could
12 even imagine in my life. So thank you.

13 MS. McKINLEY: I'll be really quick this
14 time.

15 First off, I want to thank you for
16 being so respectful for our kids coming up and
17 really treating them with dignity. I'm really
18 proud of these kids. I'm proud of them giving
19 us a Friday night to come here. I'm proud of my
20 coworkers for giving up their Friday night to
21 come here, and the parents to fight for our
22 children. I'm really proud of these kids, and
23 it shows what we're growing in our building.

24 But the one last thing I wanted to

1 leave with is I have one child. And a couple of
2 years ago, we moved here from Ohio. And in that
3 plan to move here, the only concern I had was
4 where he was going to go to school so that the
5 transition would be smooth. He has two parents,
6 no siblings. And two of us were dedicating
7 every day of every week of every month to his
8 transition being smooth.

9 Here is the transition for thousands of
10 children, many of whom do not have people that
11 can help them transition smoothly. And it's
12 very scary. It's hard for one; it's going to be
13 hard. If we can just keep our kids in our
14 school where they're finally safe and
15 comfortable and they feel at home, our learning
16 will continue to be excellent. I really fear
17 for -- I feel like we're taking a year, and
18 we're willing to say that we're going to lose
19 one year. But it will be better in another
20 because we know that one year is going to be
21 really hard. If it were my son, I wasn't
22 willing to lose a year for the benefit of
23 everybody. Thank you.

24 MR. TYRRELL: Ladies and gentlemen, we've

1 exhausted the speaker list. Is there anyone
2 else who would like to speak?

3 STUDENT TM: My name is TM, and I'm a 2nd
4 grader from Betsy Ross Elementary School. And
5 I'm coming to tell you that I'm not going to
6 Dulles because they are on probation. And
7 Dr. Shabazz, Ms. Wards, that's our second
8 parents. And Betsy Ross is a family to -- a
9 second family to me. And when y'all shut down
10 Betsy Ross, that means y'all are breaking apart
11 our family.

12 STUDENT ER: My name is ER from -- I am a 3rd
13 grade student from Betsy Ross. When I went to
14 Dulles, I only learned one thing, and that thing
15 was 1 plus 1. Then I went to Betsy Ross. My
16 grades started going higher and higher again.
17 Then I became -- continued to get perfect
18 attendance. Then that's when I started getting
19 awards, coming home with most improvement
20 awards.

21 Thank you.

22 STUDENT JR: How you doing. I'm JR. I'm in
23 7th grade. I've been at Betsy Ross ever since
24 I've been in kindergarten, and next year is

1 going to be my 8th grade year. I learned a lot.

2 Last year, I wasn't really on point and
3 all that. But now I'm trying to do good. All
4 my teachers teach me a lot of stuff. I learned
5 stuff from Ms. Ross-Busch, my math teacher, my
6 homeroom teacher. I learned a lot of stuff in
7 my reading class and in my social studies class.
8 I hope y'all don't close down Betsy Ross because
9 I really love my school and my two principals
10 because even though I be acting up, they get on
11 me like they're my parent and stuff. And I just
12 hope that y'all don't close it down because I
13 learned a lot here. And it's not going to be
14 the same if I go to another school.

15 MS. HUGHES: My name is Ethel Hughes, and I'm
16 a 5th grade teacher at Betsy Ross. And I would
17 be remiss not to speak without -- having heard
18 two of my students. And just thinking about our
19 staff and our wonderful administration,
20 Dr. Shabazz and Ms. Wards and how they welcome
21 any students, it's sad to say that many CPS
22 schools can be discriminatory. They want the,
23 quote, unquote, cream of the crop students. And
24 many of our students have had second chances.

1 We're constantly hearing, give us a
2 chance. Give us a chance. Schools should not
3 be turning into a three strike system from a
4 penitentiary. Students are at the second strike
5 if you close Betsy Ross.

6 The doors are open. Schools that kick
7 their students out send their students to Betsy
8 Ross, and they thrive. We're in the backyards,
9 playgrounds of Michelle Obama. President
10 Obama's house is right down the street.
11 University of Chicago is right around the corner
12 from our school.

13 The next generation, their classes are
14 here at Betsy Ross. We're taking a trip
15 actually on April 24th to the University of
16 Chicago. How does it look to reflect on their
17 education when we're doing personal and it says
18 my school wasn't good enough? Schools form
19 students, and when we close a school, it says
20 I'm not good enough.

21 We are the epitome of the opposite for
22 instilling in our students that they do matter.
23 The parents could send their children anywhere,
24 but they choose to stay here, just like the

1 staff. We choose to stay at Betsy Ross. Thank
2 you.

3 MR. VASQUEZ: My name is Edmund Vasquez.
4 Again, you can call me Brother Jeremiah.

5 In conclusion to what I was saying in,
6 the spirit of Martin Luther King, Jr., who said
7 I refuse to accept this stare as a final
8 response to our current condition. I refuse to
9 accept the idea that man's present nature makes
10 him morally incapable of reaching up for the
11 eternal "oughtness" that forever confronts him.
12 I refuse to accept the idea that man is unable
13 to influence the unfolding events which surround
14 him. I refuse to accept the view that mankind
15 is so tragically bound to the starless midnight
16 of racism and war that the bright daybreak of
17 peace and brotherhood or sisterhood can never
18 become a reality.

19 I believe that with unarmed truth and
20 unconditional love, we have the final word is
21 reality.

22 I have the audacity to believe that
23 peoples everywhere can have three meals a day
24 for their bodies, education, culture, for their

1 minds and dignity, equality, and freedom for
2 their spirits which holds in truth and in trust
3 for the true owners, all those to whom beauty is
4 truth and truth, beauty, and in whose eyes the
5 beauty of genuine brotherhood and sisterhood and
6 peace and more -- is more precious than diamonds
7 or silver or gold.

8 I believe the lion and the lamb shall
9 lay down together and every man shall sit under
10 his own vine and fig tree, and none shall be
11 afraid.

12 I still believe we shall still
13 overcome. This is what I believe because my
14 beliefs are the true reflections of you and me,
15 our children, our beliefs.

16 Thank you.

17 MR. TYRRELL: Any additional speakers?

18 MS. LITTLE: I wanted to say on behalf of
19 Mr. Pruitt and Tom Tyrrell and myself and I'm
20 sure everyone would agree, you've been a very
21 respectful audience. And I want you to know
22 that we really appreciate that.

23 You speak very highly of Dr. Shabazz
24 and his assistant principal as well. You should

1 really be proud of your children. It is evident
2 that there is harmony within Ross. It is
3 evident that it is a school that really cares
4 for the children and that you are a family.

5 And I just wanted to say on behalf of
6 us, even though this is not official, we really
7 appreciate and we did hear you tonight when you
8 spoke and your sincerity. Thank you very much.

9 MR. TYRRELL: Ladies and gentlemen, I would
10 like to thank you very much for coming and
11 remind you all that we're still in the process.
12 The next step in the process is the public
13 hearing. It will be held on Wednesday, April
14 17th, in room 1550, from 8:00 to 10:00 p.m. at
15 the CPS headquarters at 125 South Clark.

16 Thank you very much, and you have some
17 children you should be very, very proud of.

18 (Whereupon, the Public Hearing
19 adjourned at 9:27 o'clock p.m.)

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22

23

24

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

5 I, TRACY JONES, being first duly sworn,
6 on oath says that she is a court reporter doing
7 business in the City of Chicago; and that she
8 reported in shorthand the proceedings of said
9 Public Hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said Public Hearing.

13

14

Tracy Jones

15

TRACY JONES, CSR, RPR, CLR

16

LIC. NO. 084-004553

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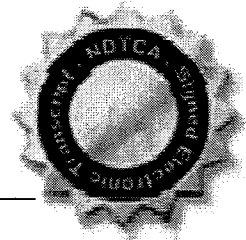
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Community Meeting for the Proposal to Close Ross Elementary

April 12, 2013 7:30pm-9:30pm

Location: Kenwood High School, 5015 South Blackstone Avenue

CPS Staff in Attendance:

Denise Little, Chief Officer of Networks

Tom Tyrell, Deputy Chief Administrative Officer

Erick Pruitt, Deputy Chief of Elementary Schools, Burnham Park Network

Ellen Lindsey, Toni DeLuca Campbell (note taker),

CPS Presentation

Tom Tyrell, Deputy Chief Administrative Officer, welcomed those in attendance and introduced the meeting. He introduced the sign language interpreters and Spanish translators. He asked if anyone required Spanish translation. Tyrell then presented an overview of the proposal and reviewed the materials available to meeting attendees. Denise Little, Chief Officer of Networks, then explained the meeting rules and procedures. The meeting opened for public comment at 7:40pm.

Brief Summary:

The purpose of the meeting was to receive public comment on the proposal to close Betsy Ross Elementary, in accordance with 105 ILCS 5/34-230. There were about 47 attendees, a number of whom also spoke. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Submitted a petition to not close Ross with approximately 500 signatures
- Worried about students crossing gang lines
- Stated that Ross is like a family and second home for the students
- Described the resources at Ross like technology and the library
- Discussed the partnerships Ross has fostered with multiple organizations including the Joffrey Ballet
- Felt their students receive a good education at Ross
- Expressed support for the principal Dr. Shabazz and his positive impact on the school
- Understand the district's need to manage the budget but felt that closing schools is not the solution
- The continuing connection of Ross alumni
- Stated the one grade level of growth seen in math and reading for special education students
- Improvements have been made to the school such as new technology, a playground, air conditioning, and painting at no cost
- Concerned about violence in the community
- Belief that the utilization report for Ross is incorrect and that the utilization should be between 70-75%
- Parents with multiple children concerned that not all children will attend the same school
- Upset about the letters sent home regarding the proposed closure
- Strong parental involvement

- Spoke about the Chicago Cares and Daniel Murphy scholarships offered at Ross
- Concerned that Dulles is an underperforming school
- Frustrated by statements made by alderman
- Concerned because some families came back to Ross after their students were not making progress at Dulles
- Spoke of the excellent special education program for preschool students
- The growth of the 8th grade students on the ISAT and the overall increases in NWEA scores

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CPS Presentation

Tom Tyrell, Deputy Chief Administrative Officer, welcomed those in attendance and introduced the meeting. He introduced the sign language interpreters and Spanish translators. He asked if anyone required Spanish translation. Tyrell then presented an overview of the proposal and reviewed the materials available to meeting attendees. Denise Little, Chief Officer of Networks, then explained the meeting rules and procedures. The meeting opened for public comment at 7:40pm.

Brief Summary:

The purpose of the meeting was to receive public comment on the proposal to close Betsy Ross Elementary, in accordance with 105 ILCS 5/34-230. There were about 47 attendees, a number of whom also spoke. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Submitted a petition to not close Ross with approximately 500 signatures
- Worried about students crossing gang lines
- Stated that Ross is like a family and second home for the students
- Described the resources at Ross like technology and the library
- Discussed the partnerships Ross has fostered with multiple organizations including the Joffrey Ballet
- Felt their students receive a good education at Ross
- Expressed support for the principal Dr. Shabazz and his positive impact on the school
- Understand the district's need to manage the budget but felt that closing schools is not the solution
- The continuing connection of Ross alumni
- Stated the one grade level of growth seen in math and reading for special education students
- Improvements have been made to the school such as new technology, a playground, air conditioning, and painting at no cost
- Concerned about violence in the community
- Belief that the utilization report for Ross is incorrect and that the utilization should be between 70-75%
- Parents with multiple children concerned that not all children will attend the same school
- Upset about the letters sent home regarding the proposed closure
- Strong parental involvement

- Spoke about the Chicago Cares and Daniel Murphy scholarships offered at Ross
- Concerned that Dulles is an underperforming school
- Frustrated by statements made by alderman
- Concerned because some families came back to Ross after their students were not making progress at Dulles
- Spoke of the excellent special education program for preschool students
- The growth of the 8th grade students on the ISAT and the overall increases in NWEA scores

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Betsy Ross Elementary School

Statement of ASHLEY RICHARDSON, PORTFOLIO PLANNER

April 17, 2013

Good evening, Your Honor. My name is Ashley Richardson, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since June of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to joining CPS, I worked as an analyst and manager at Kraft Foods before obtaining my Masters of Education in Education Policy and Management at the Harvard Graduate School of Education.

I have been asked to appear at this hearing today to convey to you, the parents and the community, as well as interested members of the public in attendance, information regarding the space utilization of the Ross facility with respect to the proposal to close Ross.

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

Ross is currently located at 6059 South Wabash Avenue. Ross is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 344 students in pre-kindergarten and kindergarten through 8th grades.

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

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

A typical elementary school building has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76% - 77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally the enrollment efficiency

range is plus or minus 20 percent of 900, which is 720 – 1,080. If a school in this typical elementary school building had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1,080, it would be overcrowded.

There are 41 total classrooms within the Ross facility. Approximately 76%-77% of this number is 31, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 930. As such, the enrollment efficiency range of the Ross facility is between 744-1,116 students.

As I stated, the enrollment of Ross, as of the 20th day of attendance for the 2012-2013 school year, is 344. This number is below the enrollment efficiency range, and thus, the school is underutilized.

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

Dulles has 38 total classrooms. Approximately 76% -77% of this number is 29, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 870. As such, the enrollment efficiency range of the Dulles facility is between 696-1,044 students. Dulles currently has 528 students enrolled.

To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Ross and Dulles, green hashed lines showing the enrollment efficiency range of the Dulles facility, and a circle representing the combined projected enrollment for 2013-2014. Ross' current enrollment of 344 and Dulles' current enrollment of 528 combines to a total of 872, within the enrollment efficiency range of the Dulles facility. Further, the projected enrollment of Ross for the 2013-2014 school year, is 351, and the projected enrollment for Dulles for next school year is 557. As you can see, the 2013-14 projected enrollment of Dulles combined with Ross students projected to be reassigned to Dulles is 908, which is also within the efficiency range of the Dulles facility. Thus, there is enough space within the Dulles building for students from Ross and students from Dulles.

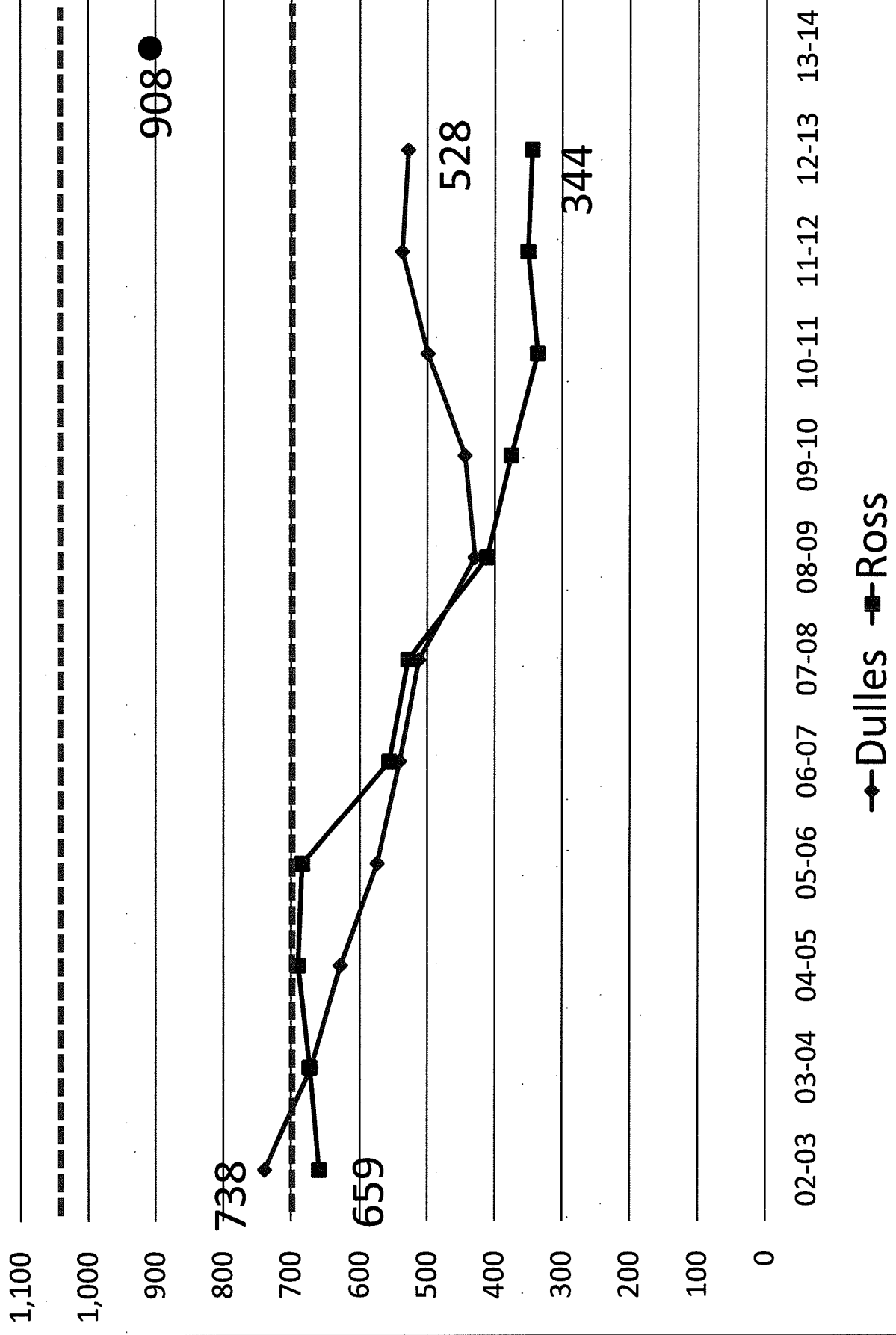
If Ross is closed, the CEO is also proposing that Ross' attendance area be reassigned to Dulles. This means that Dulles will be the new neighborhood school for students living in the Ross boundary.

A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Dulles, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, LaTanya McDade, who will discuss the performance of Dulles and highlight the proposed transition efforts.

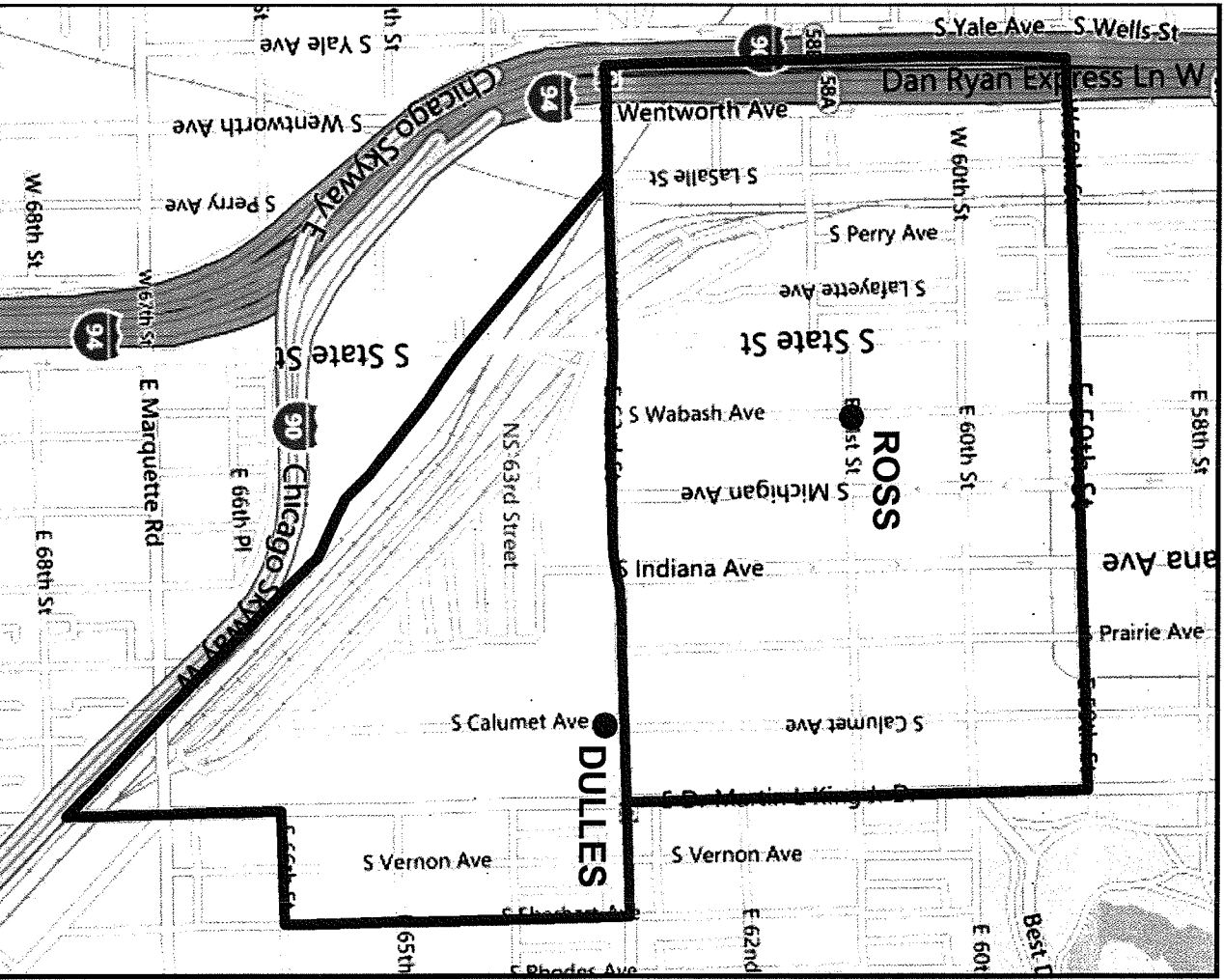
Thank you, Your Honor. This concludes my statement.

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 Betsy Ross Elementary School

Statement of LaTanya McDade, Chief of Schools for the Skyway Elementary Network

April 17, 2013

Good evening Your Honor. My name is LaTanya McDade. I am the Chief of Schools for the Chicago Public Schools, Skyway 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. Dulles is within the geographical boundaries of the Skyway Elementary Network.

By way of background, over the past 15 years, I have worked in a number of capacities within public education, including assistant principal, Principal, and Deputy Chief of Schools before becoming Chief of Schools in 2012. I hold a bachelor's degree in elementary education from Chicago State University, a master's degree in school leadership and administration from Loyola University, and am currently pursuing a doctorate from Lewis University.

As you have already heard, Ross 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. Ross students will be welcomed by Dulles, located at 6311 South Calumet Ave. The facility at 6311 South Calumet Ave has enough space to welcome the Ross students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Ross students are welcomed by the Dulles administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Ross received a Level 3 rating for the 2011-2012 school year, while Dulles received a Level 2 rating. The performance policy reports reflecting these levels are included in the binder of documents that you have received at tab 25. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports, as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at Ross during the remainder of this school year and at Dulles next year, and CPS will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab 1. CPS will publish

final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

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

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Dulles 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 Ross maintain academic rigor for the remainder of the school year and ensure a smooth transition to Dulles. 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 Dulles 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. Principals will be provided guidance and support as they consider how to use these resources.

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 Dulles 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 Ross 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 1 and 2.

In conclusion, Ross is underutilized, the combined enrollment of Ross and Dulles students at the 6311 South Calumet Avenue facility will not exceed the facility's enrollment efficiency range, and Dulles 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.

Performance Policy



2012 Elementary School Performance Policy Report

Betsy Ross Elementary School

School ID: 610150

Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	44.7%	47.0%	38.2%	43.3%	41.1% (0 points)	-0.2 (0 points)	0 of 6
ISAT Math Meets/Exceeds %	38.0%	50.0%	47.7%	58.6%	53.2% (1 point)	+13.4 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	33.3%	30.0%	44.9%	43.7%	44.3% (0 points)	+5.6 (2 points)	2 of 6
ISAT Composite Exceeds %	3.6%	3.2%	2.4%	1.8%	2.1% (0 points)	-1.3 (0 points)	0 of 6
8th Grade ISAT Composite Exceeds %	1.2%	4.9%	0.0%	3.2%	1.6% (0 points)	+1.2 (1 point)	1 of 6
Adjusted Attendance Rate	91.1%	90.5%	88.9%	90.3%	89.9% (0 points)	+1.0 (3 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.5	28th	1 of 3
Value-Added Math	+0.9	85th	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	13 of 42 (31%)	7 of 42 (16.7%)	12 of 42 (28.6%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	49.9% (2012)	43.5% (2011)	47.0% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

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

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		
Value-Added Mathematics	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:

Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

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

Performance Policy

2012 Elementary School Performance Policy Report

John Foster Dulles Elementary School

School ID: 610263

Network: AUSL Schools

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	46.8%	47.4%	50.9%	57.0%	54.0% (1 point)	+12.1 (3 points)	4 of 6
ISAT Math Meets/Exceeds %	59.1%	59.7%	70.0%	83.0%	76.6% (2 points)	+25.0 (3 points)	5 of 6
ISAT Science Meets/Exceeds %	44.2%	49.0%	53.7%	70.7%	62.2% (1 point)	+28.4 (3 points)	4 of 6
ISAT Composite Exceeds %	3.7%	2.3%	5.8%	9.6%	7.7% (1 point)	+5.7 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %	0.0%	1.9%	1.2%	1.5%	1.4% (0 points)	+0.5 (1 point)	1 of 6
Adjusted Attendance Rate	92.0%	92.4%	94.3%	95.3%	94.8% (2 points)	+2.4 (3 points)	5 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.8	80th	2 of 3
Value-Added Math	+2.3	97th	3 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	27 of 42 (64.3%)	23 of 42 (54.8%)	8 of 42 (19%)
Performance Rating	Level 2	Level 2	Level 3
ISAT Composite Meets/Exceeds %	70.1% (2012)	59.6% (2011)	42.6% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

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