

**PUBLIC HEARING TO CONSIDER THE PROPOSED  
CLOSURE OF**

**ROBERT EMMET ELEMENTARY SCHOOL**

**WEDNESDAY, APRIL 17, 2013**

**COMMENCING AT 8:00 P.M.**

**HONORABLE PHILLIP BRONSTEIN**

**HEARING OFFICER**

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2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Robert Emmet Elementary School, Oscar DePriest Elementary School, and Edward K. Ellington Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Robert Emmet Elementary School
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Robert Emmet Elementary School, Oscar DePriest Elementary, and Edward K. Ellington Elementary School on or about March 21, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) Draft Guidelines for School Actions on or about October 31, 2012, (b) Guidelines for School Actions on or about November 30, 2012, (c) Proposals on or about March 21, 2013, and (d) Summaries from Community Meeting on or about April 15, 2013
6. Public Notice of Hearing and Community Meeting by Newspaper Publication in the Chicago Sun-Times beginning April 3, 2013

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10. 105 ILCS 5/34-230 (“School Action Public Meetings and Hearings”), effective August 22, 2011
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

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**Barbara Byrd-Bennett**  
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at  
Robert Emmet Elementary School  
5500 W. Madison St.

Parent or Guardian of a Student at  
Oscar DePriest Elementary School  
139 S. Parkside Ave.

Parent or Guardian of a Student at  
Edward K. Ellington Elementary  
School  
243 N. Parkside Ave.

Re: **Proposed Closure of Robert Emmet 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 Robert Emmet Elementary School (Emmet). I am also recommending that Oscar DePriest Elementary School (De Priest) and Edward K. Ellington Elementary School (Ellington) serve as the dedicated welcoming schools for students at Emmet 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 Emmet, located at 5500 W. Madison St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20<sup>th</sup> attendance day for the 2012-2013 school year. Specifically, Emmet had 458 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 690 students. Emmet students will be welcomed by De Priest, located at 139 S. Parkside Ave., and Ellington, located at 243 N. Parkside Ave. While the closure of Emmet is not related to performance, it is important to note that De Priest and Ellington are higher performing schools, 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 Emmet**

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

#### **Public Comment on this Proposal**

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

**Community Meeting 1**

Wednesday, April 10, 2013

7:30pm-9:30pm

Austin High School Campus

231 North Pine Avenue

**Community Meeting 2**

Monday, April 15, 2013

7:30pm-9:30pm

Austin High School Campus

231 North Pine 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.

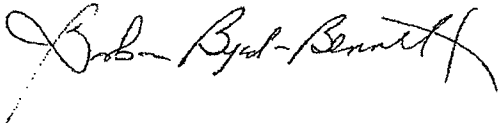
After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the closure of Emmet.

**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](http://www.cps.edu/qualityschools).

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

Sincerely,



Barbara Byrd-Bennett  
CEO, Chicago Public Schools

## DRAFT TRANSITION PLAN

### For the Proposed Closure of Robert Emmet 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 Robert Emmet Elementary School (Emmet). This decision is based on the underutilization of Emmet, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Oscar DePriest Elementary School (De Priest) and Edward K. Ellington Elementary School (Ellington), which have sufficient space and can offer a quality academic environment.

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

#### II. Summary of Action

Emmet is a neighborhood elementary school located at 5500 W. Madison St., in the Austin-North Lawndale Elementary Network of CPS. Emmet currently serves 458 students in PE, PK & K-8th grades. CPS is proposing to close Emmet based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Emmet students will be welcomed at De Priest, located at 139 S. Parkside Ave, and Ellington, located at 243 N. Parkside Ave. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at Emmet, De Priest, and Ellington 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 Emmet will be reassigned to DePriest and Ellington. This means that DePriest or Ellington, depending on the student's home address, will be the new neighborhood school for students living in the Emmet boundary who are not currently enrolled at Emmet.

### **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 Emmet. 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 De Priest and Ellington administrations 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 Emmet, and ensuring a successful transition to De Priest and Ellington 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, Emmet students will be welcomed at De Priest and Ellington, which are higher performing schools. To ensure Emmet students receive high-quality academic instruction throughout the transition, Emmet, De Priest, and Ellington 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 Emmet maintain academic rigor in the classroom and ensure a smooth transition to De Priest and Ellington. The PTC will follow students to De Priest and Ellington 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 De Priest and Ellington 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, Emmet, De Priest, and Ellington 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. De Priest and Ellington 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 Emmet 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 Emmet 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 De Priest or Ellington, 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 De Priest and Ellington 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 De Priest and Ellington, provide observations of classrooms when school has resumed, and train De Priest and Ellington staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at De Priest and Ellington, targeting training based on the unique population of the students in the school.
- De Priest and Ellington are fully accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “fully 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 Emmet STLS students may choose to attend De Priest, Ellington, or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Emmet STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Emmet will also receive an additional transition coordinator dedicated to assist with STLS transition needs.
- Additionally, CPS will provide professional development and support to the De Priest and Ellington staff members on providing transition services for STLS students.

#### ***English Language Learners (ELL)***

- Current and future ELLs attending De Priest and Ellington 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 De Priest and Ellington 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 on or before 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](http://www.cps.edu) or [www.cpsoae.edu](http://www.cpsoae.edu)),
- By email ([oea@cps.edu](mailto:oea@cps.edu)),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10<sup>th</sup> 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](http://www.cpsoae.org), by calling (773) 553-2060, or in person at 125 S. Clark St., 10<sup>th</sup> 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**

Wednesday, April 10, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine Avenue

#### **Community Meeting 2**

Monday, April 15, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine 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](http://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

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**Barbara Byrd-Bennett**  
Chief Executive Officer

DATE: March 21<sup>st</sup>, 2013

Administrators, Faculty, Staff, and  
LSC Members

Robert Emmet Elementary School  
5500 W. Madison St.

Administrators, Faculty, Staff, and  
LSC Members

Oscar DePriest Elementary School  
139 S. Parkside Ave.

Administrators, Faculty, Staff, and LSC  
Members

Edward K. Ellington Elementary School  
243 N. Parkside Ave.

**Re: Board of Education Proposed Closure of Robert Emmet 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 Robert Emmet Elementary School (Emmet). 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 Emmet, located at 5500 W. Madison St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Emmet had 458 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 690 students. Emmet students will be welcomed by Oscar DePriest Elementary School (De Priest), located at 139 S. Parkside Ave., and Edward K. Ellington Elementary School (Ellington), located at 243 N. Parkside Ave.. While the closure of Emmet is not related to performance, it is important to note that both De Priest and Ellington are higher performing schools, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

### **Attendance Area Boundary of Emmet**

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

### **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 Emmet 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**

Wednesday, April 10, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine Avenue

#### **Community Meeting 2**

Monday, April 15, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine 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 Emmet.

**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](http://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 Robert Emmet 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 Robert Emmet Elementary School (Emmet). This decision is based on the underutilization of Emmet, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Oscar DePriest Elementary School (De Priest) and Edward K. Ellington Elementary School (Ellington), which **have** sufficient space and can offer a quality academic environment.

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

#### II. Summary of Action

Emmet is a neighborhood elementary school located at 5500 W. Madison St., in the Austin-North Lawndale Elementary Network of CPS. Emmet currently serves 458 students in PE, PK & K-8th grades. CPS is proposing to close Emmet based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Emmet students will be welcomed at De Priest, located at 139 S. Parkside Ave, and Ellington, located at 243 N. Parkside Ave. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at Emmet, De Priest, and Ellington 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 Emmet will be reassigned to DePriest and Ellington. This means that DePriest or Ellington, depending on the student's home address, will be the new neighborhood school for students living in the Emmet boundary who are not currently enrolled at Emmet.

### **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 Emmet. 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 De Priest and Ellington administrations 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 Emmet, and ensuring a successful transition to De Priest and Ellington 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, Emmet students will be welcomed at De Priest and Ellington, which are higher performing schools. To ensure Emmet students receive high-quality academic instruction throughout the transition, Emmet, De Priest, and Ellington 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 Emmet maintain academic rigor in the classroom and ensure a smooth transition to De Priest and Ellington. The PTC will follow students to De Priest and Ellington 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 De Priest and Ellington 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, Emmet, De Priest, and Ellington 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. De Priest and Ellington 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 Emmet 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 Emmet 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 De Priest or Ellington, 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 De Priest and Ellington 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 De Priest and Ellington, provide observations of classrooms when school has resumed, and train De Priest and Ellington staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at De Priest and Ellington, targeting training based on the unique population of the students in the school.
- De Priest and Ellington are fully accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “fully 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 Emmet STLS students may choose to attend De Priest, Ellington, or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Emmet STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Emmet will also receive an additional transition coordinator dedicated to assist with STLS transition needs.
- Additionally, CPS will provide professional development and support to the De Priest and Ellington staff members on providing transition services for STLS students.

#### ***English Language Learners (ELL)***

- Current and future ELLs attending De Priest and Ellington 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 De Priest and Ellington 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 on or before 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](http://www.cps.edu) or [www.cpsdae.edu](http://www.cpsdae.edu)),
- By email ([dae@cps.edu](mailto:dae@cps.edu)),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10<sup>th</sup> Floor).

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

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

Wednesday, April 10, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine Avenue

#### **Community Meeting 2**

Monday, April 15, 2013  
7:30pm-9:30pm  
Austin High School Campus  
231 North Pine 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](http://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 16<sup>th</sup> District of the Illinois Legislature, Representative Andre M. Thapedi of the 32<sup>nd</sup> District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Pat Dowell of the 3<sup>rd</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6<sup>th</sup> Ward of the Chicago City Council, and Alderman JoAnn Thompson of the 16<sup>th</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Representative Luis Arroyo of the 3<sup>rd</sup> District of the Illinois Legislature, Alderman Ariel Reboyras of the 30<sup>th</sup> Ward of the Chicago City Council, and Alderman Emma Mitts of the 37<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, Alderman Jason C. Ervin of the 28<sup>th</sup> Ward of the Chicago City Council, and Alderman Michael Chandler of the 24<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, and Alderman JoAnn Thompson of the 16<sup>th</sup> 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 17<sup>th</sup> District of the Illinois Legislature, Representative Marcus C. Evans, Jr. of the 33<sup>rd</sup> District of the Illinois Legislature, and Alderman Natashia L. Holmes of the 7<sup>th</sup> 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 13<sup>th</sup> District of the Illinois Legislature, Senator Patricia Van Pelt of the 5<sup>th</sup> District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, Alderman Natashia L. Holmes of the 7<sup>th</sup> Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2<sup>nd</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Robert Fioretti of the 2<sup>nd</sup> 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 13<sup>th</sup> District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25<sup>th</sup> District of the Illinois Legislature, Alderman William D. Burns of the 4<sup>th</sup> Ward of the Chicago City Council, and Alderman Leslie A. Hairston of the 5<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Robert Fioretti of the 2<sup>nd</sup> 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 17<sup>th</sup> District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34<sup>th</sup> District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, Alderman Jason C. Ervin of the 28<sup>th</sup> Ward of the Chicago City Council, and Alderman Michael Chandler of the 24<sup>th</sup> 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 20<sup>th</sup> District of the Illinois Legislature, Representative Deborah Mell of the 40<sup>th</sup> District of the Illinois Legislature, Alderman Timothy M. Cullerton of the 38<sup>th</sup> Ward of the Chicago City Council, and Alderman Margaret Laurino of the 39<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, Alderman Robert Fioretti of the 2<sup>nd</sup> Ward of the Chicago City Council, and Alderman Walter Burnett of the 27<sup>th</sup> 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 13<sup>th</sup> District of the Illinois Legislature, Representative Christian L. Mitchell of the 26<sup>th</sup> District of the Illinois Legislature, Alderman Leslie A. Hairston of the 5<sup>th</sup> Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20<sup>th</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Representative Cynthia Soto of the 4<sup>th</sup> District of the Illinois Legislature, Alderman Roberto Maldonado of the 26<sup>th</sup> Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1<sup>st</sup> 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 4<sup>th</sup> District of the Illinois Legislature, Representative La Shawn K. Ford of the 8<sup>th</sup> District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, Alderman Jason C. Ervin of the 28<sup>th</sup> Ward of the Chicago City Council, and Alderman Michael Chandler of the 24<sup>th</sup> 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 13<sup>th</sup> District of the Illinois Legislature, Representative Christian L. Mitchell of the 26<sup>th</sup> District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Monique D. Davis of the 27<sup>th</sup> District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, and Alderman Toni Foulkes of the 15<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Senator Donne E. Trotter of the 17<sup>th</sup> District of the Illinois Legislature, Representative Monique D. Davis of the 27<sup>th</sup> District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34<sup>th</sup> District of the Illinois Legislature, Alderman Howard B. Brookins of the 21<sup>st</sup> Ward of the Chicago City Council, and Alderman Michelle Harris of the 8<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, and Alderman Michael Chandler of the 24<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Robert Fioretti of the 2<sup>nd</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, and Alderman Pat Dowell of the 3<sup>rd</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Pat Dowell of the 3<sup>rd</sup> 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 39<sup>th</sup> District of the Illinois Legislature, Senator Kimberly A. Lightford of the 4<sup>th</sup> District of the Illinois Legislature, Representative Camille Y. Lilly of the 78<sup>th</sup> District of the Illinois Legislature, Representative La Shawn K. Ford of the 8<sup>th</sup> District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, Alderman Robert Fioretti of the 2<sup>nd</sup> Ward of the Chicago City Council, and Alderman Jason C. Ervin of the 28<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Robert Rita of the 28<sup>th</sup> District of the Illinois Legislature, Alderman Carrie M. Austin of the 34<sup>th</sup> Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9<sup>th</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Representative Cynthia Soto of the 4<sup>th</sup> District of the Illinois Legislature, and Alderman Proco (Joe) Moreno of the 1<sup>st</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Walter Burnett of the 27<sup>th</sup> 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 17<sup>th</sup> District of the Illinois Legislature, Representative Marcus C. Evans of the 33<sup>rd</sup> District of the Illinois Legislature, and Alderman Natasha L. Holmes of the 7<sup>th</sup> 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 4<sup>th</sup> District of the Illinois Legislature, Representative La Shawn K. Ford of the 8<sup>th</sup> District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Monique D. Davis of the 27<sup>th</sup> District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21<sup>st</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, and Alderman Walter Burnett of the 27<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Derrick Smith of the 10<sup>th</sup> District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28<sup>th</sup> 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 4<sup>th</sup> District of the Illinois Legislature, Representative La Shawn K. Ford of the 8<sup>th</sup> District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29<sup>th</sup> 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 16<sup>th</sup> District of the Illinois Legislature, Representative Andre M. Thapedi of the 32<sup>nd</sup> District of the Illinois Legislature, and Alderman Toni Foulkes of the 15<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Monique D. Davis of the 27<sup>th</sup> District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21<sup>st</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Senator Patricia Van Pelt of the 5<sup>th</sup> District of the Illinois Legislature, Representative Cynthia Soto of the 4<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, Alderman Walter Burnett of the 27<sup>th</sup> Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2<sup>nd</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Pat Dowell of the 3<sup>rd</sup> 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 15<sup>th</sup> District of the Illinois Legislature, Representative Thaddeus Jones of the 29<sup>th</sup> District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Senator Martin A. Sandoval of the 11<sup>th</sup> District of the Illinois Legislature, Senator Steven M. Landek of the 12<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, Representative Silvana Tabares of the 21<sup>st</sup> District of the Illinois Legislature, Representative Elizabeth Hernandez of the 24<sup>th</sup> District of the Illinois Legislature, and Alderman Ricardo Munoz of the 22<sup>nd</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, Alderman Pat Dowell of the 3<sup>rd</sup> Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20<sup>th</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Representative Cynthia Soto of the 4<sup>th</sup> District of the Illinois Legislature, and Alderman Walter Burnett of the 27<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Senator Kwame Raoul of the 13<sup>th</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, Representative Christian L. Mitchell of the 26<sup>th</sup> District of the Illinois Legislature, Alderman Robert Fioretti of the 2<sup>nd</sup> Ward of the Chicago City Council, and Alderman William D. Burns of the 4<sup>th</sup> 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 5<sup>th</sup> District of the Illinois Legislature, Representative Arthur Turner of the 9<sup>th</sup> District of the Illinois Legislature, and Alderman Michael Chandler of the 24<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Senator Kwame Raoul of the 13<sup>th</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20<sup>th</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Robert Rita of the 28<sup>th</sup> District of the Illinois Legislature, Alderman Carrie M. Austin of the 34<sup>th</sup> Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9<sup>th</sup> 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 7<sup>th</sup> District of the Illinois Legislature, Senator John J. Cullerton of the 6<sup>th</sup> District of the Illinois Legislature, Representative Greg S. Harris of the 13<sup>th</sup> District of the Illinois Legislature, Representative Sara Feigenholtz of the 12<sup>th</sup> District of the Illinois Legislature and Alderman James Cappleman of the 46<sup>th</sup> 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 7<sup>th</sup> District of the Illinois Legislature, Senator John J. Cullerton of the 6<sup>th</sup> District of the Illinois Legislature, Representative Greg S. Harris of the 13<sup>th</sup> District of the Illinois Legislature, Alderman James Cappleman of the 46<sup>th</sup> Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47<sup>th</sup> 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 7<sup>th</sup> District of the Illinois Legislature, Representative Greg S. Harris of the 13<sup>th</sup> District of the Illinois Legislature, Alderman Patrick O'Connor of the 40<sup>th</sup> Ward of the Chicago City Council, Alderman Harry Osterman of the 48<sup>th</sup> Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47<sup>th</sup> 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 2<sup>nd</sup> District of the Illinois Legislature, Representative Cynthia Soto of the 4<sup>th</sup> District of the Illinois Legislature, Alderman Roberto Maldonado of the 26<sup>th</sup> Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1<sup>st</sup> 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 14<sup>th</sup> District of the Illinois Legislature, Representative Robert Rita of the 28<sup>th</sup> District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, Alderman Pat Dowell of the 3<sup>rd</sup> Ward of the Chicago City Council, and Alderman William D. Burns of the 4<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Senator Jacqueline Y. Collins of the 16<sup>th</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, Andre M. Thapedi of the 32<sup>nd</sup> District of the Illinois Legislature, Alderman JoAnn Thompson of the 16<sup>th</sup> Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17<sup>th</sup> 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 16<sup>th</sup> District of the Illinois Legislature, Representative Andre M. Thapedi of the 32<sup>nd</sup> District of the Illinois Legislature, Representative Mary E.

Flowers of the 31<sup>st</sup> District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6<sup>th</sup> Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, Representative Kenneth Dunkin of the 5<sup>th</sup> District of the Illinois Legislature, Alderman Pat Dowell of the 3<sup>rd</sup> Ward of the Chicago City Council, and Alderman William D. Burns of the 4<sup>th</sup> 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 16<sup>th</sup> District of the Illinois Legislature, Representative Andre M. Thapedi of the 32<sup>nd</sup> District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17<sup>th</sup> 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 3<sup>rd</sup> District of the Illinois Legislature, Representative Esther Golar of the 6<sup>th</sup> District of the Illinois Legislature, and Alderman Toni Foulkes of the 15<sup>th</sup> 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 15<sup>th</sup> 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](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](http://cps.edu/About_CPS/Policies_and_guidelines/Pages/2013GuidelinesforSchoolActions.aspx).
5. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans were published on the CPS website on March 21, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
  - a. Proposed Phase-Out and Closure of Crispus Attucks Elementary School
  - b. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
  - c. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
  - d. Proposed Closure of Mary McLeod Bethune Elementary School
  - e. Proposed Closure of Arna Wendell Bontemps Elementary School
  - f. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
  - g. Proposed Closure of Kate S. Buckingham Special Education Center
  - h. Proposed Closure of John Calhoun North Elementary School
  - i. Proposed Closure of Miriam G. Canter Middle School
  - j. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
  - k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
  - l. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
  - m. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
  - n. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

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

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

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

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

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

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

- k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
  - l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
  - m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
  - n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
  - o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
11. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 11, 2013 community meetings detailed below were published on the CPS website on or before April 16, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
  - b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-8:00pm
  - c. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
  - d. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
  - e. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
  - f. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 7:30pm-9:30pm
  - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 5:00pm-7:00pm
  - h. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
  - i. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
  - j. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
  - k. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
  - l. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
12. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 12, 2013 community meetings detailed below were published on the CPS website on or before April 17, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
  - b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
  - c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm

- d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
- e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
- g. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
- h. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
- i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
- j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
- k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
- l. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
- m. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
- n. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
- o. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm



**VERIFICATION BY CERTIFICATION**

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

  
JASON VAN PATTEN



Formerly cited as IL ST CH 122 ¶ 34-18

▷

**Effective: July 13, 2012**

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

→→ 5/34-18. Powers of the board

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

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

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

3. To co-operate with the circuit court;

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

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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-

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signed to such personnel;

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

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

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

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

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

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

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

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

#### CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

#### HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

#### CROSS REFERENCES

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

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

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

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

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

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

#### LAW REVIEW AND JOURNAL COMMENTARIES

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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

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

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

#### LIBRARY REFERENCES

Schools 55.

Westlaw Topic No. 345.

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

#### RESEARCH REFERENCES

ALR Library

127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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





## UNITED STATES SUPREME COURT



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

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### 1. Constitutional issues

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

## 2. Legislative intent

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

## 3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

#### 4. Delegation of powers

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

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

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

#### 5. Maintenance and development of schools

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

#### 6. Budget

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

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

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

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

#### 7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

#### 8. Bus contracts

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

#### 9. Subdistricts

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

#### 10. Curriculum

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

#### 11. Textbooks

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

#### 12. Discipline of students

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



Formerly cited as IL ST CH 122 ¶ 34-18

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

### 13. School property, use of

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

### 14. Racial discrimination

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

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

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

### 15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

#### 16. Religious instruction

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

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

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

#### 17. Fraternities or sororities

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

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

#### 18. Lay-offs

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

### 19. Termination

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

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

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

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

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

Current through P.A. 97-1170 of the 2012 Reg. Sess., and through P.A. 98-4 of the 2013 Reg. Sess.

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**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)

■ 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, 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)

▣ 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 ILCS 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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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

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

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

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# Chicago Public Schools Policy Manual

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

**Section:** 302.6A

**Board Report:** 10-0728-PO4

**Date Adopted:** July 28, 2010

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

## POLICY TEXT:

### I. Purpose and Goals

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

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

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

### II. Scope of the Policy

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

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

### III. Definitions

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

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

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

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

**Achievement Level 1:** Shall mean the rating for:

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

**Achievement Level 2:** Shall mean the rating for:

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

**Achievement Level 3:** Shall mean the rating for:

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

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

**ISAT:** means the Illinois Standards Achievement Test.

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

**PSAE:** means the Prairie State Achievement Examination.

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

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

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

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

**Membership Days:** Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8<sup>th</sup> and 12<sup>th</sup> 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. PS&A Science Score– 2 possible points**

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point
- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PS&A 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 <sup>th</sup> district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50 <sup>th</sup> district-wide percentile, but below the 85 <sup>th</sup> district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15 <sup>th</sup> district-wide percentile, but below the 50 <sup>th</sup> district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15 <sup>th</sup> 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 <sup>th</sup> district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50 <sup>th</sup> district-wide percentile, but below the 85 <sup>th</sup> district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15 <sup>th</sup> district-wide percentile, but below the 50 <sup>th</sup> district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15 <sup>th</sup> 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.

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<b>Amends/Rescinds:</b>	Adopted 10-0728-PO4 (2011-2012 School Year)
<b>Cross References:</b>	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
<b>Legal References:</b>	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.

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**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 30<sup>1</sup>.

*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.

<sup>1</sup> 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)<sup>2</sup>.

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

Total # of Classrooms Within Main Facility	# of Allotted Homeroom Classrooms <sup>1</sup>	# of Allotted Ancillary Classrooms <sup>2</sup>	Enrollment Efficiency Range			Maximum Facility Capacity Aka Design Capacity <sup>4</sup>
			-20% of Ideal	Ideal Program Enrollment <sup>3</sup>	+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

<sup>1</sup> equal to 76.9% of Total # of Classrooms Within Main Facility

<sup>2</sup> equal to Total # of Classrooms Within Main Facility less # of Allotted Homeroom Classrooms

<sup>3</sup> equal to # of Allotted Homeroom Classrooms X 30

<sup>4</sup> 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)<sup>3</sup>.

<sup>3</sup> 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 <sup>1</sup>
	-20% of Ideal	Ideal Program Enrollment <sup>2</sup>	+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

<sup>1</sup> equal to Total # of Classrooms Within Main Facility X 30

<sup>2</sup> 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**

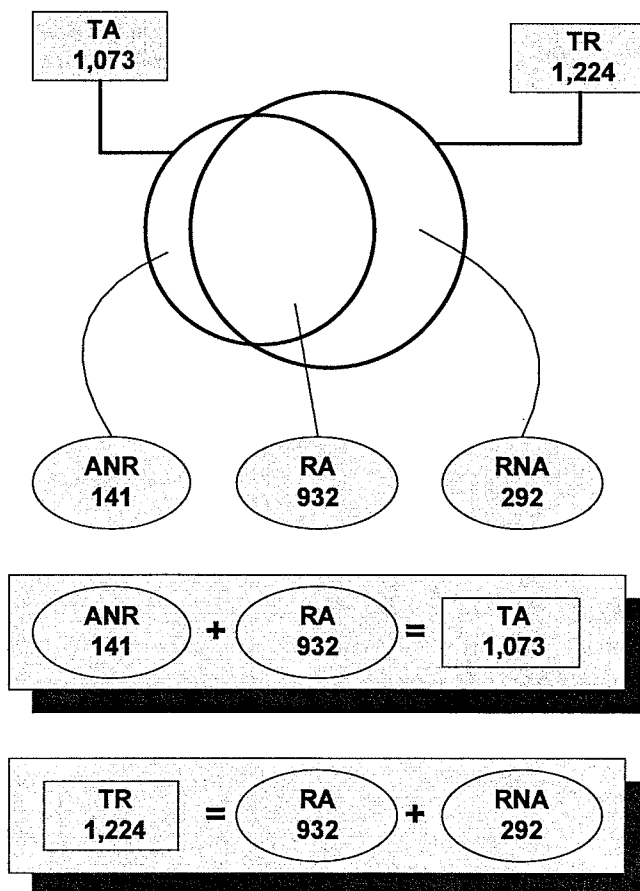
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20<sup>th</sup> Day enrollment data is available and before December 31<sup>st</sup> of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public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

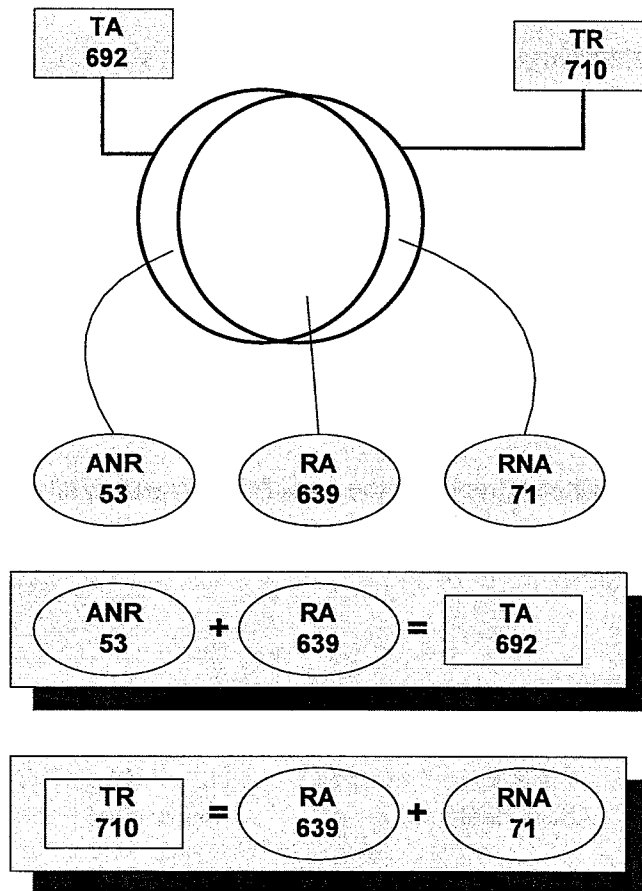
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

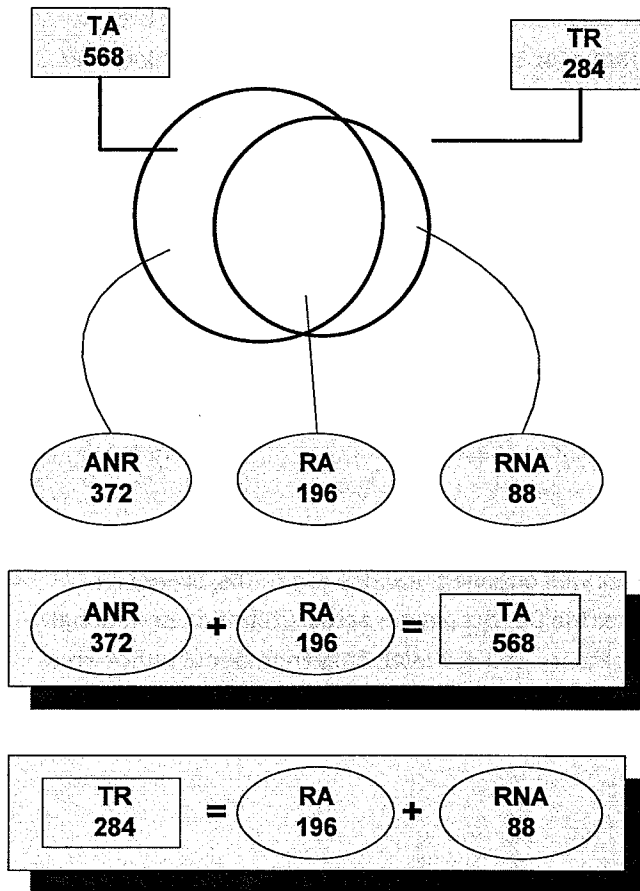
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

Design <u>Capacity</u>	Ideal <u>Enrollment</u>	Efficiency <u>Range</u>	Total <u>Enrollment</u>	Actual <u>Utilization</u>	In-Area <u>Enrollment</u>	Notional <u>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).

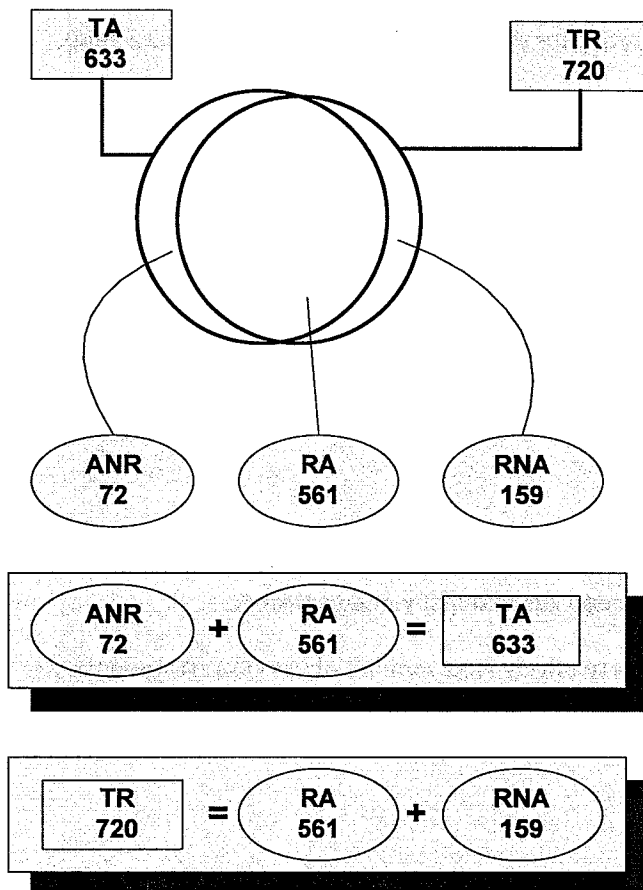
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<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).

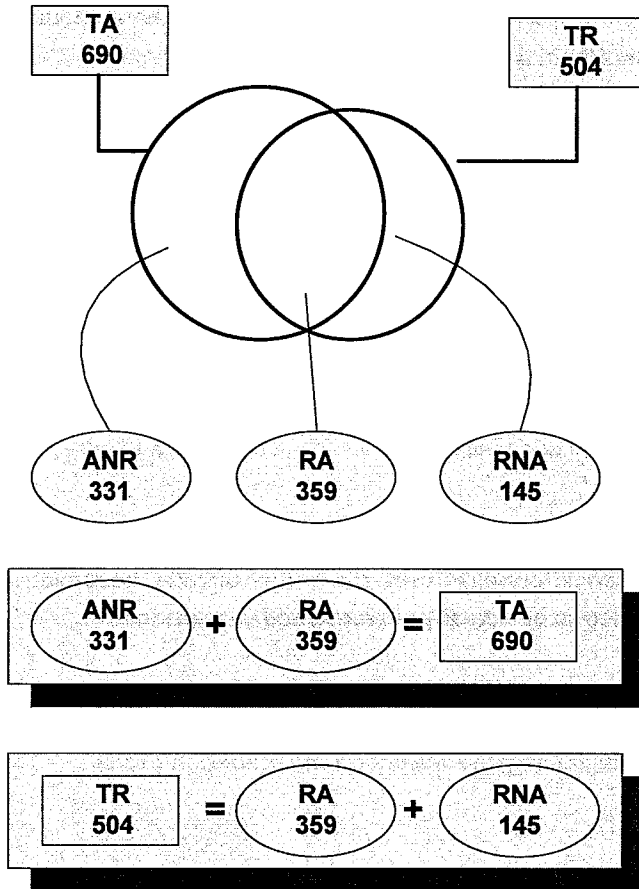
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<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).

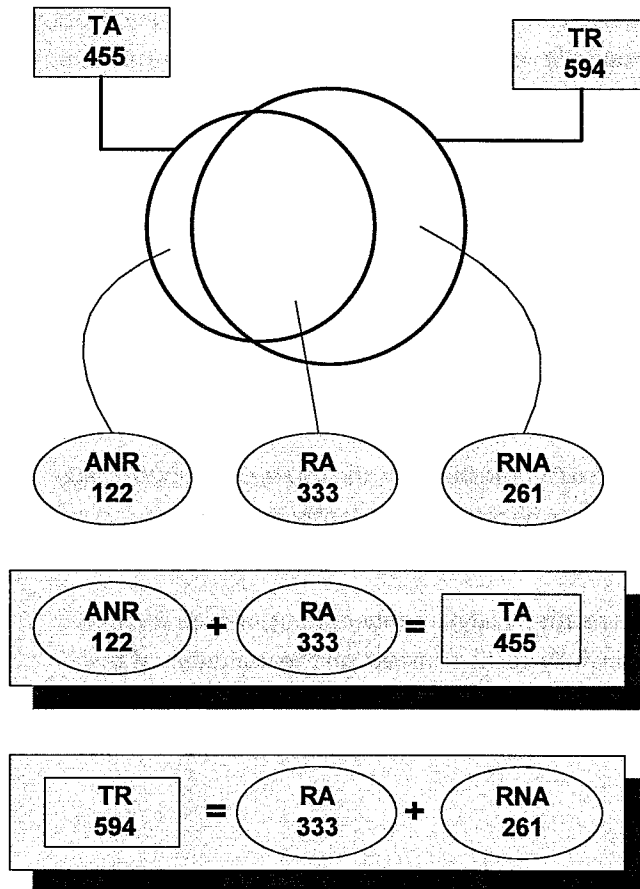
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<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 ACTIONS<sup>1</sup>**

## **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 20<sup>th</sup> 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**

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<sup>1</sup> 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 and Relocation of Emmet  
Elementary to DePriest Elementary School and  
Duke Ellington Elementary School  
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter held on April 10, 2013,  
at Austin High School, 231 North Pine Avenue,  
Chicago, Illinois, commencing at 7:31 p.m.

CPS STAFF MEMBERS PRESENT:

MR. ADAM ANDERSON

MR. PHILLIP HAMPTON

ALSO PRESENT:

MS. BARBARA WEST, Commander, 15th  
District, Chicago Police Department

MS. CHANDRA JAMES, Chief of Schools  
Austin-North Lawndale Network

Reported by: Tracy Jones, CSR, RPR, CLR

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SPEAKERS

\*Bonita Robinson

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\* - Hard copy materials submitted.

1 (Whereupon, the following  
2 proceedings commenced at  
3 7:31 o'clock p.m.)

4 MR. ANDERSON: Good evening, everybody.

5 I would like to welcome everybody and  
6 thank everybody for being here. I'm going to  
7 open up the community meeting to discuss the  
8 proposal to close Emmet Elementary School with  
9 the students to be welcomed at DePriest and  
10 Ellington.

11 My name is Adam Anderson. I'm the  
12 Officer of Portfolio Planning and Strategy for  
13 the Chicago Public Schools. I'm here on behalf  
14 of CEO Barbara Byrd-Bennett and the Board of  
15 Education to help lead the meeting tonight and  
16 listen to those members of the community that  
17 wish to speak.

18 That is the main purpose of tonight's  
19 meeting is to enable students, parents,  
20 teachers, school leaders, and community members  
21 to share their thoughts.

22 And I want to also introduce a few  
23 other people in the audience. Up at the table  
24 with me is our Chief Officer of Family and

1 Community Engagement, Phillip Hampton. We have  
2 Commander West from the Chicago Police  
3 Department, one of our partners in this effort.  
4 And I would also like to acknowledge Ms. James,  
5 our Network Chief for the Austin-North Lawndale  
6 Network.

7 Before I get into a quick overview of  
8 the materials that everybody should have  
9 received when they walked in, I do want to  
10 reiterate that the purpose of tonight is to hear  
11 from the community, and I want to identify a few  
12 few additional people in the audience or up by  
13 the stage with us that will help ensure that  
14 happens.

15 Myself and Mr. Hampton and Commander  
16 West are here to listen. In addition, we do  
17 have a court reporter capturing every comment  
18 that is made verbatim to help prepare a written  
19 testimony that will be provided to the CEO as  
20 well as the Board office. We do have a note  
21 taker in addition to that court reporter here  
22 directly on behalf of CEO Byrd-Bennett to  
23 capture a summary of every speaker to be  
24 provided in addition to the transcript.

1                   We do have a Spanish language  
2   interpreter should anybody need it as well.

3           THE INTERPRETER: (Spanish language.)

4           MR. HAMPTON: And so we do want to emphasize  
5   that we really are focused on capturing the  
6   thoughts of everybody in attendance tonight  
7   through multiple avenues.

8                   I do want to, before handing the  
9   microphone over to Mr. Hampton to lead and  
10   facilitate the conversation, I do want to  
11   quickly walk through the handout that everybody  
12   should have received. I will not go through it  
13   in too much detail. I just want to make sure  
14   that everybody is aware of the information that  
15   is included in this handout.

16                   The first page shows an overview of the  
17   map of the area in the middle of the page. And  
18   to the left and right of that map is some  
19   additional information on the demographics  
20   around why we are proposing this action as well  
21   as benefits that the students will receive in  
22   their welcoming school if the action is to be  
23   approved.

24                   Two benefits to call out, both DePriest



1 and Ellington, the two proposed welcoming  
2 schools, are also proposed to be established as  
3 IB schools with an IB program as well as this.

4 At the bottom of this page, you'll see  
5 some text at the bottom. In the bold text are  
6 two resources for parents and students and  
7 community members to contact with additional  
8 questions after tonight. 311, City Services, is  
9 one route to get information, and cps.edu,  
10 backlash, Quality Schools. So any questions  
11 coming out of this meeting, those are two good  
12 resources to get more information.

13 On the backside of that handout is an  
14 additional overview in the orange box of the  
15 proposed action. I do want to call out that  
16 this also discusses, given that are multiple  
17 welcoming schools, the approach to determine  
18 which of those schools Emmet students would go  
19 to as well as a phone number and e-mail address  
20 for students and families to contact to get the  
21 information specific to their student.

22 There's also below the box a number of  
23 considerations in response to some common  
24 questions that we have heard including some more

1 thoughts around safety and security and  
2 potential impact on teachers and staff at the  
3 school.

4 So this is an overview of some things  
5 that we have heard frequently from the  
6 community.

7 On the front of the next page, there is  
8 a page that outlines the investments and  
9 supports that every student involved in a  
10 proposal would receive in the welcoming school.  
11 This has more information about the customized  
12 safety plan, information about technology  
13 upgrades, and other supports that all students  
14 will receive.

15 In the dotted box is another set of  
16 resources for parents and students. It is the  
17 contact information for support offices at  
18 Central Office for any questions parents and  
19 students have regarding special populations. So  
20 it's another resource for families.

21 The final page on the back is the  
22 proposed boundaries. If this action were to be  
23 approved, given that there is an additional  
24 action that we just discussed involving Key

1 Elementary, there are additional schools on this  
2 map because we didn't want to show the whole  
3 picture of what this community -- how the  
4 boundaries would result if both actions were to  
5 go through. So there's an overview of that as  
6 well to help provide some information about how  
7 boundaries would look.

8           Again, as I've stated throughout this  
9 conversation, these are proposals. Tonight's  
10 conversation is a continuation of conversations  
11 we've been having with communities, and we  
12 really are here to hear more from the community.  
13 Tonight is the first meeting of three that is  
14 specific only to this proposal. So we will be  
15 back here in the same building next Monday  
16 night, April 15th, at the same time, at  
17 7:30 p.m. This is for anybody who speaks  
18 tonight who has additional thoughts as well as  
19 anybody who couldn't make it tonight. So it  
20 would be the second community meeting.

21           And next Wednesday, April 17th, from  
22 8:00 to 10:00 p.m., we will have our formal  
23 public hearing at the District Office at  
24 125 South Clark. That will be with an

1 independent hearing officer, and we of course  
2 welcome and encourage the community to attend to  
3 hear the full testimony of Chicago Public  
4 Schools as well as have an opportunity to share  
5 your thoughts.

6 So tonight is that continuation of a  
7 conversation. We are still just in the proposal  
8 phase, and there are two more meetings regarding  
9 this specific proposal to have an opportunity to  
10 speak.

11 With that, I would like to thank  
12 everybody for coming. Once again, I'm going to  
13 hand it over to Mr. Hampton to lead the public  
14 comment portion of the evening.

15 Thank you.

16 MR. HAMPTON: Thank you, Adam.

17 Good evening, everyone. We will, as  
18 part of public comment, our process is that we  
19 will allow each speaker two minutes to make  
20 comments. We have a timekeeper that is  
21 positioned here to give you a notification when  
22 your time is expiring. But considering the  
23 crowd that we have, I'm sure that we will, if  
24 you go a little beyond two minutes, we will

1 accommodate you. But as a part of our process,  
2 we want to make sure in the event that the room  
3 does become filled, the process is that we will  
4 allow each speaker two minutes.

5 Also, before we take our first speaker,  
6 I want to encourage those who are in the  
7 audience who heard the presentation by  
8 Mr. Anderson to, on your way out at the  
9 conclusion of this meeting, if in fact we do not  
10 have a full room, please help yourselves to  
11 copies of the presentation, the forms that are  
12 being provided. We want to ensure that we get  
13 those out the best way that we can. The  
14 information of course is provided at each school  
15 and will continue to be provided at schools, but  
16 we know that you have neighbors and others that  
17 are -- community members that you know attend  
18 these schools, and we want to try to provide  
19 this information to them in each avenue, each  
20 way that we can. So we appreciate your support.

21 Our first speaker is Ms. Bonita  
22 Robinson. We invite you to come to the  
23 microphone.

24 MS. ROBINSON: Good evening. My name is

1 Bonita Robinson. As a teacher who taught during  
2 the dramatic national narrowing of the  
3 achievement gap between black and white students  
4 in the 20 years preceding the current era of  
5 urban school reform, I find it extremely  
6 troublesome that neither CEO Bennett, Mayor  
7 Emanuel, nor one single School Board member has  
8 acknowledged the elephant in the room, which is  
9 that the past 20 CPS reform years are defined by  
10 a devastating widening of the achievement gap  
11 between black and white students in Chicago as  
12 indicated in a study by the University of  
13 Chicago and was on the headline of the Sun-Times  
14 at the beginning of last school year stating no  
15 real progress in grade school reading in 20  
16 years.

17 Harming black students by reversing the  
18 trajectory of their academic growth for two  
19 decades is regressive, smacks of institutional  
20 racism, and should be considered a deal-breaker  
21 to lawmakers who granted mayoral control to CPS  
22 which is behind most of this failed reform.

23 The fact that the black children in the  
24 neighborhood schools that CPS has targeted for

1 closure over the years have also been the same  
2 children who have been most adversely affected  
3 as indicated by the widening of the gap. The  
4 destabilization of their communities and the  
5 loss of their teachers who before reform had  
6 helped to place them on a course of sure  
7 academic success. This is a wake-up call to the  
8 average taxpayer that our tax money has financed  
9 a racially discriminatory experiment that might  
10 justifiably be referred to as the Tuskegee  
11 experiment of the 21st Century.

12           The mayor and CPS have not been good  
13 stewards of our tax dollars nor of the public  
14 trust and have not earned the right to continue  
15 to close schools. Why should citizens give  
16 their approval to continue a failed reform  
17 experiment that has targeted and exacted harm  
18 upon Chicago's African-American children for the  
19 last two decades of, quote, reform.

20           It has been said if you find yourself  
21 in a hole, the first thing to do is stop  
22 digging. It is time to stop digging the racist  
23 hole that has hurt brilliant children and has  
24 attempted to wrap their destiny up in

1 well-crafted false narratives of failure and  
2 underutilization. We must return to the closing  
3 of the gap, a closing which was sabotaged in the  
4 name of reform. Close the gap, not the schools.

5           And I do want to say that as a teacher  
6 who taught 20 years before reform, I actually  
7 saw what happened under the war on poverty. We  
8 had the resources, and the gap was closing.  
9 When reform started, the resources started  
10 moving out to the charter movement, and now we  
11 say the schools are failing, the children are  
12 underperforming and underutilized. Well, if you  
13 move the resources, you're going to move  
14 children, and you will underutilized buildings.  
15 So the schools have been sabotaged; they're not  
16 failing nor underutilized.

17           So I really would like the Board to  
18 really talk about that elephant in the room.  
19 Who was in charge of these schools all this  
20 time? I saw the resources disappear. At my  
21 school, I saw science lab, computer lab; I saw  
22 yearly week-away camp trips disappear, cultural  
23 events almost weekly or at least bimonthly trips  
24 disappear, music programs, student council, all



1 those things I can look on the Internet now and  
2 see that the charter school have all of that.  
3 The funds have gone.

4 We have sabotaged these children, and  
5 we have to stop it now.

6 The other thing I just wanted to say is  
7 that people -- the community in general is  
8 disgusted with what is called community  
9 engagement. There is a science. Social  
10 scientists do study and analyze community  
11 engagement. One of my colleagues who I'm so  
12 proud of had her 4th graders read The  
13 Mis-education of the Negro, and they did a  
14 research project and came up with Sherry  
15 Arnstein -- many people who know about the war  
16 on poverty know that she was a social scientist  
17 during those years in the war on poverty -- her  
18 ladder of community engagement.

19 And CPS, it has three levels. Just  
20 like everyone wants to be a Level 1 school, the  
21 community wants to be at Level 1 engagement.  
22 All the engagement -- I'm not sayings you -- but  
23 the Board in general who is not in education may  
24 be fooled by this. But the people who really

1 want you to know about their children, they're  
2 not fooled by low level engagement. Low level  
3 engagement on Sherry Arnstein's ladder is  
4 manipulation therapy and informing. That's  
5 basically what's going on. We have a little bit  
6 moved up to level 2, tokenism, where there's  
7 placation, consultation, and informing.

8 Parents know where they are here. They  
9 want to be a 1, which is called citizen power.  
10 And those three categories are citizen control,  
11 delegated power, and partnership. That means  
12 the question would have been different. It  
13 wouldn't have been come out to all these  
14 hearings and tell us which one of these you want  
15 to pick or give us a reason why we shouldn't  
16 close your school. It would be what many of the  
17 other areas I just went to vote yesterday for my  
18 school board. But many of the areas that have  
19 elected school boards would not ever settle for  
20 being at level 1 or 2. You want to be at the  
21 level where you're in citizen control, at least  
22 delegated power or partnership.

23 So the question would have been  
24 families, teachers, community, what should we do

1 to solve this problem? And the question has  
2 never been that. The answer was already given,  
3 and I want you to know that people are aware of  
4 this, and it's really insulting to hear people  
5 say over and over again, we had community  
6 engagement. That is an insult, and it bothers  
7 me that I see all over this state people who  
8 are -- and usually I hate to say it again --  
9 they're not usually people people of color who  
10 are given that opportunity or don't live in an  
11 area where they can engage on level 1. But  
12 please tell the Board not to keep insulting the  
13 intelligence of the parents and communities.  
14 This is level 1 and level 2 community  
15 engagement, and they deserve better.

16 Our children deserve for the gap to be  
17 closed.

18 Last thing I want to say is Linda  
19 Darling-Hammond, who's done the most work on  
20 what we could do if we continued to close the  
21 gap, she'll be in town by the end of this month,  
22 and I hope to go and see her. But she had said  
23 if we had stayed on that course which I was part  
24 of during my first 20 years of teaching when we

1     were narrowing the gap, she said if we through  
2     all of her research, if we had stayed on course  
3     with the war on poverty and making sure our  
4     children had the resources instead of  
5     channelling them to charters, we would have  
6     closed the gap by the year 2000. And she has  
7     studied all over the world.

8             The other thing that she has studied  
9     when those international tests come out, and  
10    everybody says, Why isn't the United States at  
11    the top? When you take out -- And we aren't.  
12    We have fallen down.

13            When you take out the children and  
14    analyze those scores and you take out the  
15    children of poverty, we move to the top or near  
16    the top. So what is that telling you? It's  
17    telling you that our country is not addressing  
18    poverty. It's not that the children aren't  
19    being taught well. And other nations around  
20    this world, some -- some better than others --  
21    are addressing that issue and making sure that  
22    their children come and are not ignored if they  
23    don't have that poverty -- if they have that  
24    poverty level.

1           So please think of our children. It  
2   has hurt me as a teacher to see the 20 years  
3   where I could be with my children and give them  
4   me, and then the 20 years of this so-called  
5   reform where testing and everything other than  
6   education has taken up the time. The last year I  
7   taught I had to give -- scheduled for 32 new  
8   tests for all the subjects. But for my subject  
9   eight new tests, of which we gave six or seven.  
10   They took up two days to give because one was  
11   multiple choice; one was where you had to read  
12   and write out. For me, who only got to see my  
13   children for one hour a day, which was less than  
14   it should have been and I could do nothing about  
15   it, if I would have given six of those tests,  
16   that's two days each, that's 12 additional days  
17   of testing -- because I only see them for an  
18   hour -- in addition to the ISAT, AMTRON, and  
19   other things. What kind of education and what  
20   kind of message am I giving to my students?

21           And it's worse for children who are  
22   younger. The primary children, especially in  
23   black neighborhoods where it's not optional to  
24   give certain tests -- and I'm about to stop; I

1 know my time is way gone -- but those teachers  
2 have to give those tests to those children  
3 one-on-one. Can you imagine 25 children in a  
4 room, primary room, and I've got to call this  
5 child up over and over throughout the year so  
6 the 24 hours do not have me? That's what I  
7 loved my first 20 years of teaching, and I  
8 wasn't even in the primary. One-on-one. Giving  
9 of myself instead of parsing out little bits.

10 But can you imagine going from  
11 kindergarten, first, second, and third not  
12 getting your teacher's attention while she's  
13 testing one person at a time? That leads to  
14 antisocial behavior for all those years. And  
15 most of all, it tells the child to think that  
16 they have nowhere to go because they're not  
17 getting their teacher's attention. It is a  
18 crime. And something has to happen because  
19 we're losing our children.

20 So please give my -- I will give a  
21 handout, but please give the words to the Board  
22 of a person who has been in the classroom for  
23 before reform and during reform. And I'm  
24 telling you, I agree with Linda Darling-Hammond.

1 We could have closed that gap. And national  
2 statistics from the NAEP, National Assessment of  
3 Educational Progress, all is out there for you  
4 to read, bears out that we were closing the gap,  
5 but now it has widened. Chicago should be  
6 ashamed.

7 CPS and Mayor Emanuel have not earned  
8 the right or the responsible -- not the  
9 responsibility -- but the right or the trust to  
10 close schools and continue reform in this way.

11 Thank you for giving me extra time.

12 MR. HAMPTON: Thank you, Ms. Robinson. If  
13 you have documents you wish to turn in, you can  
14 leave them with the gentleman.

15 So if they are others that would like  
16 to speak that the gentleman, Mr. Lionel, has a  
17 clipboard, and he has one in his hand. And you  
18 can raise your hand, and we would just like for  
19 you to sign in and be allowed to -- we encourage  
20 you to make comment.

21 Are there others?

22 (No response.)

23 MR. HAMPTON: Ladies and gentlemen, I just  
24 want to let you know that our registration for

1 speaking will remain open until 8:30. So if  
2 anyone changes their mind, please make sure you  
3 see Mr. Lionel, and registration for taking  
4 comments will be open until 8:30.

5 Thank you.

6 (Whereupon, a short break was  
7 taken.)

8 MR. HAMPTON: Ladies and gentlemen, we want  
9 to give those in the audience a last opportunity  
10 to sign up and speak if they so desire. As was  
11 sent out in the information and the letters, our  
12 registration period will close at 8:30.

13 So is there anyone else who would like  
14 to sign up to speak?

15 (No response.)

16 (Whereupon, a short break was  
17 taken.)

18 MR. HAMPTON: Registration now has ended, so  
19 we thank you for -- If there's no one else who  
20 intends to speak, and because our registration  
21 time has closed, if there's no one else, we will  
22 officially close the meeting.

23 Anyone else?

24 (No response.)



1           MR. HAMPTON: Last requests. Anyone else?

2                   Again we want to remind you that our  
3 next meeting, community meeting, will be back  
4 here on Monday at the same time and for the  
5 final public hearing Wednesday April 17th, 8:00  
6 to 10:00 p.m., 125 South Clark. That is the  
7 public hearing. So you still have two  
8 opportunities to come out and share with us  
9 relative to the proposal for Emmet, DePriest,  
10 and Ellington Elementary.

11                   Again we want to thank you for coming  
12 out; we thank you for your patience. If there's  
13 no one else, we will officially close the  
14 meeting.

15                   Be safe and have a nice evening.

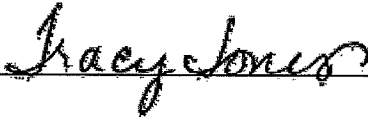
16                               (Whereupon, the Public Hearing  
17                               adjourned at 8:32 o'clock p.m.)

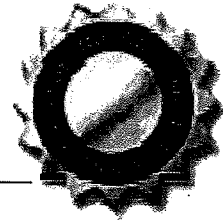
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1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
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5 I, TRACY JONES, being first duly sworn,  
6 on oath says that she is a court reporter doing  
7 business in the City of Chicago; and that she  
8 reported in shorthand the proceedings of said  
9 Public Hearing, and that the foregoing is a true  
10 and correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said Public Hearing.

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TRACY JONES, CSR, RPR, CLR  
LIC. NO. 084-004553



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**Community Meeting for the Proposal to Close Robert Emmet Elementary School**

April 10, 2013; 7:30-9:30p.m.

Location: Austin High School, 231 N. Pine Avenue

**CPS Facilitators:**

Adam Anderson, Strategy and Planning Officer

Phil Hampton, Chief Officer of Family and Community Engagement

**Also in Attendance:**

Chandra James, Chief, Austin-North Lawndale Network

Barbara West, Commander – Chicago Police Department

**CPS Presentation**

Mr. Anderson introduced himself and explained the purpose of the meeting, to listen to the community. He introduced Mr. Hampton, Ms. James, and Cmdr West. He acknowledged the court reporter, the note taker, and the Spanish language translator. Mr. Anderson explained what information was contained on the handouts distributed to the audience. He announced the dates, times, and location of the next meetings. He then transitioned to Mr. Hampton.

Mr. Hampton explained the logistics of registering to speak and the time limit. Due to the lack of registered speakers he said the time limit could be extended if necessary. He then opened the floor to public comment.

**Brief Summary**

The purpose of the meeting was to receive public comments on the proposal to close Robert Emmet Elementary School and welcome students at Edward K Ellington Elementary School and Oscar DePriest Elementary School, in accordance with 105 ILCS 5/34-230. There was only one registered speaker. The speaker comments focused on a variety of topics including the following:

- The speaker's comments revolved around the lack of community engagement, mayoral control, and education reform.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure and Relocation of  
Robert Emmet Elementary School to DePriest  
Elementary School and Duke Ellington Elementary  
School  
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter held on April 15,  
2013, at Austin High School, 231 North Pine  
Avenue, Chicago, Illinois, commencing at 7:34 a.m.

CPS STAFF MEMBERS PRESENT:

MR. ADAM ANDERSON

ALSO PRESENT:

MS. BARBARA WEST, Commander, 15th  
District, Chicago Police Department

MS. CHANDRA JAMES, Chief of Schools  
Austin-North Lawndale Network

Reported by: Tracy Jones, CSR, RPR, CLR

License No.: 084-004553



1 SPEAKERS

2 \*Bonita Robinson 12

3 Ackishia Williams 16

4 Lettrice Jamison 19

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11 \* - Hard copy materials submitted.

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1 (Whereupon, the following  
2 proceedings commenced at  
3 7:34 o'clock p.m.)

4 MR. ANDERSON: Good evening, everybody.

5 I'd like to first and foremost welcome  
6 everybody that's here in attendance tonight. My  
7 name is Adam Anderson. I'm the Officer of  
8 Planning and Strategy for Chicago Public  
9 Schools, and I am here on behalf of CEO  
10 Byrd-Bennett and the Chicago Board of Education.  
11 I will be leading this community meeting.

12 And before we get into public comment,  
13 I just want to share a few comments about the  
14 purpose of the meeting, an overview of the  
15 proposal, and then discuss the public comment  
16 process.

17 Tonight is intended to be a  
18 continuation of a conversation. This is the  
19 second of two community meetings to discuss the  
20 proposal to close Emmet Elementary School with  
21 the students to be welcomed at DePriest and  
22 Ellington.

23 The purpose of tonight is the same as  
24 the first meeting. We want to hear from

1 parents, students, teachers, staff, and  
2 interested community members about this  
3 proposal, both individuals who were unable to  
4 attend the first meeting as well as those that  
5 did attend and have additional thoughts to  
6 share.

7           This is not the final meeting for this  
8 proposal. I do want to share the information  
9 regarding the public hearing. The public  
10 hearing is held at 125 South Clark. It will be  
11 moderated by an independent hearing officer, and  
12 the date and time of that meeting is April 17th,  
13 next Wednesday, from 8:00 to 10:00 p.m.

14           Again, those public hearings are open  
15 to the public, and there will be a public  
16 comment period there as well. So we encourage  
17 everybody to attend and add their comments to  
18 the public hearing record as well.

19           I am joined by a couple of individuals  
20 I would like introduce. First, Commander West  
21 from Chicago Police Department, one of our  
22 partners in this effort, as well as Ms. James,  
23 the Network Chief for the Austin-North Lawndale  
24 Network. And I would also like to acknowledge

1 any teachers or students from any of the schools  
2 that are here tonight. Thank you all for  
3 coming.

4 Again, the purpose of tonight is to  
5 listen to comments that are made by the public.  
6 I of course am here to listen on behalf of CEO  
7 Byrd-Bennett and the Board of Education. We  
8 also have some additional supports here to make  
9 sure that the comments made tonight are heard.

10 To my left down at the bottom of the  
11 stage we have a court reporter. The court  
12 reporter will be capturing every comment that is  
13 made verbatim. To her left is a note taker who  
14 in addition to the transcript will be preparing  
15 a speaker-by-speaker summary that will be also  
16 communicated to CEO Byrd-Bennett. All of these  
17 documents will go to the CEO and to the Board  
18 office.

19 We also have a sign language  
20 interpreter should anyone need that service, and  
21 a Spanish interpreter if anybody needs that  
22 service as well.

23 We'll ask her to quickly ask if there's  
24 anybody who needs that service.

1 THE INTERPRETER: (Spanish language.)

2 I'm just here to translate.

3 MR. ANDERSON: Thank you.

4 Before I give a very brief overview of  
5 the handout, which is the same materials that  
6 were provided at the first community meeting, I  
7 do want to add a few comments for this round of  
8 meetings that we did not discuss in the first  
9 round.

10 First, responses to questions that have  
11 been asked at this meeting and meetings across  
12 the city will begin to be posted on our website  
13 cps.edu, backlash, Quality Schools, before  
14 public hearings start tomorrow.

15 So we do want to encourage individuals  
16 to visit that website to begin to see responses  
17 from these meetings.

18 We did in the second round of meetings  
19 also want to talk a little bit more about safety  
20 and security. That was a common question and  
21 concern at meetings across the city; so at the  
22 second meeting, we wanted to provide some  
23 additional information.

24 First, for every proposal, the

1 welcoming school would receive Safe Passage  
2 supports to ensure that the students can get to  
3 the welcoming school safely. We currently are  
4 looking at possible routes in partnership with  
5 the Chicago Police Department but wanted to  
6 emphasize that nothing will be finalized without  
7 input from parents and schools, so there will be  
8 opportunities to have those conversations before  
9 routes are finalized.

10           Second, all welcoming schools would  
11 receive additional safety services and  
12 equipment. The security guard from the school  
13 proposed for closure would follow the students  
14 to the welcoming school to help support that  
15 transition, and every welcoming school will  
16 receive equipment upgrades which may include  
17 alarms, screening equipment, et cetera. So  
18 there will be investments in the welcoming  
19 schools both in terms of safety supports and  
20 equipment.

21           There will be ongoing public forums  
22 with students and parents, again, not only to  
23 discuss Safe Passage but also to discuss the  
24 specific safety plan for each school to ensure

1     that what's being put into place is appropriate  
2     for that school community.

3             And finally, we are also working in  
4     partnership with the Department of Buildings,  
5     the Department of Transportation, Streets and  
6     Sanitation, to ensure that other considerations  
7     of routes between the schools, such as vacated  
8     buildings, are being taken into consideration to  
9     make sure that students' walk to school is safe.

10            So we did want to provide some  
11     additional specifics around safety given the  
12     questions and concerns that were brought up in  
13     the first round of meetings. And again, more  
14     information can be found online.

15            Before I move to public comment, I do  
16     want to quickly walk through the handout that  
17     was provided. Again, this is the same handout  
18     that was distributed at the first community  
19     meeting. And for those that were not in  
20     attendance, I do want to just quickly walk  
21     through what's in here.

22            The first page in the middle, there's a  
23     map that shows the schools that are involved in  
24     this proposal, and on either side some of

1 information on demographics around why we were  
2 proposing that closure as well as some  
3 information on what the welcoming school would  
4 offer if this proposal goes through, which in  
5 this case includes an IB program in both  
6 welcoming schools, DePriest as well as  
7 Ellington.

8           Also at the bottom of the page, please  
9 note the bold text. Those are resources for  
10 parents, students, community, teachers, staff,  
11 to use to get more information on this process,  
12 both 311 as well as cps.edu, backslash, Quality  
13 Schools.

14           On the back of that first page in the  
15 orange box is some additional information  
16 regarding how students may be affected by this  
17 action. For this proposal, I want to call  
18 attention to the fact that due to there being  
19 multiple welcoming schools, students will be  
20 assigned based on geography. And you can reach  
21 out to our Office of Access and Enrollment to  
22 find out your student's or child's current  
23 assignment.

24           Below that, there are some additional



1 frequently asked questions including enrollment  
2 options and how to go through the enrollment  
3 process if you would like to pursue a different  
4 option, and again some more information on  
5 safety and security and potential impact on  
6 teachers and staff if this proposal is approved.

7           The second page, the front calls out a  
8 number of investments that all welcoming schools  
9 would receive across the city, a number of  
10 considerations in here. And then in the dotted  
11 box at the bottom of the page is contact  
12 information for support offices at Central  
13 Office if you have any specific questions about  
14 certain student populations. So in addition to  
15 311 and cps.edu, backslash, Quality Schools,  
16 please reach out to these offices with any  
17 specific questions.

18           Finally, in the back of the handout is  
19 an overview of the proposed boundaries that  
20 would be drawn if this proposal were to be  
21 approved, again, for your review and for any  
22 input that anybody would like to give tonight.

23           I would like to close by emphasizing  
24 that those boundaries, just like this particular

1 proposal, are just that, they are proposals at  
2 this point in time. These community meetings as  
3 well as the public hearing will help inform the  
4 CEO as well as the Board of Education's final  
5 decision, which won't be made until the May  
6 Board meeting. And then on April 17th, next  
7 Wednesday, from 8:00 p.m. to 10:00 p.m. at  
8 125 South Clark is the public hearing for this  
9 proposal.

10 With that, we're going to move to the  
11 public comment portion of the meeting, which is  
12 the main purpose for this meeting. I do want to  
13 invite anybody who would like to speak, I  
14 believe we have three speakers so far, please  
15 sign in if you would like to speak. We do want  
16 to make sure we have a record of who spoke and  
17 ask that if you want to speak, please do sign  
18 in.

19 We will in general have a two-minute  
20 limit per speaker. Given the number of  
21 sign-ups, we will be a little flexible on that  
22 but want to be prepared if we do get a large  
23 number of people show up. We do want to hear  
24 from as many people as possible; so as the need

1 presents itself, we will make sure that we stick  
2 to that two-minute time frame.

3 There is a timekeeper seated in front  
4 of me who will be holding up signs with that  
5 time.

6 So with that, I'm going to move to the  
7 public comment period. Again, there is a court  
8 reporter. The court reporter can only follow  
9 one speaker at a time, so please respect the  
10 speakers who are speaking so we can capture  
11 their remarks.

12 And with that we'll move to the first  
13 speaker, Bonita Robinson.

14 MS. ROBINSON: My name is Bonita Robinson,  
15 and I have an article that I'm forwarding to the  
16 Board and also a poem. I want to go on record  
17 again saying there should be no school closings  
18 including Key, Emmet, or any other school.

19 The article from Linda Darling-Hammond,  
20 who was one of the premier researchers regarding  
21 equity in education, basically she's saying here  
22 that the achievement gap from '71 to '88 closed  
23 very quickly and dramatically, more than  
24 three-quarters during a short period of time.

1 She said there were investments in urban schools  
2 at that time and teachers and teacher training,  
3 in teacher distribution, and all these things  
4 made a difference. She said had we continued  
5 with those policies, we would have had no racial  
6 achievement gap by the year 2000. Again, these  
7 20 years of reform have been devastating for  
8 black children.

9 The poem, the whole article is here.  
10 The book she has written, The Flat World of  
11 Education, I gave each Board member a copy.  
12 Either they didn't read it, or they don't  
13 understand it or whatever. Because they're  
14 going against everything this premier researcher  
15 has said.

16 I would like to recommend them to go  
17 see her. She will be here in the city next  
18 week, the 25th through the 26th, with a  
19 conference.

20 The poem goes along with this. The  
21 title is, What Shall I Tell My Children Who Are  
22 Black, by Margaret Taylor Burroughs. Knowing  
23 that we could have closed that gap and knowing  
24 what I know as a teacher how brilliant our

1 children are, how we're, like, throwing them  
2 away. And abandoned buildings, I know you're  
3 just delivering the message, but that's an  
4 insult when I know how precious our children  
5 are.

6 But Margaret Taylor Burroughs, who was  
7 a teacher in the Chicago Public School system,  
8 and then she started the DuSable Museum. We  
9 just lost her not too long ago. She wrote this  
10 poem 50 years ago, 1963, and we're still saying  
11 the same thing.

12 What shall I tell my children who are  
13 black.

14 I'm only reading an excerpt, so when I  
15 finish it, I will just sit down.

16 What shall I tell my children who are  
17 black of what it means to be a captive in this  
18 dark skin? What shall I tell my dear ones,  
19 fruit of my womb, of how beautiful they are when  
20 everywhere they turn, they are faced with  
21 abhorrence of everything that is black. What  
22 can I do to give him strength that he may come  
23 through life's adversities as a whole human  
24 being unwarped and human in a world of biased

1 laws and inhuman practices, that he might  
2 survive? And survive he must. For who knows.  
3 Perhaps this black child here bears the genius  
4 to discover the cure for cancer or to chart the  
5 course for exploration of the universe.

6 So he must survive for the good of all  
7 humanity. He must, and he will survive.

8 I find I have much to say to my black  
9 children. I will lift up their heads in proud  
10 blackness with the story of their fathers and  
11 their father's fathers, and I will take them  
12 into a way-back time of kings and queens who  
13 ruled the Nile and measured the stars and  
14 discovered the laws of mathematics, upon whose  
15 backs have been built the wealth of two  
16 continents. I will tell him this and more, and  
17 his heritage shall be his weapon and his armor.

18 I will make him strong enough to win  
19 any battle he may face. And since this story is  
20 often obscured, I must sacrifice to find it for  
21 my children. So this I will do for them if I  
22 love them. I must find the truth of heritage  
23 and pass it on to them. In years to come, I  
24 believe because I have armed them with the

1 truth, my children and their children's children  
2 will venerate me, for it is the truth that will  
3 make us free. Our children will not be lost.  
4 We will help them to survive. Hopefully we can  
5 do it together in a very peaceful way. Thank  
6 you.

7 MR. ANDERSON: Thank you.

8 Now we'll bring up speaker 2, Ackishia  
9 Williams.

10 MS. WILLIAMS: Good evening. My name is  
11 Ackishia Williams. I am a teacher at Robert  
12 Emmet as well as a parent of a student at Robert  
13 Emmet. I have attended a number of these  
14 so-called community meetings listening to  
15 concerned groups beg, plead, yell, and explain  
16 why their schools deserve to remain open to the  
17 students in each community.

18 Emmet has not been very outspoken about  
19 the gains we make annually. Wednesday -- Emmet  
20 has not been very outspoken about the gains we  
21 make annually. We have not spent a lot of time  
22 complaining about the disinvestment in our  
23 school and students, nor have we given up the  
24 fight to save our school. We are here today not

1 to beg for our school but to let you know what  
2 we have been doing at Emmet. So today I am here  
3 to tell you that our overall composite score is  
4 in the 70th percentile, and in the exceeds  
5 category we scored in the double digits compared  
6 to the charter schools in our area for the last  
7 three years.

8 We are preparing our students to ask  
9 questions, be critical thinkers, and to voice  
10 their opinions.

11 We are here to question why the Board  
12 has arbitrarily changed the criteria of closing.

13 First, our achievement level changed  
14 from a 2 to a 3 based on the Scantron, a test  
15 which is no longer being used as a valid measure  
16 of student growth.

17 Next, we were considered for closing  
18 due to our utilization rate of 66 percent,  
19 although this rate is higher than schools that  
20 have been removed from the list. We consider  
21 our classrooms to be the right size for  
22 effective targeted instruction. The final  
23 insulting blow came when our building was found  
24 to be out of compliance with the Americans With



1 Disabilities Act, the upgrades which should have  
2 been considered capital improvements made to all  
3 CPS buildings by the Board of Ed, along with the  
4 air-conditioners that were installed only on the  
5 third floor and not in the classrooms that have  
6 30 plus children.

7 We think our students are being sent to  
8 other schools based on some plan that we have  
9 not been informed of, a plan that includes a  
10 brand new, freshly paved parking lot, a half a  
11 million dollars spent on the furnace and heating  
12 systems where we can simply now simply receive  
13 central air to now be thrown out of our school.

14 The powers that be have finally found a  
15 way to close our school that we can not argue  
16 against. We can point out that in our opinion,  
17 this is an example of the lack of concern for  
18 our students, the community, and the educational  
19 professionals that are making a living as  
20 employees of the Chicago Public School system.  
21 The same system that makes decisions that  
22 negatively impact learning then blame the  
23 teachers and paraprofessionals, students, and  
24 parents for declining test scores, attendance,

1 and graduation rates; the same system that  
2 doesn't really know what's even going on in our  
3 schools or the classrooms, or do they know but  
4 not care?

5 The question here still remains.  
6 Students are not to blame. Parents are not to  
7 blame. Teachers and paraprofessionals are not  
8 to blame. We are prepared to work together in a  
9 unified effort to save our school and to save  
10 all schools. Thank you.

11 MR. ANDERSON: Thank you.

12 Move onto our third speaker Lettrice  
13 Jamison. While the speaker is coming up, I did  
14 fail to mention that if you have any remarks or  
15 written materials, please leave them.

16 MS. JAMISON: Hello. My name is Lettrice  
17 Jamison. I am the LSC president of Robert Emmet  
18 School. I have four children at Emmet at the  
19 same time. I have one in 1st grade, I have one  
20 in 2nd, I have one in 5th, and I have one in  
21 6th. From 1st to 5th, my daughters, my kids, my  
22 children they have been on the honor roll since  
23 they been at Emmet. My son, he go up and down  
24 on his grades, but he do stand a chance to stay

1 at that school. My kids do know the teachers  
2 well. I know the teachers well. If I have a  
3 problem to discuss what's going on in the  
4 school, I can call them and explain to them. If  
5 I don't know something that they doing, I have  
6 an opportunity to have they help over the phone.

7 Okay. When my son first -- when he  
8 turned 3 years old, I tried to get my son in  
9 Duke Ellington. They told me when I stayed on  
10 Long and Fulton -- not Long and Fulton, it was  
11 Long and Lotus, they told us we was out the  
12 area. But now I'm being told my kids can go to  
13 that school, and I stay a farther way away. I  
14 stay at 5846 West Kortland now, and now you want  
15 to take my kids. I don't think so. That's not  
16 going to happen.

17 I don't have a problem with that  
18 school, but I have a problem you wouldn't accept  
19 them. And children, because everybody know us,  
20 and we know them now. And for ones, they asked  
21 us, in 2010, they had 71.2 percent. In 2011,  
22 they had 73.8. In 2012, they had 70.4. To be  
23 in the cities compared all together, they had  
24 11.9 percent, they had 13.2 percent, they had a

1 2.5 percent. Compared to Circle Rock, the  
2 charter school that they have on Central and  
3 Madison right now, they scores are 9.3 percent,  
4 they have 7.7 percent, and they have an  
5 8 percent. So what schools are better, the  
6 public schools or the charter schools? If the  
7 public schools were good for us, why they not  
8 good enough for our children now?

9           And I thank you, the teachers, for  
10 coming out and stepping up and coming to our  
11 meetings that we have. And I think y'all should  
12 take that into consideration. I come out and  
13 support everything that they doing right now. I  
14 so I think that y'all should take that into  
15 consideration. I think y'all should take this  
16 back to Byrd-Bennett, and let her come out here  
17 and speak to us. Let her tell us why they doing  
18 this to our kids.

19           I had a press conference in front of  
20 the mayor office. I was there. We was right in  
21 front of his door. They had us in the little  
22 thing where all the people can walk in. Like,  
23 they had the security guards standing at his  
24 office desk, and they told us we was not allowed

1 to go in there. If it's a public building, why  
2 we couldn't be allowed to come in there? He  
3 didn't come out and speak to us not once. He  
4 didn't even come out to peek to see who in front  
5 of his door. So that means he need to come out  
6 and let us know why they doing this to our  
7 public schools. They was good for us, they  
8 should be good for our children right now today.  
9 Thank you.

10 MR. ANDERSON: This concludes the speakers  
11 that have signed up to this point. We will  
12 leave the sign-in sheet open until at least  
13 8:30, one hour into the meeting. Please do sign  
14 up if you would like to speak. Again, we will  
15 keep the sign-in sheet open until at least 8:30.

16 Thank you.

17 MS. ROBINSON: Will the Board members be at  
18 the hearing on the 17th?

19 MR. ANDERSON: All I know is the Board  
20 members will be receiving the copies of the  
21 testimony and the hearing officer's report. I'm  
22 not aware if they will or will not be in any  
23 meetings.

24

1 (Whereupon, a short break was  
2 taken.)

3 MR. ANDERSON: We're going to do one final  
4 call for speakers. The sign-in sheet has been  
5 open for an hour into the meeting. So one final  
6 call, and if there are no speakers, we will  
7 close this meeting.

8 Seeing no additional speakers and  
9 seeing that the speaker list has been open over  
10 an hour into the meeting, we will go ahead and  
11 close this meeting for the proposal for the  
12 closure of Emmet Elementary School to be  
13 welcomed at DePriest and Ellington.

14 We want to again thank everyone for  
15 attending and those that spoke. Again, I would  
16 reiterate that the public hearing will be next  
17 Wednesday, April 17th, from 8:00 to 10:00 p.m.  
18 at 125 South Clark. Thank you.

19 (Whereupon, the Public Hearing  
20 adjourned at 8:36 o'clock p.m.)

21

22

23

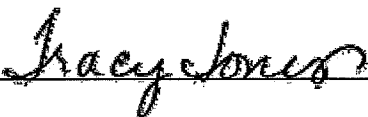
24

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



15

TRACY JONES, CSR, RPR, CLR

16

LIC. NO. 084-004553

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18

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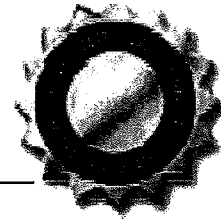
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**CHICAGO PUBLIC SCHOOLS**  
**Public Hearing to Consider:**  
**Proposed Closure of Emmet Elementary School**  
**Statement of Patrick Payne, Portfolio Planner**  
**April 17, 2013**

Good evening, Your Honor. My name is Patrick Payne, and I am Portfolio Planner for the Chicago Public Schools. I have been in this position since March of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as an analyst for Wells Fargo Financial and a strategy consultant. I have a Bachelor of Science from Drake University and a Masters of Business Administration from the University of Chicago, Booth School of Business.

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 Emmet facility with respect to the proposal to close Emmet.

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

Emmet is currently located at 5500 W Madison St. Emmet is an elementary school that, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, serves 458 students in PE, PK & K-8<sup>th</sup> 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 - 1080. If a school in this typical elementary school building had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1080, it would be overcrowded.

There are 30.5 total classrooms within the Emmet facility, ".5" indicates the presence of one or more small classrooms. Approximately 76%-77% of this number is 23, the number of allotted homerooms. 23 multiplied by 30 yields the ideal enrollment of the facility, which is 690. As such, the enrollment efficiency range of the Emmet facility is between 552-828 students.

As I stated, the enrollment of Emmet, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, is 458. 458 is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Emmet be welcomed at Oscar DePriest Elementary School, or De Priest, and Edward K Ellington Elementary School, or Ellington.

Because there are multiple welcoming schools designated for Emmet, as a guide to Emmet parents, I would like to explain the details of the proposed student reassignment plan.

Parents of returning Emmet students can determine which of the two welcoming schools their students are reassigned to in one of three ways:

First, by checking with the principal. The principal of Emmet was provided a list of all Emmet students and their designated welcoming school.

Second, by checking with staff tonight. Immediately following the conclusion of this hearing, staff will share student-specific designated welcoming school assignments with parents.

Third, by mail. Letters to all Emmet parents have been sent to the student's home address of record with this same information.

For Emmet students who currently live *within* the Emmet attendance area, their assigned welcoming school is the school whose future attendance area boundary they will reside in, either De Priest or Ellington. I will describe the proposed attendance area boundary adjustments in a few moments.

For Emmet students who currently live *outside* of the Emmet attendance area, their assigned welcoming school was chosen based on proximity to the students' home address and availability of space

If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed the enrollment efficiency ranges of De Priest or Ellington as defined by the CPS Space Utilization Standards.

De Priest has 40 total classrooms. Approximately 76%-77% of this number is 30, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility,

which is 900. As such, the enrollment efficiency range of the De Priest facility is between 720-1080 students. De Priest currently has 549 students enrolled.

Ellington has 40 total classrooms. Approximately 76%-77% of this number is 30, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 900. As such, the enrollment efficiency range of the Ellington facility is between 720-1,080 students. Ellington currently has 337 students enrolled. As a side note, your honor, I want to recognize that our initial classroom count understated the number of total classrooms at the Ellington facility and that the actual ideal enrollment capacity was verified during our annual facility room count audit.

To demonstrate that each of the two welcoming schools will operate within the enrollment efficiency range if the board approves the closure of Emmet, and to fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen

Projected is a slide that shows the enrollment trend of Emmet and De Priest, green hashed lines showing the enrollment efficiency range of the DePriest building, and a circle representing the combined projected enrollment for 2013-2013. As you can see, the 2013-14 projected enrollment of De Priest combined with Emmet students projected to be reassigned to De Priest is 712. This projected combined enrollment falls just below the efficiency range of the De Priest facility.

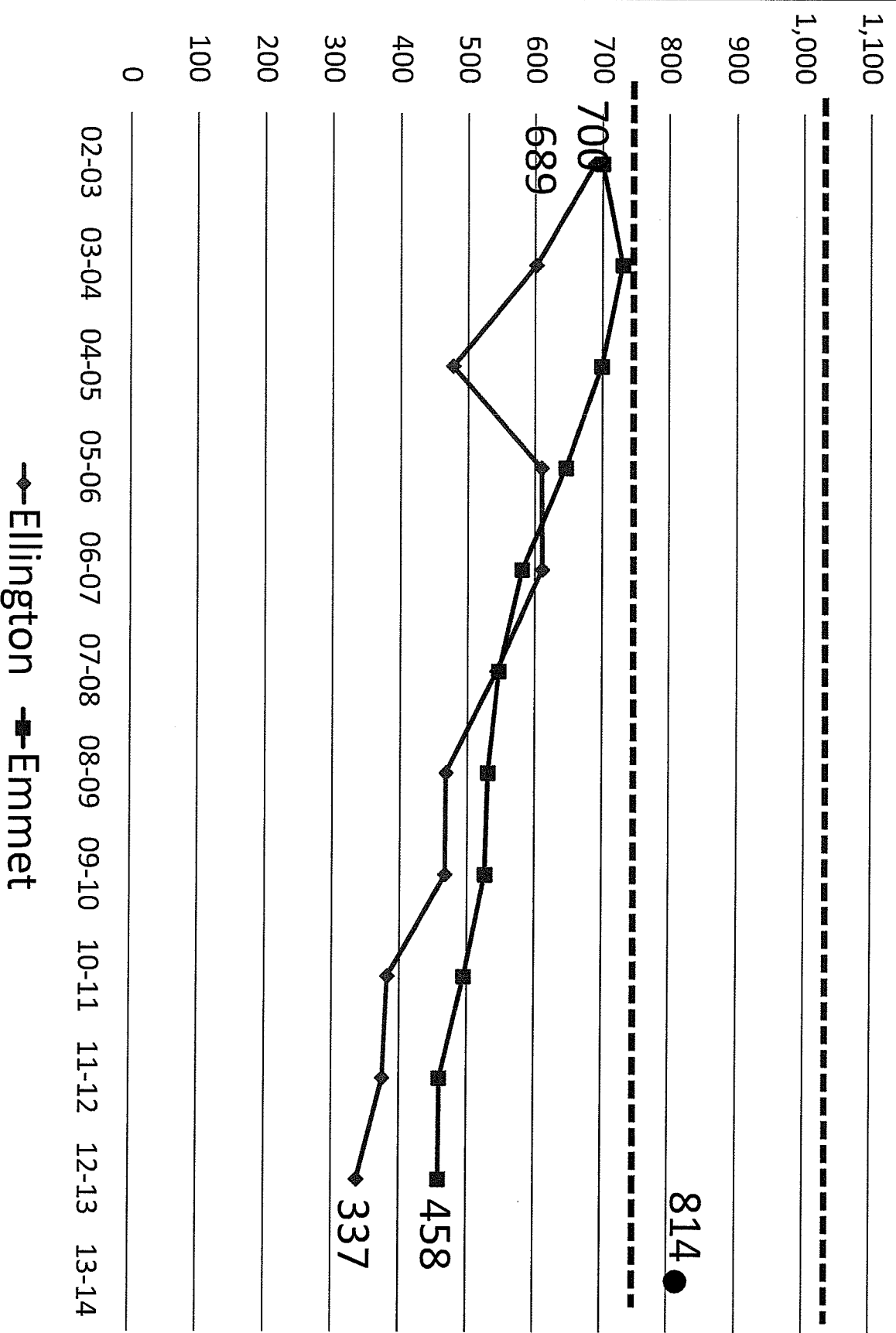
Projected now is a slide that shows the enrollment trend of Emmet and Ellington, green hashed lines showing the enrollment efficiency range of the Ellington building, and a circle representing the combined projected enrollment for 2013-2013. As you can see, The 2013-14 projected enrollment of Ellington combined with Emmet students projected to be reassigned to Ellington is 814. This projected combined enrollment falls within the efficiency range of the Ellington facility. I would like to note that the projected enrollment of Ellington includes the additional number of students projected to be assigned to Ellington as the result of the proposed closure of Francis Scott Key Elementary School into Ellington.

If Emmet is closed, the CEO is also proposing that Emmet's attendance area be reassigned to De Priest located at 139 S Parkside Avenue, and Ellington located at 243 N Parkside Avenue, at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 22 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of De Priest and Ellington, geographic barriers, travel time, distance traveled, and program considerations.

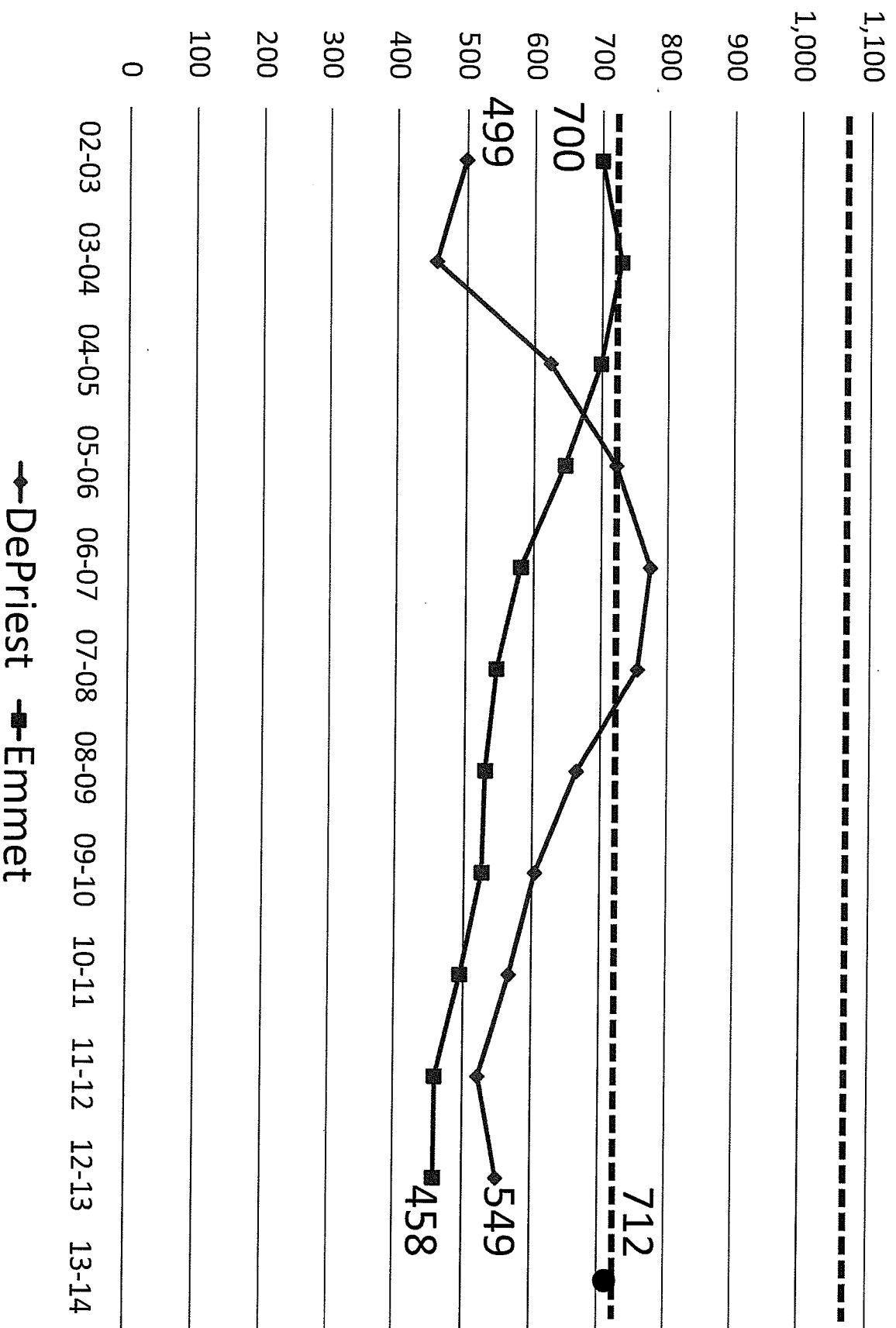
You will next hear from my colleague, Chandra James, who will discuss the performance of De Priest and Ellington and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.

# Enrollment History

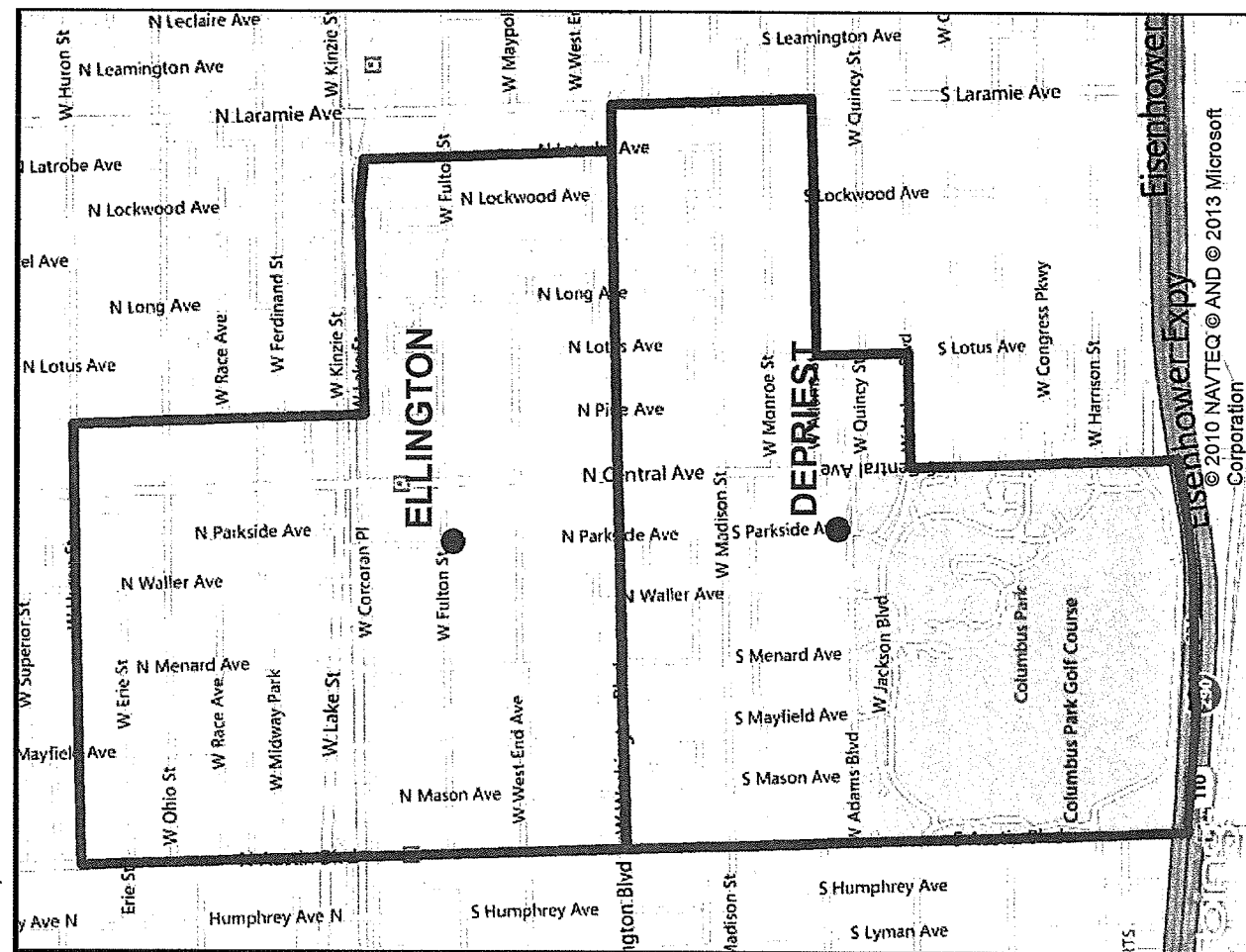
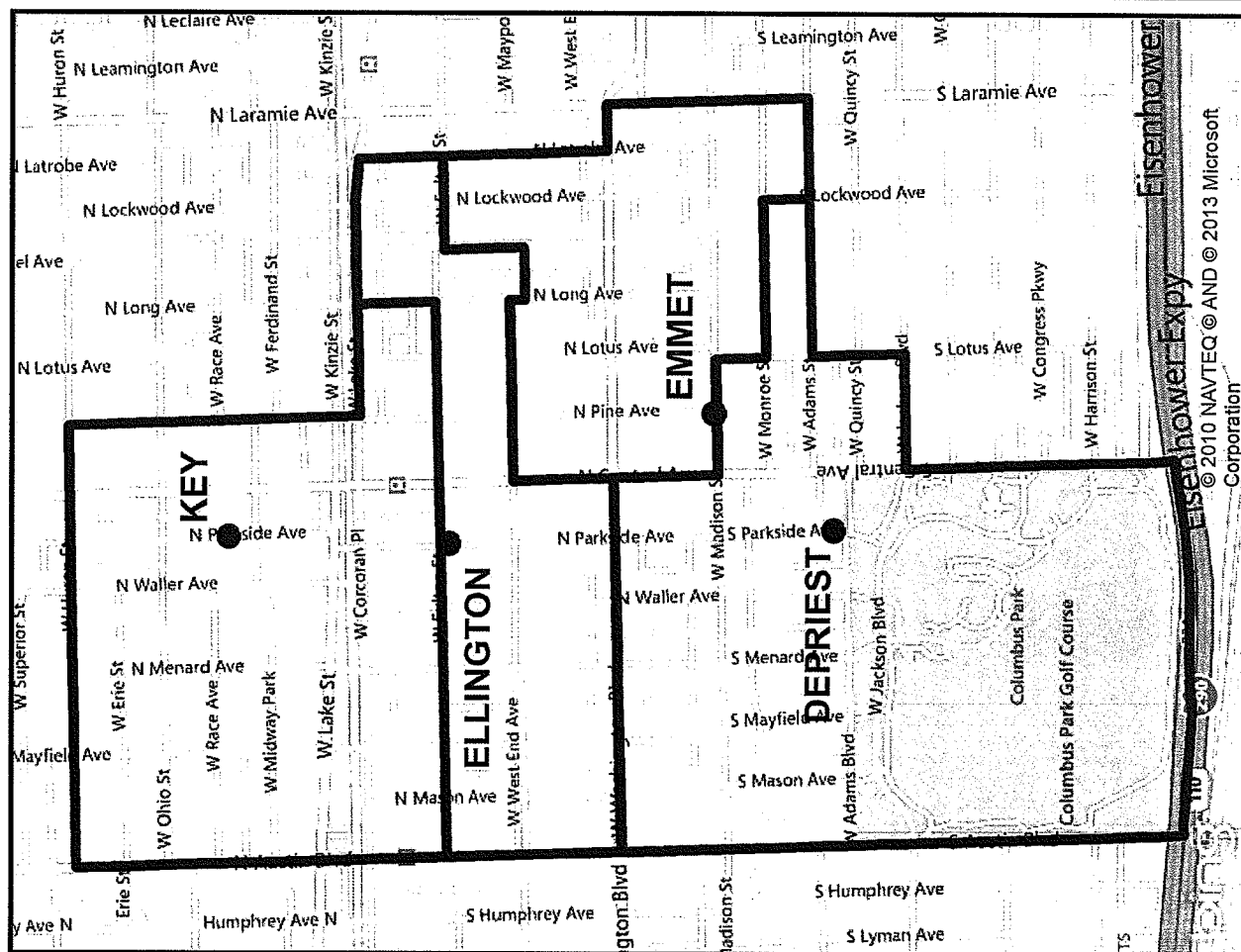


# Enrollment History





Proposed 2013-14 Boundaries



**CHICAGO PUBLIC SCHOOLS**  
**Public Hearing to Consider:**  
**Proposed Closure of Robert Emmet Elementary School**  
**Statement of Chandra James, Chief of Schools for the Austin-North Lawndale**  
**Elementary Network**  
**April 17, 2013**

Good evening Your Honor. My name is Chandra James. I am the Chief of Schools for the Chicago Public Schools, Austin-North Lawndale 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. Emmet, Ellington and De Priest are within the Austin-North Lawndale Elementary Network and I am responsible for the support and oversight of Emmet, Ellington and De Priest on behalf of the CEO. I was the Deputy Chief of Emmet, Ellington and De Priest beginning in 2010, and I became the Chief in December of 2012.

By way of background, I have been an educational professional for more than 25 years. I have been an elementary school science lab teacher, and I have held a number of leadership positions within the Chicago Public Schools system, including Elementary Science Manager and Director of the Office of Mathematics and Science. I have served as an administrator in the Austin-North Lawndale Network, where Emmet, Ellington and De Priest are located, as curriculum coach, Deputy Chief of Schools and now as Chief of Schools. I hold a bachelor's degree in speech pathology/audiology and a Masters of Education from Cambridge College, Cambridge, Massachusetts.

As you have already heard, Emmet 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 20<sup>th</sup> attendance day for the 2012-2013 school year. Emmet students will be welcomed by De Priest, located at 139 S Parkside Ave. or Ellington located at 243 N. Parkside Ave. The De Priest and Ellington facilities have enough space to welcome the Emmet students and the resulting combined enrollment will not exceed the facilities' enrollment efficiency range.

As my colleague, Patrick Payne, testified, current Emmet students will be reassigned to either De Priest or Ellington depending on the geographic boundary of their home address, or for out of area students, the proximity of their home address to the school and availability of space. If this proposal is approved, my staff and I will work with families to ensure that all current Emmet students are prepared to start at their new school on the first day this fall.

When Emmet students are welcomed by the De Priest and Ellington administrations, staff, and students, they will be attending a higher performing school based on the

CEO's Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing school as a school receiving 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. Emmet received a Level 3 rating for the 2011-2012 school year, while De Priest received a Level 2 rating and Ellington received a Level 1 rating. The notices of Emmet, De Priest, and Ellington's Performance Policy status for the 2011-2012 school year are included in the binder of documents that you have received at tab 24.

If this proposal is approved, students will receive additional supports at Emmet during the remainder of this school year and at De Priest and Ellington next year, and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tabs 1 and 2. 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 De Priest and Ellington administrations and the community to designate specific intersections for safe passage supports.

Additionally, students will receive academic supports as they transition, including the following:

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Emmet maintain academic rigor for the remainder of the school year

and ensure a smooth transition to De Priest and Ellington. 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 De Priest and Ellington administrations will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, the Network team will be available to assist with transition activities to welcome families and students affected by this action. Parents should feel free and are encouraged to contact the Network office at any time for additional supports.
- Fourth, the principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used for middle school teachers to attend the Network's High School Readiness Conference, or to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

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

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the De Priest and Ellington leadership to implement culture-building activities, such as staff luncheons and team- and trust-building activities. Resources will also be provided to sponsor activities such school visits for families, coffee chats with the principal, picnics, field trips, or parent meetings to help transitioning families get to know their new school.

Additional transition supports will be provided to ensure that Emmet 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

Finally, beginning this fall, CPS will offer students attending Ellington and De Priest with an opportunity to participate in the International Baccalaureate Programme, or IB.

IB is structured to develop inquiring, knowledgeable, internationally minded and caring young people who help build intercultural understanding and respect worldwide and become active, compassionate and lifelong learners.

In conclusion, Emmet is underutilized, the combined enrollment of students at De Priest and Ellington will not exceed the facilities' enrollment efficiency range, and De Priest and Ellington are higher performing schools. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

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

# Performance Policy



## 2012 Elementary School Performance Policy Report

### Robert Emmet Elementary School

School ID: 609906

Network: Austin-North Lawndale Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	55.6%	66.8%	69.2%	67.7%	68.8% (1 point)	+3.6 (2 points)	3 of 6
ISAT Math Meets/Exceeds %	57.7%	77.5%	79.9%	74.8%	75.4% (2 points)	+4.5 (2 points)	4 of 6
ISAT Science Meets/Exceeds %	57.5%	64.0%	74.7%	66.4%	72.6% (2 points)	+4.7 (2 points)	4 of 6
ISAT Composite Exceeds %	6.6%	11.0%	13.3%	12.5%	12.9% (1 point)	+1.9 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	1.0%	6.0%	9.8%	2.8%	6.3% (1 point)	-2.8 (0 points)	1 of 6
Adjusted Attendance Rate	92.1%	90.7%	89.5%	90.5%	90.7% (1 point)	+0.6 (2 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.1	48th	1 of 3
Value-Added Math	0.0	53rd	2 of 3

### Overall Rating

Performance Policy Rating	<b>2012-2013</b>	2011-2012	2010-2011
Performance Policy Points Earned	20 of 42 (47.6%)	29 of 42 (69%)	25 of 42 (59.5%)
Performance Rating	Level 3	Level 2	Level 2
ISAT Composite Meets/Exceeds %	70.4% (2012)	73.8% (2011)	71.2% (2010)
Probation Status	Probation	Not on Probation	Probation

# 2012 Elementary School Performance Policy Legend



## Definitions

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

## Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	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](http://www.cps.edu/performance).

# Performance Policy













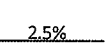
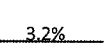
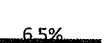

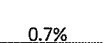
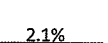
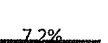
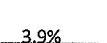






## 2012 Elementary School Performance Policy Report

### Oscar DePriest Elementary School

School ID: 610367

Network: Austin-North Lawndale Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					68.3% (1 point)	+11.2 (3 points)	4 of 6
ISAT Math Meets/Exceeds %					67.2% (1 point)	+17.0 (3 points)	4 of 6
ISAT Science Meets/Exceeds %					61.4% (1 point)	+13.5 (3 points)	4 of 6
ISAT Composite Exceeds %					7.2% (1 point)	+3.8 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %					5.6% (1 point)	+0.6 (1 point)	2 of 6
Adjusted Attendance Rate					93.4% (2 points)	+1.6 (3 points)	5 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.4	32nd	1 of 3
Value-Added Math	-0.6	25th	1 of 3

### Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	24 of 42 (57.1%)	26 of 42 (61.9%)	18 of 42 (42.9%)
Performance Rating	Level 2	Level 2	Level 3
ISAT Composite Meets/Exceeds %	68.8% (2012)	65.1% (2011)	53.3% (2010)
Probation Status	Not on Probation	Probation	Probation



# 2012 Elementary School Performance Policy Legend



## Definitions

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

## Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	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](http://www.cps.edu/performance).

# Performance Policy



## 2012 Elementary School Performance Policy Report

### Edward K Ellington Elementary School

School ID: 609904

Network: Austin-North Lawndale Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					66.2% (1 point)	+4.1 (2 points)	3 of 6
ISAT Math Meets/Exceeds %					77.1% (2 points)	+22.1 (3 points)	5 of 6
ISAT Science Meets/Exceeds %					67.0% (1 point)	+25.3 (3 points)	4 of 6
ISAT Composite Exceeds %					10.7% (1 point)	+4.0 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %					9.5% (1 point)	+9.1 (3 points)	4 of 6
Adjusted Attendance Rate					94.3% (2 points)	+2.5 (3 points)	5 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+1.0	83rd	3 of 3
Value-Added Math	+2.4	97th	3 of 3

### Overall Rating

Performance Policy Rating	<b>2012-2013</b>	2011-2012	2010-2011
Performance Policy Points Earned	30 of 42 (71.4%)	26 of 42 (61.9%)	17 of 42 (40.5%)
Performance Rating	Level 1	Level 2	Level 3
ISAT Composite Meets/Exceeds %	76.1% (2012)	66.1% (2011)	61.5% (2010)
Probation Status	Not on 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
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	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.

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