

**BEFORE THE
BOARD OF EDUCATION OF THE CITY OF CHICAGO**

In the Matter of:

Before

The Public Hearing to Elicit Public Comment on the

) Hon. Francis J. Dolan (Ret.)

Proposals to Close Marcus Moziah Garvey Elementary

) Independent Hearing Officer

School and Revise School Attendance Boundaries of

2013

Mount Vernon Elementary School

**Hearing Officer's Report and Determinations to the Chief Executive Officer
Regarding the Proposals to Close Marcus Moziah Garvey Elementary School
and Revise School Attendance Boundaries of Mount Vernon Elementary
School**

I. Introduction

On or about October 31, 2012, the undersigned was retained by the Chief Executive Officer ("CEO") of the Chicago Public Schools ("CPS") to serve as an Independent Hearing Officer in this matter. At 8:00 p.m. on Wednesday, April 24, 2013, a hearing was convened at the Board of Education of the City of Chicago, 125 South Clark Street, Chicago, Illinois. The purpose of the hearing was to enable the Hearing Officer to receive public comments from concerned persons, specifically including representatives of the CEO, members of the local school councils, parents of the schools' students, members of the schools' staffs, the schools' principals, representatives of the Chicago Teachers' Union, students, and interested members of the public, concerning the CEO's proposals to Close Marcus Moziah Garvey Elementary School and Revise School Attendance Boundaries of Mount Vernon Elementary School.

Notice of the hearing was served on the parents, staff members, principals, and members of the local school councils via U.S. Mail and/or personal service through CPS Mail. Notice of

the Hearing was served upon the public by newspaper publication in the *Chicago Sun-Times* newspaper. A certified Court Reporter transcribed the hearing.

Pursuant to the directives provided in 105 ILCS §34-230 (School Action Public Meetings and Hearings) and the document entitled "Procedures for Hearings on Proposed School Closings, Consolidations, Attendance Area Boundary Changes or Reconstitutions" the undersigned summarizes below the input received at the Public Hearing.

II. Relevant Statutory Provisions and Board Policies/Procedures

A. Illinois School Code (105 ILCS):

1. §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:

“7. To apportion the pupils to the several schools;

“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.

“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.”

2. § 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.

“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.

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

“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.

3. § 34-232. Proposed school action announcement and notice

“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.”

4. § 34-230. School action public meetings and hearings

“(a) ...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...

“(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....

“(c) ...the chief executive officer shall publish notice of the proposed school actions.

“(l) 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 web-site.

“(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...[who]... shall have the following qualifications:

“(1) ...must be a licensed attorney eligible to practice law in Illinois;

“(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.

“(g) Public meetings shall be conducted by a representative of the chief executive officer....

“(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.

5. § 34-225. School transition plans

“(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....

B. Board Policies/Procedures:

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

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

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

- closure...
- reassignment boundary change

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

I. CRITERIA

A. Criteria for Closure...Reassignment Boundary Change...

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

1. Space Utilization or Grade Alignment

Space Utilization

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

2. Constraining Factors

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

- (a) the students impacted by a closure...or reassignment boundary change have the option to enroll in a higher performing school; and,
- (b) the resulting space utilization after closure...or reassignment boundary change will not exceed the 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.

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.

“Higher performing school” means:

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

“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.

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

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

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at:

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

2. 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.

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 30².

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.

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

² See Board of Education of the City of Chicago Policy on Class Size 10-0615-PO1

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)³.

IV. 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.

V. Conclusion

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

3. REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES Board Report: 05-0622-PO1 Date Adopted: June 22, 2005

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.

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

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.

4. SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE 2011-2012 SCHOOL YEAR Board Report: 10-0728-PO4 Date Adopted: July 28, 2010

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.

III. Definitions

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;

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;

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.

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.

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).

5. 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.

III. HEARING

Libby Massey, Assistant General Counsel of the Board of Education, presented the CEO's proposals. She submitted the following evidence in support of the proposals:

EXHIBITS PRODUCED:

Documentary submissions were received and included the following:

A. CEO's Compiled Exhibit 1

Notices of Hearing

- Tab 1 Notice Letter to Parents or Guardians of Students at Marcus Moziah Garvey Elementary School ("Garvey Elementary School" or "Garvey") and Mount Vernon Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Garvey Elementary School
- Tab 2 Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Garvey Elementary School and Mount Vernon Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Garvey Elementary School
- Tab 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 Garvey Elementary School and Mount Vernon Elementary School on or about March 21, 2013
- Tab 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
- Tab 5 Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) List of Independent Hearing Officers for Hearing and Draft Guidelines for School Actions on or about October 31, 2012, (b) Guidelines for School Actions on or about November

30, 2012, (c) Proposals on or about March 21, 2013, and (d) Summaries from Community Meetings on or before April 14, 2013 and April 18, 2013

Tab 6 Public Notice of Hearing and Community Meeting by Newspaper Publication in the *Chicago Sun-Times* on April 3, 2013

Relevant Legal and Procedural Documents

Tab 7 105 ILCS 5/34-18 ("Powers of the Board"), effective July 13, 2012

Tab 8 105 ILCS 5/34-200 ("Definitions"), effective July 13, 2012

Tab 9 105 ILCS 5/34-225 ("School Transition Plans"), effective November 30, 2012

Tab 10 105 ILCS 5/34-230 ("School Action Public Meetings and Hearings"), effective August 22, 2011

Tab 11 105 ILCS 5/34-232 ("Proposed School Action Announcement and Notice; 2012-2013 School Year"), effective November 30, 2012

Tab 12 Chicago Board of Education School Performance, Remediation, and Probation Policy for the 2011-2012 School Year (Policy Manual Section 302.6A, Board Report 10-0728-P04)

Tab 13 Chicago Board of Education Policy on Review and Establishment of School Attendance Boundaries (Policy Manual Section 703.2, Board Report 05-0622-P01)

Tab 14 Chicago Public Schools Space Utilization Standards (Issued December 28, 2011)

Tab 15 Guidelines for School Actions, 2012-2013 School Year (Issued November 30, 2012)

Tab 16 Chief Executive Officer's Procedures for Public Hearings on Proposed School Closure, Consolidation, Co-Location, Phase-Out, or Reassignment Boundary Change

Documents and Written Evidence in Support of the Proposals

Tab 17 Transcript of the April 9, 2013 Community Meeting regarding the Proposed Closure of Garvey Elementary School

Tab 18 Summary of the April 9, 2013 Community Meeting regarding the Proposed Closure of Garvey Elementary School

Tab 19 Transcript of the April 13, 2013 Community Meeting regarding the Proposed Closure of Garvey Elementary School

Tab 20 Summary of the April 13, 2013 Community Meeting regarding the Proposed Closure of Garvey Elementary School

Tab 21 Written Statement of Ashley Richardson, Portfolio Planner for the Chicago Public Schools

Tab 22 Presentation Accompanying Ashley Richardson's Written Statement

Tab 23 Map of Proposed Attendance Area Boundary Change

Tab 24 Written Statement of Karen Saffold, Chief of Schools of the Rock Island Elementary Network for the Chicago Public Schools

Tab 25 Presentation Accompanying Karen Saffold's Written Statement

B. Public Comment Documents

Ex. 2 Question page from parents of a Garvey student

Ex. 3 *Chicago Sun-Times* Editorial dated 04/14/13

Ex. 4 Which is the consistently “higher performing” school (comparing Garvey to Mt. Vernon

Ex. 5 Safety concerns and success data information sheets

Ex. 6 Together We Make a Difference: documents and a CD (containing seven short movies) highlighting Garvey. Two additional CDs were received but each contained duplicate movies.

Ex. 7 Laurie Coe written statement with supporting letters

Ex. 8 Signed Petitions to Keep Garvey School Open

Ex. 9 Student D written statement

Ex. 10 Ms. Cook written statement

Ex. 11 Student T written statement

Ex. 12 Student U written statement

Ex. 13 Student V written statement

Ex. 14 Student W written statement

Ex. 15 Unsigned written statement with data sheets attached

Ex. 16 Fact sheet Why CPS Recommends Closing Garvey

Ex. 17 Duplicate of Ex. 16

Ex. 18 Current and Proposed Attendance Area Boundaries fact sheet with supporting data sheets

Ex. 19 175 letters written to various elected officials (including: Mayor R. Emanuel, Rep. M. Davis, Rep. E. Jones, Hon. Carrie Austin, Hon. R. Kelly, President B. Obama) from concerned citizens requesting their assistance in keeping Garvey School open.

It was announced at the public hearing that the record would be kept open until Thursday, April 25, 2013, at 5:00 p.m. to allow those parties who were unable to attend the hearing, or for any other reason, to submit written testimony or any documents relating to the CEO's proposals that they would want made a part of the record of proceedings. The public was given the option to either hand deliver the documents to the CPS Law Department Office located at 125 S. Clark Street, Suite 700, Chicago, or send via email addressed to: "qualityschools@cps.edu." These documents are listed below and identified as Supplemental Exhibits. Unless specified otherwise, all Supplemental Exhibits were received via email.

Supplemental Exhibits

Ex. 20 Letter from L. Abbott requesting Garvey School remain open

Ex. 21 Letter from S. Brown requesting Garvey School remain open

Ex. 22 Letter from J. Strahl requesting Garvey School remain open

Ex. 23 Letter from L. Foreman requesting Garvey School remain open

Ex. 24 Binder containing information concerning the following aspects dealing with the proposed closure of Garvey School: Safety, Organization, Utilization, Resources,

SEL, Maintenance and Concerns of the Community if Garvey School closes. (via Hand Delivery)

Ex. 25 Letter from L. Coleman requesting Garvey School remain open

TESTIMONY PRODUCED

A. CPS Witnesses:

Name

Affiliation

Ashley Richardson

Portfolio Planner for Chicago Public Schools

My name is Ashley Richardson. I am a portfolio planner for the Chicago Public Schools. I have been in this position since June of 2012. As a portfolio planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to joining CPS, I worked as an analyst and manager at Kraft Foods before obtaining my Masters of Education in Education Policy and Management at the Harvard Graduate School of Education.

I have been asked to appear at this hearing today to convey to you, the parents and the community as well as interested members of the public in attendance information regarding the space utilization of the Garvey facility with respect to the proposal to close Garvey.

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 day of attendance 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, Karen Saffold, will discuss the performance of the welcoming school and highlight the supports being offered in the draft transition plan.

Garvey is currently located at 10309 South Morgan Street. Garvey is an elementary school that as of the 20th day of attendance for the 2012/2013 school year serves 315 students in prekindergarten and kindergarten through eighth 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 percent 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 homerooms is approximately 77 percent 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 77 percent of 39 is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment of 900. Finally, the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 to 1,080. If a school in this typical elementary school building had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1,080, it would be overcrowded.

There are 27.5 classrooms within the Garvey facility. Please note that the 0.5 indicates the presence of one or more small classrooms. Approximately 77 percent of 27.5 is 21, the number of allotted homerooms. 21 multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Garvey facility is between 504 and 756 students.

As I stated, the enrollment of Garvey as of the 20th day of attendance for the 2012/2013 school year is 315. This number is below the enrollment efficiency range and thus the school is underutilized.

The CEO has proposed that students from Garvey be welcomed at Mount Vernon Elementary School or Mount Vernon. If the proposal is approved by the Board of Education for the city of Chicago, the resulting space utilization will not exceed Mount Vernon's enrollment efficiency range as defined by the CPS space utilization standards.

Mount Vernon has 31 classrooms. Approximately 77 percent 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 Mount Vernon facility is between 552 and 828 students. Mount Vernon currently has 305 students enrolled.

To explain fully the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Garvey and Mount Vernon, the green-hashed lines showing the enrollment efficiency range of the Mount Vernon building and a circle representing the combined projected enrollment for 2013-2014. Garvey's current enrollment of 315 students, and Mount Vernon's current enrollment is 305 students. This combines to a total of 620 students for the year, which is within the enrollment efficiency range of the Mount Vernon facility. Further, the projected enrollment for Garvey for the 2013/2014 school year is 302 and the projected enrollment for Mount Vernon for next year is 319 for a total of 621 students, which is also within the Mount Vernon enrollment efficiency range. Thus, there is enough space within the Mount Vernon building for students from Garvey and students from Mount Vernon.

If Garvey is closed, the CEO is also proposing that Garvey's attendance area be reassigned to Mount Vernon at 10540 South Morgan Avenue at the end of the current school year. A map showing the proposed boundary change is located in your binder at Tab 23 and copies of this map were made available tonight at the registration desk. In proposing this boundary change,

several factors were considered as outlined in the review and establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Mount Vernon, geographic barriers, travel time, distance traveled and program considerations.

You will next hear from my colleague, Karen Saffold, who will discuss the performance of Mount Vernon and highlight the proposed transition efforts.

Karen Saffold.

**Chief of Schools for the CPS,
Rock Island Elementary Network**

My name is Karen Saffold. I am the chief of schools for the Chicago Public Schools Rock-Island Network. Chicago Public Schools are divided into networks. Network offices are run by a chief to provide support and oversight for schools assigned to them on behalf of the CEO. Mount Vernon is within the Rock-Island network. I am responsible for support and oversight of Mount Vernon on behalf of the CEO. I have been the chief of Mount Vernon since 2010.

By way of background, for over 20 years, I have worked in a number of capacities within public education, teacher, curriculum coordinator, assistant principal, principal and area instruction officer in 2006. I have a doctorate in education and hold degrees and certificates from Illinois State, Roosevelt, Nova Southeastern, Harvard and Northwestern Universities.

As you have already heard, Garvey fits the criteria of the chief executive officer's guidelines for school actions because it is underutilized based on the CPS space utilization standards and student enrollment numbers recorded on the 20th day for the 2012/2013 school year.

Garvey students will be welcomed by Mount Vernon located at 10540 South Morgan. The facility at 10540 South Morgan has enough space to welcome the Garvey students and its resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Garvey students are welcomed by the Mount Vernon administration staff and students, they will be attending a higher performing school based on the CEO's guidelines for school actions. One way that the CEO's guidelines for school actions define a higher performing school is if the school received a high level on the Performance Policy for the 2011/2012 school year. Under the CPS performance policy located in your binder under 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 as Level 1 are the highest performing, and schools designated at Level 3 are the lowest performing. Garvey received a Level 3 rating for the 2011/2012 school year, while Mount Vernon received a Level 2 rating. The performance policy reflecting these levels are included in your binder of documents you received at Tab 25. Please note that the performance policies for 2011/2012 year appear in your binder under the 2012/2013 header on these reports as these ratings are used to determine the school's accountability status for the 2012/2013 school year.

If this proposal is approved, students will receive additional supports at Garvey during the remainder of the school year and at Mount Vernon next year, and the network will continue to provide ease with the transition process as much as possible. CPS has developed a plan dedicating additional resources to address safety concerns and to fulfill students' academic, social and emotional needs. The draft transition plan explaining these additional resources was sent

home to families affected by the proposal and is located in your binder at Tab 1. CPS will publish final transition plans if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing and additional input received.

The CPS Office of Safety and Security or OSS has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials and other sister agencies to develop a plan for the safe transition of students.

If this proposal is approved, OSS will do the following:

- First, OSS will review and update school safety audits, security personnel allocations and school safety technology systems to make sure 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 and from school. Prior to the start of the 2013-2014 school year, OSS will work with the Mount Vernon's administration and 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 Garvey maintain academic rigor for the remainder of the school year and ensure a smooth transition to Mount Vernon. 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 Mount Vernon administration will receive comprehensive student-specific data on all transitioning students to allow students and staff to proactively identify individual student needs and prepare to meet those needs.
- Third, I will be available at open house to discuss concerns and educational options.
- Fourth, principals will receive discretionary resources to provide direct academic supports to students. For example, these funds may be used to provide instructional coaches, teacher leader or to obtain an academic tutoring program or position for students in reading and math. I will support the principal as they consider how to use these resources and approve selections once decisions are made.

Students will also receive social and emotional supports to help them adjust to the 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 and students implement restorative practices such as peace circles and peace juries to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided 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 Mount Vernon leadership to implement culture-building activities such as staff luncheons, team and trust-building activities. Resources will also be provided to sponsor activities such as school visits for families, coffee chats

with the principal, picnics, field trips or parent meetings to help transitioning families get to know their new school community.

Finally, additional transition supports will be provided to ensure that Garvey students who have unique needs or circumstances are adequately supported through 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 a draft transition plan located in your binder at Tab 1.

In conclusion, Garvey is underutilized. The combined enrollment of Garvey and Mount Vernon students at 10540 South Morgan will not exceed the facility's enrollment efficiency range, and Mount Vernon is a higher performing school. The CEO believes that this proposed school closure will help the district better serve all students and is prepared to assist students with additional supports as they transition.

B. Public Comments:

Bishop William Hudson

Pastor of Prayer and Faith Outreach Ministries

I am Bishop William Hudson. I am Pastor of Prayer and Faith Outreach Ministries, located at 938 through 58 West 103rd street. We are right in front of Marcus Garvey Elementary School. I stand with our Alderman Carrie Austin, the staff, the students, the parents and the entire Washington Heights Community saying that we should keep Marcus Garvey School open.

It has been a pillar in the community for way over 16 years. We are looking at their performance level for this year, but what about all of the other years that they have come in academic excellence. It's a model school for the collaborative academic social and emotional learning. Other cities have come to watch Marcus Garvey as a model and an exemplary school in social and emotional learning. They have several after school programs, and community organizations are connected with them, such as the Metropolitan and Family Services and the Beverly Arts Center. The principal, Mrs. Michelle VanAllen is a product of this great school showing that this school produces academic excellence. We believe in the potential and the excellence in the future of Marcus Garvey School. We ask that you please reconsider your decision

Christa Thomas

Concerned Parent

My name is Christa Thomas. According to CPS utilization reports, Garvey is 44 percent underutilized with an enrollment number of 354, while the welcoming school, which is Mount Vernon, is 58 percent underutilized with an enrollment of 290; but, the reality is Garvey classrooms are smaller by design.

After experiencing overpopulated classrooms of 30 plus students, our LSC designated funds to purchasing teachers to provide smaller classroom sizes to promote a better learning environment that is more conducive for our students, which is why it is puzzling to me why CPS will use this criteria for closing our schools.

Garvey is not underutilized, but we are under-recognized. We have a bright, clean facility, a rigorous curriculum, beautiful well-stocked library, several labs including a computer lab and hands-on science lab where students are allowed to take part in experiments in the classroom. We have art, foreign language and fitness curriculum. We have a pre-K program, air conditioning in every classroom, kindergarten, full day, national award-winning programs like SEL, social emotional learning and KWN, Kid Witness News, which allows our students to write and produce their own mini movies. Also, we have community partnerships and a garden that teaches our students how to grow and cultivate and provide produce to our community.

Garvey is an asset not only to our students but to our community and Garvey should not be closed.

Nneka Gunn.

Alumnus of Garvey

My name is Nneka Gunn. I am an alumnus. I felt compelled to be here tonight because I was not just educated but nurtured at Marcus Garvey School. I am a T-Bird for life.

At Garvey, we learn that every child is a winner. We were taught who we are. We learned not only to dream big but to set goals, plan and achieve them. We learned that it is an honor to lead and our responsibility to serve. We received an outstanding education and foundation for life.

I felt compelled to be here tonight because that same kind of outstanding education is still being provided at Marcus Garvey School. There is rigorous instruction with solid results. Reading and math scores are in the high 70s and science at 80 percent. An overall composite of 77 percent of Garvey students meet or exceed the state standards. That composite is better than the proposed welcoming school and 337 other CPS Elementary Schools including some now rated Level 2 and Level 1. Garvey has consistently outperformed the district average year after year in nearly every area that CPS measures. Marcus Garvey is a model school providing everything CPS wants for its students.

Garvey serves over 300 students in a modern facility with air conditioning, science labs, a computer lab, foreign language, an automated library, an eighth grade algebra program, an award-winning garden and a nationally-recognized social emotional learning program. No wonder Garvey earned a rating of strong for both supportive environment and ambitious instruction on the 2012 progress report.

I invite you, your Honor, along with Mayor Emanuel and CEO Byrd-Bennett, to visit Garvey School. I am sure you will agree that Garvey School should be cloned, not closed.

Tyisha Whitmore

Concerned Parent

My name is Tyisha Whitmore. I am a parent. I am a parent who has two daughters that attend Marcus Garvey. My daughters were able to attend Marcus Garvey due to the NCLB Act because of the school performance. We as parents did not select this school only for its learning performance but also its safety. Here I am in 2013 being told by CPS again that my children have

the opportunity to attend a higher performing school, but the truth of the matter is Marcus Garvey is already higher performing.

I have a list that I outlined about Marcus Garvey. This is the first year that it's on probation. It is still higher performing than Mount Vernon in areas such as reading and science. Garvey composite scores for the Asset 2012 is 77.3 percent while Mount Vernon's is 73.4 percent. According to CPS, My Voice, My School, the school culture and climate for Marcus Garvey is considered organized, strong, culture and climate. Mount Vernon, not yet organized, several weaknesses with school culture and climate not set up for success; and me as a parent who had the opportunity in 2008 to transfer my kids to Marcus Garvey.

Mount Vernon is not a school that I am willing to send my kids to. Also to keep in mind the social stability that my children have at Marcus Garvey should remain. I feel as though the CEO, Barbara Byrd-Bennett, and all of the other facilitators did not take into account the children who are a part of the No Child Left Behind Act as far as their transportation and their needs concerns, but Marcus Garvey should remain open.

Donna Martin

Eighth Grade Teacher at Garvey

My name is Donna Martin. I am an eighth grade teacher at Marcus Garvey. Our school stresses college and career-readiness skills by focusing on the knowledge, skills and behaviors needed to become successful and productive contributors in a global economy. Marcus Garvey ensures high quality reading instruction by implementing data driven research-based reading instruction for diversified learners. We stress independent reading through our accelerated reading program. The CPS student report card indicates that students are expected to read 25 books per year. At Marcus Garvey, we hold our students to a goal of 40 books per year. Both our fully stocked school library and our exceptional classroom libraries support that goal.

Mastering algebra is considered to be the gateway to higher mathematics and college readiness. Garvey is one of ten schools in the Rock Island Network that offers algebra to eighth grade students. Our students have consistently scored higher than the district. In 2008, 36 percent of the students taking algebra passed the exit exam. 42 percent of algebra students at Garvey passed the exit exam. In 2009, 42 percent of the district's algebra students passed the exam. In the same year, 56 percent of Garvey's algebra students passed the exam. In 2010, 53 percent of the district's algebra students passed the exam. 68 percent of Garvey's students passed the exit exam. In 2010, the district remained stagnant at 53 percent. Garvey increased to 80 percent. I don't have the district's scores for 2012, but 100 percent of Garvey students passed the algebra exit exam last year.

As a result of a grant written by our junior high math teacher, all of our eighth grade students have access to and are proficient in the use of TI-84 graphing calculators. Exposure to these advanced calculators typically begins in high school. We are a school that promotes college and career readiness.

April Weathers**Concerned Parent**

My name is April Whethers. I'm a Marcus Garvey parent. The Illinois State Board of Education identified Marcus Garvey as a spotlight school for three consecutive years, 2008, '9 and '10. In 2010, 76 percent of Garvey students performed at or above level in reading. 78 percent performed at or above level in math. As of 2012, most recently our percentages were 77 percent in reading and 81 percent in math. It baffles me that Marcus Garvey is clearly a high performing school yet CPS has identified us as a Level 3 school of probation status. I wonder why.

Barbara Bryd-Bennett indicated that no school would be closed unless there was a higher performing school for students to attend. For the past 15 years, Mount Vernon has never outperformed Garvey. I don't want this to be about how our school is better than that school, while true, these are simple facts. For three consecutive years, Garvey has been named a spotlight school by the Illinois State Board of Education. Vernon has never been a spotlight school. Suddenly, Garvey is on probation for the first time. Vernon has been on probation for nine years.

CPS indicates that Garvey is underutilized. Even using the data gathered by CPS, Garvey has a higher utilization rate than Mount Vernon.

Parents and students were recently surveyed at their own schools. They were asked is the school safe and supportive with high expectations? Garvey, strong. Vernon, weak. Is instruction focused, challenging and engaging? Garvey, strong. Vernon, weak. Do students feel safe and does the school support positive behavior? Garvey, strong. Vernon, weak.

As far as the proposed improvements, air continuing and a library in every school, we already have this. Upgraded technology and a pre-K program, we already have this. iPads for every student, no, thank you. We are not for sale. I can buy my own.

Garvey is not underutilized. We are under-recognized.

Marquetta Burns.**Concerned Parent**

My name is Marquetta Burns. I am a parent of a student at Marcus Garvey. Marcus Garvey has more students that meet or exceeded the ISAT than Vernon for many years. In 2010, 75.5 percent met or exceeded the ISAT at Garvey while only 63 percent met or exceeded at the welcoming school. In 2011, 78.7 percent met the ISAT at Garvey while only 72.9 percent met or exceeded at the welcoming school. In 2012, 77.3 percent met or exceeded the ISAT at Garvey while only 73.4 met at the welcoming school. The state says that Garvey is on academic year one while the welcoming school is on academic watch for nine years. From the data we collected, we can see that Marcus Garvey students going to the welcoming school will not be going to a higher performing school.

The question that jumps out at me is the question asked the students. Do they feel safe? Does the school support positive behavior? Marcus Garvey students rated the safety and the positive

behavior of the school as strong while the welcoming school rated the safety and positive behavior as weak. Overall, CPS rated the welcoming school not yet organized, which means that there are several weaknesses with the school culture and climate suggesting that the school is not set up for success. How could you send children to a school that you say yourself is not set up to succeed. CPS believed that Marcus Garvey has a strong culture and a climate with only a few areas of improvement.

In conclusion, with the information I have gathered, Marcus Garvey outperforms the welcoming school on state tests. Marcus Garvey also has a better learning environment where children feel safe. So I ask how does one think the welcoming school is a better choice for students at Marcus Garvey.

Staci Godbold

Concerned Parent

My name is Staci Godbold. I am a concerned parent of a student at Marcus Garvey, and I would like to address the issue of school utilization. CPS says Garvey would be considered utilized if we had 408 students. CPS reflects that we have 315 students. So we are 93 students short of being utilized. Every room in Marcus Garvey has a specific use. We have a library, computer lab and two small science labs. For the upper grades, the science classroom has a complete science lab connected to it. CPS is including the labs in the utilization which is lowering our utilization rate. We also have an art room and a Spanish room. To determine the utilization of the school, CPS multiplies each classroom by 30. This number would affect the correct utilization drastically because CPS does not take into account the use of the rooms. The Spanish and art rooms are being included, but we all know that they are not holding 30 students all day because those are prep classes. So what we have brought to Marcus Garvey as a positive, CPS is using as a negative. Years ago, there was an issue with overcrowded classrooms. Recently, our local school council voted for smaller class sizes and the principal approved and implemented this. We are being penalized because we paid to have smaller class sizes that will ultimately benefit the students.

On the brochure that CPS distributed, it shows that the welcoming school has pre-K and air conditioning. Well, Marcus Garvey has pre-K, air conditioners, science lab and computer lab. We have all of the luxuries you had pointed out at the welcoming school and more. Besides the luxuries, we have higher test scores than the welcoming school, which can be seen on the interactive report card. We also have a better culture and climate than the welcoming school. This means the students and staff believe we have a safe and successful learning environment. With that being said, I have three questions: Why close a school with a great learning environment, high test scores and excellent extracurricular classes to send them to a school that has none of the above?

Chylaneshia Simmons

Concerned Parent

I am a parent. My name is Chylaneshia Simmons. I am curious to know how Mount Vernon is the better school; but when it comes to the ISAT reading scores, Marcus Garvey out-scored them from 2009 to 2012. In Math, Garvey out-scored Mount Vernon every year but one from 2009 to 2013. Even in science, Garvey out-scored Mount Vernon three out of five years including this

current year. Composite exceeds for Garvey, Garvey has out-scored Mount Vernon for at least the past five years including this one.

The 2011 school space utilization report states the ideal environment for Marcus Garvey is at 630; and for the year 2011 through '12, it was at 354. 44 percent below the utilization index. Ideal enrollment for Mount Vernon is at 690 while for that same year, 2011 through '12 enrollment was at 290, 58 percent below the utilization index.

My Voice, My School Report, when it came to school community, Garvey rated a strong 70. Mount Vernon, on the other hand, rated a 44, which is neutral. Average score for parents likely to recommend Garvey was 8.6 out of 10 while it was 7.7 for Mount Vernon. Quality of facilities at Garvey had a strong 76. Mount Vernon had a neutral 46.

On the 2012 progress report, students were asked if they feel safe and does the school support positive behavior. Garvey's score was strong while Mount Vernon's was weak. This is coming from students who attend these schools. Hearing these statistics, how can Mount Vernon really be the better school? How is Garvey the one on the list of schools to close?

And where were safe passage personnel today when the children at Mount Vernon were released early and a fight broke out?

Callie Crump

Pre-K Teacher at Garvey

My name is Callie Crump and I am the pre-K teacher at Marcus Garvey math and science school. I am also a member of the National Association for the Education of Young Children also known as NAEYC, a professional organization that promotes excellence in early childhood education.

I did my formal training for teaching at the University of Chicago Laboratory Schools, the same place President Obama's children attended before they moved to Washington DC, and it's the same place that the mayor's children currently attend. Garvey's pre-K is a direct reflection of every single lesson and activity I saw implemented during my time at lab school. My students are engaged in rigorous curriculum and play-based activities that expand their young minds and critical thinking skills in the areas of literacy, math, science and social emotional learning every single day.

On April 8th and 11th, my classroom was filmed by Story Bus. The Story Bus is a national program that promotes literacy in early learners. Garvey's pre-K was chosen to participate in this activity by the Rock Island Network's early childhood specialist last November. Garvey's pre-K is the only one in CPS that was filmed for this project. The Story Bus footage of Garvey's pre-K will be used as a district-wide Webinar this year for CPS teachers and administrators at other schools to promote this national early childhood literacy initiative.

Once again, Garvey is being used as a model school. Along with social emotional learning; but this time, we are being recognized for early literacy. Marcus Garvey's pre-K provides students with kindergarten readiness within a safe classroom community that is academically sound, curriculum rich, thriving and recognized.

Lori Harris**Third Grade Teacher at Garvey**

I'm a third grade teacher at Marcus Garvey School and a proud alumnus as well. I want to speak to you tonight about safety. I want to speak specifically about gangs. Garvey sits on the border of a well-established gang line. That's 104th street separating the Gangster Disciples and the Traveling Vice Lords according to the Chicago Crime Commission Gang Book. Now, this is a wide border because it stretches from 104th and Racine to 104th and Peoria. Our children will have to cross this well-established gang line to attend a school that sits in a territory of another gang. Now sending our children to Mount Vernon would put them in danger unnecessarily, and I can speak to this because I graduated from Marcus Garvey. I grew up two blocks away from that gang line. So the danger is real. The danger is serious.

As far as safe passage, it's not unheard of for violence to break out in the presence of police. So it's not unheard of for violence to break out in the presence of safe passage workers. See, they are only instructed to call in about danger but not to stop it. So that means a student could be injured or even killed waiting for assistance. Is that truly what we want to happen to our children.

Now, let's talk about the distance. The distance between the farthest boundary, which is 99th and Racine to Mount Vernon is one and eleven-tenths of a mile. Currently, our children have to walk less of a distance to get to school, and let's not talk about the poor weather that Chicago has. We all know that snow gets bad; and having children to walk from 99th and Racine all the way to Mount Vernon is unheard of; and finally, the hardship on parents without transportation. All of these things are reasons why Marcus Garvey school should not close, and I do want to add one more. Marcus Garvey school is steeped in social emotional learning. We do not have a gang problem there, and we never have.

Brittany Washington**Fifth Grade Teacher at Garvey**

My name is Brittany Washington. I am a fifth grade teacher at Marcus Garvey, and I would like to talk about the math and science going on at Marcus Garvey first. Garvey is a potential STEM. We embrace the STEM philosophy with our emphasis on science, technology, engineering and math. We have 100 percent of students passing the algebra exit exam. Last year, Garvey represented the You Be The Chemist Program at the state level. We are also involved with the Project Sincere Engineering Program, the IIT Girls in Science Program, Columbia College Scientist For a Day Program, a hands-on lab, learning garden and the technology club. As you can see on the ISAT comparison charts, the emphasis on science and math has positively impacted our data.

Secondly, I would like to address the CPS rating of both schools. According to CPS, Garvey is organized for success whereas the welcoming school Mount Vernon has several weaknesses, and they are not set up for success.

Lastly, I would like to speak about the data. CPS data conflicts with the state data. CPS includes all students even if they enroll on test day whereas the state only includes students who have been at the school for at least eight months. For example, CPS reports Garvey's reading at 75.1 percent while the state reports Garvey's reading at 78.5 percent. Nevertheless, whether you use

CPS' data or the state data, Marcus Garvey outperforms the welcoming school, Mount Vernon and the district. Last year, the ISAT composite score for students meeting or exceeding at Mount Vernon was 73.4 percent. The district was 76.4 percent and Garvey was 77.3 percent. So would you rather have \$73 or \$77.

Student A

Student at Garvey

I am a third grade student at Marcus Garvey School. I used to attend private school before coming to Marcus Garvey. At first I did not want to leave my old school because I thought that Marcus Garvey School would be like other public schools. I thought that the school would be full of violence. I believed that Garvey would be dangerous with kids fighting every day, bringing weapons to school along with gangs hurting and threatening students. However, I found out that Garvey was a great school to be at. I feel safe inside of my school and there is structure. I love the fact that there is structure because clear rules are set and expected to be followed.

We also have great security, and we have an SEL program which stands for social emotional learning. I love the SEL program at our school. We go to a peace center to discuss problems and follow problem-solving steps that help us to pick the best solution for our problems. We were featured on Fox 32 news last year for SEL, and I was featured in a video for the Collaborative for Academic Social and Emotional Learning Organization, which is known as CASTL Group, discussing how positively the SEL program has helped me to improve my academic and social skills. According to an article I read in the *Chicago Sun-Times* on April 4th, it points out that Garvey has a well-stocked library, an award-winning garden, an art room, computer lab and several small science labs. These are things that CPS says they want all schools to have but intentionally left out these facts on the fact sheet given to the parents and the community. Why would you take Marcus Garvey School away from the community when it has everything that CPS says it wants?

Garvey is a family that is preparing us for high school, college and beyond. Does CPS really care about our schools, our safety and our futures?

Joy Lewis

Garvey Teacher

I am the kindergarten teacher, librarian and one of the social emotional learning leads in our school. I'm reading a letter from the CEO from CASTL. It was addressed to Dr. Barbara Byrd-Bennett but I would like to share: On behalf of the Collaborative for Academic Social and Emotional Learning, CASTL, I am writing to you in support of Marcus Garvey Elementary School and their important work to promote academic, social and emotional learning. I recently learned that Marcus Garvey has been identified for potential school closing. This would be a tremendous loss to the district and to CASTL.

My team and I have the privilege of working closely with the Garvey faculty as part of CASTL's collaborating district initiatives. As you know, CPS is one of the eight large urban school districts nationwide participating in the CDI and committed to system-wide social and emotional learning implementation. Since we began CDI in the Rock Island Network, Garvey Principal, Michelle VanAllen and Rock Island Network Chief, Karen Saffold, have been exceptional

partners. Thanks to their great leadership, Garvey is now a model school in SEL that is attracting attention from other districts and have been featured on local news broadcasts.

As a model school in SEL, Garvey has embraced SEL across the curriculum, professional development and school culture. Garvey faculty participated in a hundred-person, eight-district learning event that served as a major catalyst for districts to deepen their thinking on SEL implementation. Garvey also hosted Metropolitan Nashville Public Schools so that Nashville leadership can get an in-depth look into Garvey's approach to SEL. Both Garvey and CASTL are committed to academic, social and emotional learning to put our students on paths to success. Research shows that students with social and emotional skills have better relationships and do better work in school, work and life. A recent landmark review found that students who received SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on Standard Achievement Tests. CASTL is thrilled at Garvey's progress and proud to be a part of the positive impact that Garvey is having on behalf of CPS.

Laurie Coe

Second Grade Teacher at Garvey

My name is Laurie Coe, and I am the second grade teacher at Marcus Garvey School. I have been part of the Garvey family since 1993. I would like to take this opportunity to tell you about a very successful program that my class has been a part of for the past several years.

The Tutor Mate Online Literacy Program. Several of my students received one-on-one online tutoring from employees of MetLife on a weekly basis for 30-minute sessions. This has given our children an opportunity to interact with another adult to help increase their reading fluency and has helped all of the students increase their reading levels. At the end of the school year, the tutors come to our school for a meet and greet party and to celebrate with their students in person. Tutor Mate is just one of the many positive outreach programs we have at Garvey.

I would now like to read a letter of support from Seth Weinberger, executive director, Innovations for Learning. I am writing in support of Garvey Elementary School, which I understand is on a list for possible school closure. Garvey has been an outstanding partner of our nonprofit organization for the past four years. Over the years, the school has demonstrated a strong interest in the education of its students and a willingness to partner with organizations to build bridges to the surrounding community. IFL has been in operation in CPS for nearly 20 years, and Garvey has been a strong partner in the schools we serve. It is rare in our experience to find a school that works hard to maintain partnerships and to find new ways to help students. This is not the type of school that should be closed. I hope you will give a close look at the partnerships that Garvey has with the community in making your final determination, Seth Weinberger.

Marilyn Cooper

Alumnus and Concerned Parent

I am an alumnus and also a parent of a sixth grade student who scored in the 99 percentile in both reading and math of state and region. I first want to say, your Honor, I'm not here for entertainment. I'm here for you to hear my concerns. No disrespect to you, Karen Saffold. You stated earlier today that you are going to conduct a peace circle. Realistically, that's not going to

happen. In our community, as stated earlier today, it's a gang war. We are concerned about our children. I'm concerned about my son. Both of my boys are going to school every day. So I'm here to address the concerns of our Marcus Garvey community.

How will you keep our students safe when there is Saturday school or after school activities until 6:00 p.m.? What are the working hours for safe passage workers in the morning and the evening? Why were there no yellow jackets out working today?

CPS says students will have access to iPads. What does this really mean access? Will each student get an iPad? Why are you taking students out of a building that already has the resources that Mount Vernon will receive later? How many students will be in the classroom once they are combined both together? Isn't that what we fought for, form smaller classrooms? How many classrooms do you have in this building? How many special education programs is it? Do they offer algebra, social emotional learning, second language such as Marcus Garvey? How many computers are currently in a computer lab at Mount Vernon? Why are parents not granted access to visit the welcoming school like stated by CPS? Why does Mount Vernon's pre-K program are under-enrolled with only nine students when Marcus Garvey have 35 pre-K on a waiting list. Why would you disrupt the lives of 315 students when only 93 more students would be efficient? How is it possible that the school's ISAT data is higher with the state than what is reflected with the CPS district? I also would like to know when can the parents expect a response for these questions?

Maudie Walls

Teacher at Garvey

I am a teacher and the after school coordinator at Marcus Garvey School. I'm here to speak on the gardening club. After two years of being a part of the conservation club, Marcus Garvey students wanted to practice what they learned. Students invited each classroom to plant selected packs of seeds, staff donated plant soil and fertilizer. The community helped us cut up the ground with their own farm equipment. A special day was selected for the staff students and the community to come out and plant a garden. Everyone helped with the watering and the garden upkeep. Cucumbers, greens, squash, green beans and other fresh fruit were given to the community. We did this with our own funds.

This year the students wrote an OST youth grant and were allocated \$2,000 for watching our food grow. They will plant their garden on May 15th. We have funds now to create a beautiful garden. Please allow our students to watch their food grow as we invite 90 to 100 more students to come and have a real celebration with the community and share their food.

Don't close Marcus Garvey. Give us more students so we can harvest our food in the fall.

Esther Hoover

Retired Garvey Teacher

I am a retired Garvey teacher. I retired in the year 2007. I am very proud to say I was one of the teachers to open Marcus Garvey back in the late '70s. One of the programs that I had the privilege to direct at Garvey was Panasonic Kid Witness News Video Competition Program.

Over 20 years, Garvey has participated in the Panasonic Kid Witness News. It's a global hands-on video educational competition program for elementary school children supported and funded by Panasonic out of New York. 718 schools nationwide participate in the program. 76 in the United States and the remaining in 31 countries internationally.

To participate, you must be chosen by Panasonic. There are three schools in Chicago in the program. Marcus Garvey, of course, Dixon and Nightingale. The past 20-plus years, Marcus Garvey has won first place every single year. The past 20 years, several students and school staff have traveled to New York for what we call the Panasonic Academy Awards. Because we won so many times, so many students have had the privilege of going to New York for this affair.

In the Year 2005, 2006 Panasonic chose one school from each country to represent their country at the Panasonic awards in Japan. Marcus Garvey won for the United States, and several students and I went to Japan and proudly represented the United States along with winners from many of the 31 other countries. Garvey still participates in the Kid Witness News Program. And just last week, Marcus Garvey was notified that they won first place again this year and will go to New York for the academy awards.

Crystal Cook

Concerned Parent

I am a concerned parent and as well LSC president. We received a letter from CPS and the welcoming principal. All that is being offered according to this letter is now already in place at Mount Vernon. We have all the resources mentioned like a full-stock library, three science labs, computer lab, art, second language, air conditioning, pre-K, community partners, a garden and a lovely and dedicated staff. So why send our students somewhere else.

Our parents have tried to visit the welcoming school, and they have not been welcomed. They have not allowed parents to visit nor tour the school as the letter states. Mount Vernon is beautiful on the outside but not very appealing on the inside.

CPS try investing half of what you gave them in Marcus Garvey, and we will truly make you proud.

Student B

Student at Garvey

I am a current student at Marcus Garvey. My heart is broken by the fact that my school is soon to be closed. No, I think I got that wrong. My school will not close. I'm willing to do whatever it takes to keep Garvey doors open. Marcus Garvey is untouchable.

I have just one question. Why are classes such as special ed. art and library included in the classrooms that are supposed to have 30 students? Those classrooms shouldn't have 30 students at all times.

If you don't remember anything else from me, remember this: Whether Garvey closes or not, there will always be a Garvey family.

Student C**Student at Garvey**

I am a third grader at Marcus Garvey School. First, I have to say that Marcus Garvey is a high performing school. We are learning information above our grade level. We learn SEL, which means social emotional learning. SEL helps us to work out problems and not fight with each other.

If you want this school to close, this is not going to happen. We are going to keep protesting until this school stays open. We will continue to fight for what we love, and we love Marcus Garvey School.

Robert Jones**Concerned Parent**

My name is Robert Jones. My wife and daughter are Garvey alumni. That was my third grade son and pre-K, currently pre-K, grandson currently attending Marcus Garvey School. My son initially struggled in math, and his first, second and especially his third grade teacher assisted me in taking him to an "A" in math on his current report card. As a math and science school, I object with the CPS assessment that Garvey is a poorly performing school, and my son and grandson have the grades to prove it.

Garvey has demonstrated exemplary leadership in providing my children with the tools they need to succeed in every area of life. It would be a travesty of titanic proportions to send them to a place that has told them they are not welcome. According to the CPS report, culture and climate report, Vernon is not culturally organized. It's weak when it comes to involving families and communities; weak when it comes to expectations of supportive environment; weak when it comes to the instruction of being focused, challenging and engaging and I think more importantly weak when it comes to their own students feeling safe in their own school. How can they ensure safe passage to school when the students that are in Vernon now don't even feel safe. I don't think you want anyone's blood on your hands, and I know that if you make Garvey students go to Vernon, there will most definitely be complications of increased violence due to a long-standing dislike of Garvey students.

If you knew anything about this neighborhood, you would know that Garvey is the security we so sorely need to maintain the safety of our children. Communities are made up of a variety of families, and Garvey is both family and community. If you really need to do good in the hood, know that Garvey is our gravy, the adhesive that keeps our children out of jail and keeps mothers and fathers from outliving their children to the senseless violence. Please realize that there will be little to no education if children are not feeling safe enough to come to school, and I think I speak for a lot of parents to close Garvey, trying to insist that Vernon is a better school, you will force many people to take our children elsewhere. Garvey is our community, our family, our safety and our security.

Shoneice Reynolds**Concerned Parent**

My name is Shoneice Reynolds. I am a parent of a third grade student as well as a former students of Marcus Garvey School. Marcus Garvey School has been in our community for 39 years. My grandparents, my grandmother being a retired school teacher, fought for Marcus Garvey to be built 39 years ago. It was built because there was a division. Mount Vernon was overcrowded then, and they needed another school in that community. They fought for the school. They fought for the name, and now that school is here.

There has always been a division between Mount Vernon and Marcus Garvey since 39 years ago. My mother graduated from Mount Vernon. My aunt was the first graduate of Marcus Garvey; and since then, there was a division in the household because of the rivalries between the two schools. There is a division in the neighborhood because of the rivalries between the two schools because Marcus Garvey has always been a better school. I'm not for any school closings, but the truth of the matter is Marcus Garvey has always been a better performing school since its existence.

Marcus Garvey students has always performed better than Mount Vernon School. We have always had more resources than Mount Vernon school. Also, we went out into the community this past couple of weeks, and we got the neighbors and we got the community members, business owners to sign petitions. We have over 5,900. To be exact, we have 5,912 signatures for people in the community as well as just city of Chicago members that do not want Marcus Garvey to close. We have outstanding programs. We have science labs for all of our students, preschool through eighth grade and we do have a preschool program. We have foreign language. We have other programs. We have SEL, which I am in particularly fond of.

My child went to private school before he came there. They didn't have any of those extracurricular activities. We didn't have libraries. We didn't have gym. We didn't have music. We didn't have any of those things. So I was in search for a school, and I found Marcus Garvey School. My son does not attend Marcus Garvey because it's my neighborhood school but because I got tired of paying for education that didn't have a voice. So I went and searched for a school, and I found Marcus Garvey; and they had everything that he did not have, and now my school is closing.

So I just urge you to ask the Board why would you close Marcus Garvey school and keep Mount Vernon open knowing that we are a higher performing school, and I want to submit this to the Board.

Student D**Student at Garvey**

I am a current student at Marcus Garvey. I am here to tell you not to close my school. Ever since I have been here, I have been on the honor roll. I learned a lot of things I know I most likely won't learn elsewhere. We prepared for the ISAT and NWEA map assessment. This year, due to working hard, it actually seemed easy.

Last year on the ISAT, I scored 99 in reading, 89 in math and 96 in science. On my recent NWEA map assessment, I scored 235 in reading and 220 in math. I met my spring gold in reading. As far as utilization we have two science labs and a seventh grade classroom equipped with a science lab. We also have art, Spanish and a computer lab.

These classrooms may not be used all the time because they are prep rooms and not homerooms. They are used more than once every week. In Spanish, we learn. We use song to help memorize such as our colors, days of the week, months and what we eat.

If it weren't for Garvey, I probably wouldn't have learned everything I know. Also, before I close, I would like to say I do not feel safe to go to our welcoming school. There has been conflict for years. Please hear me out.

Student E

Student at Garvey

I'm in third grade at Marcus Garvey School. I think that Marcus Garvey should stay open because we have a fantastic library and computerized science labs, a garden and air conditioning at our school already.

Marcus Garvey is like home. You can be yourself and the teachers care about you. I learn something new every single day. I love my teacher because she cares about me. I learned how to do a PowerPoint presentation. How many nine-year-olds do you think know how to do a PowerPoint presentation. I'm sure not many.

Please do not close my school.

Latisha Warfield

Concerned Parent

My name is Latisha Warfield. I am a former student and also a proud parent of Marcus Garvey School. My daughter is in the pre-K room; and in pre-K I'm sorry. My daughter is in a pre-K program where she is learning math, science and literacy to prepare her for kindergarten; and my son is in the kindergarten classroom where he is also learning the materials needed to prepare him for first grade. I am proof that Marcus Garvey does have a pre-K program, and they both have great teachers that work hard to prepare a curriculum for them to progress and succeed in school, and my children love going to school, and I want them to continue to have that enthusiasm.

Marcus Garvey is like a family away from home, and it's sad that it takes a village, in our case, a community to raise a child; and you wouldn't take a child from a loving home and put them into an unfamiliar home. So, please, let's think about what's important, the wonderful staff and most of all our future of the children

Student F

Student at Garvey

I'm here to tell you why Marcus Garvey shouldn't be closing. First, we are not underutilized. We have a library, a garden, a library and computer lab, several small science labs and a Spanish

room. Prep rooms such as the art room, the Spanish room and the computer lab are used more than once every week.

In Spanish, I learned how to say my colors, numbers, days of the week, months of the year, the names of my family members, the names of animals and much more. In art class, we are studying contemporary art; and in the past few months, we have learned about many artists and practiced different skills of drawing, painting, sketching and more. In the computer lab, we practice research and different things and go to Websites to work on our reading and math skills. Every week, each class gets the opportunity to go to one of the science labs to learn and do hands-on activities.

Second, our scores have always been high. At Marcus Garvey, 77 percent of the students meet the state standards, which is higher than the welcoming school. Also, Marcus Garvey is new to probation while the welcoming school was on probation from 2005 to 2011.

The staff and students at Marcus Garvey are like a family. We treat each other with respect and care about each other. My teachers always make sure that I'm doing my best and my friends and family are very supportive, which is why I have been on the honor roll since I started at Garvey. Also, I have perfect attendance because I look forward to coming back to school to see all the friendly faces.

In my community, we do our best to help each other. By sending me to the welcoming school, you are making me walk to school every day crossing gang lines and putting me in harm's way. In conclusion, Marcus Garvey school should not be closing because it is an amazing school with a mission to provide each student with a quality education and focuses on career and college readiness.

Urcella Carey

Concerned Parent

My name is Urcella Carey. I am a proud parent at Marcus Garvey School. I had the opportunity to visit the welcoming school. I was not impressed. The school had a gloomy feel to it when I walked into the door. I came to take a tour of the school. I was buzzed in and no one was there to ask me questions about where I was going. No one asked me to sign in or inquired about whom I wanted to see.

I was given a tour of the school. The tour started with the library. The library was small, not fully stocked as they indicated on the informational sheet from CPS. They did not have a lunchroom. The gym room is converted into the lunchroom. That is not sanitary. I also visited the classrooms and was not impressed. There was no work up showing what the kids are being taught and what they are learning. You are trying to send my children to this welcoming school that's supposed to give them a better education when I can't tell what they are learning in the school. The computer room only had one computer. There was no science lab, no air conditioning as was promised by CPS.

CPS says that Garvey is underutilized, but the welcoming school is more underutilized because their entire third floor is unoccupied. Marcus Garvey has everything my child needs and has been given ever since they have been in preschool. My children will be devastated if Garvey is closed. If they close Marcus Garvey School, I will home-school my children before I ever send them to the welcoming school.

Student G

Student at Garvey

At my school, I learned about 123s. I learned about my ABCs. I learned about Marcus Garvey and Martin Luther King. As I got older, I learned that 10 plus 10 is 20 and 5 minus 3 is 2. I learned to read books by myself. I learned to read silently, too.

I began here in pre-K. Now, I'm in first grade. I studied hard and turned in my homework. Guess what? I made straight A's. I learned so much at my school. I know there is more to go.

Please help Marcus Garvey. Don't let my school go.

Vonthea Rodgers

Concerned Parent

My is Vonthea Rodgers. Train up a child in the way that he should go; and when he is old, he will not depart from it. Here at Marcus Garvey, we are a village that believes in training our children to be leaders. They can be leaders, the best leaders that they can be, through love, truth, faith, hope, kindness, meekness, temperance, obedience, unity, no fear through examples set by our parents, teachers, principal, security staff and volunteer workers. We work together displaying love, kindness, hope and unity to lead our children by our example. It is through love and kindness that has struck a fire of passion to succeed in our children. It is through love and kindness that has given them confidence and courage in themselves to be the best. It is through love and kindness that has given them a voice to speak up for justice, peace and truth.

It is through love and kindness that has given them the willingness to trust in those who are working together to help guide them into a prosperous future. It is through love and kindness that has given them the desire to chose obedience, temperance and meekness in their journey with those who are leading them.

Here at Marcus Garvey, we adults leaders, parents, principal, teachers, security staff and volunteer workers say to our children don't let anyone look down on you because you are young but be an example for the believers and speak in conduct and love and faith and purity. If you were to close Marcus Garvey, we would be stealing -- you would be stealing our children's love, laughter, peace, faith, safety, hope for justice and what they have worked so hard to achieve for years, which were monitored by the loving principal and teachers that they have right now.

Student H

Student at Garvey

I am a proud seventh grade student at Marcus Garvey taught by several teachers throughout my years of attending, I have been placed on the honors program for eighth grade students.

At this school, we are loved and we know it. We work together to improve. I would gladly say without a doubt that Marcus Garvey is an astounding high standard and well-behaved school that keeps each student safe from violence which does take place near our school.

We have parents, teachers, administrations and community members who care for all of us. This helps us improve. As seventh grade moving to eighth grade, it would be very difficult for me to spend my eighth grade year in an unknown environment unrecognized and feeling uncomfortable with my environment as well. The same applies for future seventh graders. They would also feel like I would, lost in a new world alone. It takes time for friendships to fully develop, and one year of eighth grade would not be enough.

At Marcus Garvey my teachers will have given me an inspiration. The inspiration I receive is to excel to my full potential, work hard and to achieve what I desire. This school has played a major role in my life. Being here since I was a preschooler has helped shape my destiny and my journey to what I truly want to become. Improving my academics in math, reading, science and writing is what I have done. I came a long way so far because of Marcus Garvey. We experience things other schools don't -- would only dream of doing. We use SEL, social emotional learning and it helps us people grow as people. I consider this as not only a school but a family. It takes a village to raise a family. Well, this school has definitely helped raise me well. No matter what circumstances, Marcus Garvey is truly an undivided family, a family that has made me who I am today, an honor roll student throughout my years at Garvey. Together we make a difference.

Representative M. Davis

Illinois State Representative – 27th District

I want to say, thank you first of all. I was a teacher with Chicago Public Schools, 18 years. I was an administrator. I worked under Dr. Karen Saffold, and currently I'm a legislature and I have been there 27 years. I sit on the education committee, and I have been there a number of years.

This school seems to be one on the rise, not one who is going to do it but one who is doing it. You have parents who were students at the school who now are sending their children to the school, which means they saw some success. You have former students who are now teachers, which means they had success and they are coming back to teach. Isn't that what we want in our schools? Isn't that what we want in our communities?

I believe that as we use the so-called utilization formula, we are missing out on the human formula. We are missing out on what these children are developing and where their future lies. We have national achievement people, people going to Japan, New York from this little school, and it is a safety factor.

When I look at the little children learning to make public speeches, I bet this is the first time many of those kids had to speak publicly anywhere through a microphone with all of these people sitting in the back. Karen Saffold has led this school to this level. Karen, you can't let it go away. They have reached a plateau. Their achievement level is higher than Mount Vernon. So why do you send the achieving school with the programs in place moving forward to a school

that is not there yet? They have air conditioning. The other school has window air conditioning. These guys have central air. They also have a library, a fully stacked library.

I have been to many of these meetings. This is the first one where I have heard so many parents speak, so many former students speak who are now sending their children to this school. The school proves it's a success because they have sent people on to learn and go to college and become teachers and they come back there and teach. And that's what we want when we educate people. Go out and learn and become something. Come back and offer it to the community you are from. This is what we are doing. These little babies from kindergarten or first grade making speeches to a group of people they have never seen before. That's education.

And the programs they have including the gardening, just imagine some people are trying to get gardening off the ground, and here they're ready to plant in May. This counts for something. We cannot destroy a living viable learning community, and that's what Marcus Garvey is.

Judge Dolan, you have been so very courteous. When I taught for the Board of Education to show you how long ago it was, I thought this was a huge room. I always pictured it to be so big when I'd have to come here, but thank you for your courtesy and I hope that you will deliberate with all the will of God in your heart.

Student I

Student at Garvey

I am a third grade student in Mrs. Bulla class. I need Marcus Garvey School to stay open. In my classroom, we work in reading groups according to our read bands. This year alone, my reading read band has increased from spring to winter by 15 points. Wow, and the year is not over yet. Wait until you see my end-of-the-year score. In my reading group, we are reading novels, learning about story structure and theme. My group works very well together on individual projects. Because of our SEL program, the teachers have us interact with other students. I am currently working with fourth grade reading lessons. We are required to read 40 books each year. My friends at other schools are only required to read 20. I know that the more I read, the smarter I will be.

Once or twice a week, Mrs. Bulla take us to the computer lab to reinforce skills we have learned in class. I log into (inaudible) lab and work on lessons I need to improve on. I have been on the honor roll since first grade, and I want to graduate from this amazing school. Please do not close my school, Marcus Garvey.

Rodney Daniels

Concerned Parent

I am here to speak on behalf of Marcus Garvey. I am a parent. I have two kids that go to Marcus Garvey, and I also attended Mount Vernon, all right. Mount Vernon has different features that Marcus Garvey does have. Okay, I'm going to point out one thing. Coming up in Mount Vernon, I've never seen any honor roll students in that school. I have never seen an honor roll list on any wall in that school. I have always thought as a young kid coming up that Marcus Garvey was a bad school, but now with my kids attending Marcus Garvey, I've learned and I see that they have supporting staff, and supporting parents and supporting students that support one another.

I walk through the halls, and I realize, wow, what a great school. I see Mrs. VanAllen, she structures these kids and she points these kids into the right direction to learn to want to become something in school, and this is something that I don't want to see my kids taken away from, and I'm going to be a strong standing man here to look each and every individual in the face and say do not close Marcus Garvey

Lewis Smith

Concerned Parent

My name is Lewis Smith. My son attends Marcus Garvey School. I am employed by the Cook County Sheriff Department, and I see a lot of violence. I see a lot of young men and women who have been misled and led astray.

My son, don't have no problem out of him. He spoke up here earlier. He's on the honor roll. They're sending him to Washington next month or so because he was nominated to go. I have seen or was kind of pushing him towards sports. He does not have to. That boy is very intelligent, and I have to take my hat off and say thank you to all of the teachers and these support staff at Marcus Garvey for doing a great job with my son. They know that any time they need me, I will come and do anything I need to do for him; but I'm asking you and I don't know who you are or what your role is as far as being a judge on this thing and how far along this goes on, but I'm asking you to give these people a chance to continue what they are doing with these children's community because all I have been hearing all night is how dangerous it is on the other side of 105th or down by 101st. With Marcus Garvey being on the center line and there's no gang violence, in Chicago, that's unheard of. If the school doesn't have any gang problems, that's unheard of. You got all of these alternative schools that you send these kids to. They have no chances. Marcus Garvey is giving these children a chance. So continue letting them do it. That's all I have to say.

Student J

Student at Garvey

I am a fourth grade student at Marcus Garvey. I wanted to talk to you about why you are closing our school. You are offering many things we already have in place at Marcus Garvey; for example, we have Spanish, a beautiful library, computer lab, a garden, air conditioning throughout the school, art and three science labs. Why close a school that has so many things and so much more to offer?

Our school is more than just a school. It's our home away from our real home. Our teachers act like our parents because they teach us how to make right decisions in life; for example, we have a social emotional learning program that teaches us how to manage negative emotions and not to do the wrong thing. Good behavior is important for learning. That's why our school has a 77 percent reading and exceeding in Marcus Garvey, and we are going higher than that next year. Why move kids from a school that's already in place for learning? Kids already feel safe at Marcus Garvey. Why change that? Thank you for listening. Please don't close our school.

Student K**Student at Garvey**

I'm a seventh grader student at Marcus Garvey. I've attended Marcus Garvey since fourth grade. I speak to you today to change your mind about closing my school. It's like a second home to me. At Marcus Garvey, you don't feel like a regular outsider. At other schools, you feel like, well, just a person there. You don't get as much attention as you do at my school. I feel very safe at my school like it's a safe haven. Like just to get away from things, you come to school.

My school has very like a lot of programs and things like computer, and we run like track. We have track and cheer leading and pom, pom, anything like that for extracurricular activities for like girls and things, boys too. But I don't want you to close my school. I love my school, and I think it should stay open

Student L**Student at Garvey**

I am a third student at Marcus Garvey School. I think Marcus Garvey should stay open because other schools are not as peaceful as Marcus Garvey. We have a computer lab, science lab and full-stocked library, art room and gym room. We are going to work and fight to keep our doors open.

Student M**Student at Garvey**

I attend Marcus Garvey School, and I am in the fourth grade. I have been a Garvey student since pre-K. I believe Marcus Garvey should not be closed because we have a safe community. Our teachers and principals work together to keep us safe in and out of school.

We also have other people who work hard to keep us ahead in the right direction. Everyone from the janitor keeps us focused. For example, we have a Monday mentoring program where we talk about different topics dealing with social emotional learning. Our mentoring groups have kids from all grade levels.

Also, I think Garvey should stay open because we have the most amazing and wonderful teachers ever. These teachers love us and cares for us by taking the time to teach us every day. They put us in small groups to teach us new things older kids would know. They really challenge us. If Garvey closes, good teachers like that will go to waste. Furthermore, Garvey is the best school a child could ever attend.

In the newspaper article, it said the mayor said that kids were trapped in schools. Well, at Garvey, we are not trapped. Garvey is a great and safe environment for all kids to learn. Marcus Garvey is a family. We are under-recognized, not understand utilized.

Student N**Student at Garvey**

I am in the fourth grade. I have been a student at Marcus Garvey since pre-K and have had many great teachers. Our school is special because we have many people that work hard to help us succeed. We have many science labs where we do hands-on activities. We also have art, Spanish

and a full-functioning library. Marcus Garvey is a family, and we work together. We are T-Birds for life.

I have lots of friends at Garvey. Actually, they are more than friends. They are family. If our school is closed, our family will be separated. Why would you want to do that to a family? This is our first year on Level 3 probation and our last. I want to see my family and my school stay open. Marcus Garvey is my second home. Please don't close Marcus Garvey School. We are not underutilized. We are under-recognized.

Student O

Student at Garvey

I am in third grade at Marcus Garvey School. I am sure that if you made the decision that Garvey School should close, I have several reasons for why you should keep Marcus Garvey school open. All of the students are bright. We are often taught above our grade levels. I know how to do PowerPoint presentations, and I have been on the honor roll three times this year. I have also received the highest score in reading in the NWEA map skills test in the entire third grade.

Please do not close our school. It is our home away from home.

Student P

Student at Garvey

I am a third grade honor roll student at Marcus Garvey School. We learn a lot in Marcus Garvey. In third grade, I learned about the elements of (inaudible) conflict and resolution. I have also learned about homophones and homographs. We learned so many things in third grade that we are often taught above our grade level. We learn how to do PowerPoint presentations and most schools don't. We have student work hanging on our walls, but most schools don't have things hanging on their walls.

Marcus Garvey has a long history, and we want to keep it going. Marcus Garvey is my heart and my family's heart. People at Marcus Garvey know other people deeply. My teacher Ms. Harris is the greatest teacher ever because she pushes me to be the best. Please do not close Marcus Garvey.

Student Q

Student at Garvey

I am a third grade student at Marcus Garvey school. I have learned a lot of things as a student at Marcus Garvey. I have learned how to write an essay, do science experiments and how to do PowerPoint presentations. I love doing PowerPoint presentations because you can load your presentation on a flash drive to take it with you anywhere you want to go.

My teacher pushes me and my classmates to be our best every day. This helps me to be my best and show what I know. Please do not close my school.

Student R

Student at Garvey

I am a proud third grader at Marcus Garvey School. I am standing here because we want to keep Marcus Garvey School open. We moved to this community because it was safe and quiet. I would like to continue going to Marcus Garvey because I would like to graduate from eighth grade here. I have been on the honor roll every year from first grade to third grade, and I want to continue that path of being on the honor roll at Marcus Garvey. I learn something new every day. That is because we have excellent teachers at Garvey that care deeply about us as students.

Please do not close our school.

Student S

Student at Garvey

I am a fifth grade student at Garvey striving to keep our school alive. If you only believe, we may continue to achieve. A good school is a school that is hungry to learn. We at Garvey are absolutely famished. Marcus Garvey is not just a school but a family, my family.

So please, keep our school open.

IV. Statement of Determinations

I make the following determinations regarding the proposals to Close Marcus Moziah Garvey Elementary School and Revise School Attendance Boundaries of Mount Vernon Elementary School:

1. Compliance with the provisions of §34-230 (a) requiring the CEO to prepare, publish and submit for public comment “guidelines for actions” has been had. (*Tab 15*)
2. Compliance with the provisions of §34-232 (1), (2) and (3) and §34-230 (c) (1) through (4) requiring “notice” has been had. (*Tabs 1 through 5*)
3. Compliance with the provisions of §34-225 requiring “school transition plans” has been had. (*Tabs 1 through 5*)
4. Compliance with the provisions of §34-230 (d) requiring publication of notice has been had. (*Tab 6*)

5. Compliance with the provisions of §34-230 (e) (1), and (f) (1), (2), (3) requiring a public hearing conducted by a qualified independent hearing officer has been had via the hearing held on April 24, 2013, wherein the undersigned presided.

6. Compliance with the provisions of §34-230 (e) (2), and (g) requiring opportunities to elicit other public comment has been had via public community meetings conducted by a representative of the CEO on April 9, 2013, and April 13, 2013. (Tabs 17, 18, 19, 20)

7. Compliance with the provisions of the Guidelines, specifically, “II. Notice and School Transition Plans” (Tab 15) and “Procedures for Public Hearings on Proposed School Closure, Consolidations, Co-Location, Phase-Out, Reconstitution, or Reassignment Boundary” (Tab 16) has been had via compliance with the various provisions of §34-230 as set out (at 1 through 5) hereinabove. (*Tabs 1-5*)

8. The Guidelines require the CEO to consider certain criteria when recommending certain school action governed by the provisions of §34-230. The CEO’s proposals to Close Marcus Moziah Garvey Elementary School and Revise School Attendance Boundaries requires consideration of the following criteria set out in the Guidelines:

“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...

A school may be considered for a closure, consolidation, reassignment boundary change, or phase-out 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.

2. Constraining Factors

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.

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. (*Tab 15*)

9) According to the CEO's Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized based on the 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. (*Tab 15*)

10) To determine the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards.

The enrollment efficiency range is plus or minus 20 percent 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 homerooms is approximately 76 to 77 percent 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.

Garvey is an elementary school that as of the 20th day of attendance for the 2012-2013 school year serves 315 students in pre-kindergarten and kindergarten through eighth grades.

There are 27.5 classrooms within the Garvey facility. The 0.5 indicates the presence of one or more small classrooms. Approximately 77 percent of 27.5 is 21, the number of allotted homerooms. 21 multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Garvey facility is between 504 and 756 students.

(Tab 21)

11) The enrollment of Garvey as of the 20th day of attendance for the 2012-2013 school year is 315. This number is below the enrollment efficiency range and thus the school is underutilized.

12) According to the CEO's Guidelines for the 2012-2013 school year, one of the constraints upon the CEO's proposal to close a school is that "...the resulting space utilization after the closure will not exceed the facility's enrollment efficiency range as defined by the CPS Space Utilization Standards. *(Exhibit 15)*

13) The CEO has proposed that the students from Garvey be welcomed at Mount Vernon Elementary School or Mount Vernon. *(Tabs 1, 21)*

14) Mount Vernon has 31 classrooms. Approximately 77 percent 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 Mount Vernon facility is between 552 and 828 students. Mount Vernon currently has 305 students enrolled. (*Tab 21*)

15) Garvey's current enrollment is 315 students, and Mount Vernon's current enrollment is 305 students. This combines to a total of 620 students for the year, which is within the enrollment efficiency range of the Mount Vernon facility. (*Tab 21*)

16) The projected enrollment for Garvey for the 2013-2014 school year is 302 and the projected enrollment for Mount Vernon for next year is 319 for a total of 621 students, which is, also, within the Mount Vernon enrollment efficiency range. (*Tab 21*)

17) 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 Mount Vernon as defined by the CPS Space Utilization Standards.

18) According to the CEO's Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized ...and the impacted students have the option to enroll in a higher performing school. (*Tab 15*)

19) One way that the CEO's Guidelines for School Actions define a higher performing school is if the school received a high level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, 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 schools and schools designated as Level 3 are the lowest performing schools. (*Tab 12*)

20) Garvey received a Level 3 rating for the 2011-2012 school year, while Mount Vernon received a Level 2 rating. (*Tab 25*)

21) Mount Vernon is a higher performing school than Garvey.

22) If this proposal is approved, students will receive additional supports at Garvey during the remainder of this school year and at Mount Vernon next year. And, the Rock Island Elementary Network will provide assistance to ease the transition process as much as possible. (*Tab 24*)

23) CPS has developed a draft transition plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. (*Tab 1*)

24) CPS will publish final transition plans, if the Board approves this proposal, which will include the following:

A. The CPS Office of Safety and Security (“OSS”) will work 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 safe transition of students. This plan will include the following:

- they will review and update school safety audits, security personnel allocations, and school safety technology systems to enhance as appropriate.
- OSS will be available to address specific safety concerns raised by students and staff.
- OSS will provide Safe Passage supports for students and staff traveling to and from school.

B. Students will receive academic supports as they transition into the following:

- a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Garvey maintain academic rigor for the remainder of the school year and ensure a smooth transition to Mount Vernon.

- the Mount Vernon administrators will receive comprehensive, student-specific data on all transitioning students to allow safe, a save passage and also allow for staff to proactively identify individual student needs and prepare those students for the upcoming school year.
- the Chief of Schools for the Rock Island Elementary Network will be available at open houses to discuss concerns and educational options.
- the principals will receive discretionary resources to provide direct academic support to students.

C. Students at all schools will receive social and emotional supports to help them adjust to a new learning community, including the following:

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

D. Additional transition supports will be provided to ensure that Garvey 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 learner, and early childhood participants. (*Tab 24*)

25) If the proposal to close Garvey is approved, the CEO is, also, proposing that Garvey's attendance area be reassigned to Mount Vernon located at 10540 South Morgan Street at the end of the current school year. (*Tabs 1, 23*)

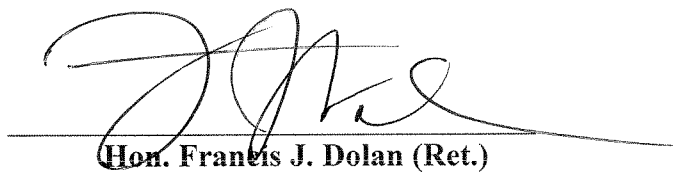
26) In proposing this boundary change, all necessary factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy (*Tab 13*),

including, but not limited to, the capacity of Mount Vernon, geographic barriers, travel time, distance traveled, and program considerations.

V. Conclusion

Based on these determinations, I conclude that the CEO has supported her proposals to Close Marcus Moziah Garvey Elementary School and Revise School Attendance Boundaries of Mount Vernon Elementary School.

Submitted this 5th day of May, 2013



Hon. Francis J. Dolan (Ret.)