

**PUBLIC HEARING TO  
CONSIDER THE PROPOSED  
CLOSURE OF  
NATHAN R. GOLDBLATT  
ELEMENTARY SCHOOL**

**APRIL 29, 2013  
COMMENCING AT 5:30 P.M.**

**HON. CLIFFORD MEACHAM  
HEARING OFFICER**

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2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Nathan R. Goldblatt Elementary School and Helen M. Hefferan Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Nathan R. Goldblatt Elementary School
3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Nathan R. Goldblatt Elementary School and Helen M. Hefferan Elementary School on or about March 21, 2013
4. Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) List of Independent Hearing Officers for Hearings 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 15, 2013 and April 19, 2013
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

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Barbara Byrd-Bennett  
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at  
Nathan R. Goldblatt Elementary School  
4257 W. Adams St.

Parent or Guardian of a Student at  
Helen M. Hefferan Elementary School  
4409 W. Wilcox St.

Re: **Proposed Closure of Nathan R. Goldblatt Elementary School**

Dear Parent or Guardian:

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

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

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

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

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

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

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close Nathan R. Goldblatt Elementary School (Goldblatt). I am also recommending that Helen M. Hefferan Elementary School (Hefferan) serve as the dedicated welcoming school for students at Goldblatt in the fall.

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

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

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

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

#### **Our Proposal and Investments**

Our proposal is to close Goldblatt, located at 4257 W. Adams St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Goldblatt had 236 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 780 students. Goldblatt students will be welcomed by Hefferan, located at 4409 W. Wilcox St. While the closure of Goldblatt is not related to performance, it is important to note that Hefferan is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

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

#### **Attendance Area Boundary of Goldblatt**

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

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

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

##### **Community Meeting 1**

Wednesday, April 10, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

##### **Community Meeting 2**

Monday, April 15, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

##### **Public Hearing**

Monday, April 29, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or

hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

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

**Further Questions and Concerns:**

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

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

Sincerely,

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

Barbara Byrd-Bennett  
CEO, Chicago Public Schools

**DRAFT TRANSITION PLAN****For the Proposed Closure of Nathan R. Goldblatt Elementary School****I. Introduction**

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

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

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

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

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

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

**II. Summary of Action**

Goldblatt is a neighborhood elementary school located at 4257 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Goldblatt currently serves 236 students in PE, PK & K-8th grades. CPS is proposing to close Goldblatt based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goldblatt students will be welcomed at Hefferan, located at 4409 W. Wilcox St. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Goldblatt and Hefferan, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary currently associated with Goldblatt will be reassigned to Hefferan. This means that Hefferan will be the new neighborhood school for students living in the Goldblatt boundary.

### **III. Safety and Security**

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

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Goldblatt. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Hefferan administration and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

### **IV. Supports for Students and Schools**

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Goldblatt, and ensuring a successful transition to Hefferan for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

#### ***Academic Needs of Students***

If this proposal is approved, Goldblatt students will be welcomed at Hefferan, which is a higher performing school. To ensure Goldblatt students receive high-quality academic instruction throughout the transition, Goldblatt and Hefferan will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Goldblatt maintain academic rigor in the classroom and ensure a smooth transition to Hefferan. The PTC will follow students to Hefferan to ensure continuity of support for faculty and students.
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Hefferan with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.
- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Goldblatt and Hefferan will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

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

### ***Social Emotional Needs of Students***

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

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

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Hefferan will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

### ***Support for Specific Students Needs***

To ensure students at Goldblatt who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

#### ***Students with Diverse Learning Needs***

- Students with disabilities at Goldblatt will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Hefferan, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Hefferan to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Hefferan, provide observations of classrooms when school has resumed, and train Hefferan staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Hefferan, targeting training based on the unique population of the students in the school.
- Hefferan is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

### ***Students in Temporary Living Situations***

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

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

- Current and future ELLs attending Hefferan will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Hefferan in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

### ***Early Childhood Participants***

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

### ***Transportation***

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

## **V. Information Regarding Choice of Schools**

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

- Online ([www.cps.edu](http://www.cps.edu) or [www.cpsdae.edu](http://www.cpsdae.edu)),
- By email ([dae@cps.edu](mailto:dae@cps.edu)),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10<sup>th</sup> Floor).

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

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

## **VI. Public Comment**

### ***Community Meetings and Public Hearings:***

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

#### **Community Meeting 1**

Wednesday, April 10, 2013

5:00pm-7:00pm

Raby High School

3545 West Fulton Boulevard

#### **Community Meeting 2**

Monday, April 15, 2013

5:00pm-7:00pm

Raby High School

3545 West Fulton Boulevard

#### **Public Hearing**

Monday, April 29, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

### ***Further Questions and Concerns:***

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



## **Definitions**

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

“Higher performing school” means:

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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



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**Barbara Byrd-Bennett**  
Chief Executive Officer

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

Administrators, Faculty, Staff, and LSC Members  
Nathan R. Goldblatt Elementary School  
4257 W. Adams St.

Administrators, Faculty, Staff, and LSC Members  
Helen M. Hefferan Elementary School  
4409 W. Wilcox St.

**Re: Board of Education Proposed Closure of Nathan R. Goldblatt Elementary School**

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

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

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

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

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

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

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Nathan R. Goldblatt Elementary School (Goldblatt). This proposal helps address CPS' current underutilization challenge, enables us to move forward in

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

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

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

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

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

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

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

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

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

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

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

### **Our Proposal and Investments**

Our proposal is to close Goldblatt, located at 4257 W. Adams St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Goldblatt had 236 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 780 students. Goldblatt students will be welcomed by Helen M. Hefferan Elementary School (Hefferan), located at 4409 W. Wilcox St. While the closure of Goldblatt is not related to performance, it is important to note that Hefferan is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

### **Attendance Area Boundary of Goldblatt**

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

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

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

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

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

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

#### **Community Meeting 1**

Wednesday, April 10, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

#### **Community Meeting 2**

Monday, April 15, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

#### **Public Hearing**

Monday, April 29, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

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

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

**Further Questions and Concerns:**

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

Sincerely,

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

Barbara Byrd-Bennett  
CEO, Chicago Public Schools



## DRAFT TRANSITION PLAN

### For the Proposed Closure of Nathan R. Goldblatt Elementary School

#### I. Introduction

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

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

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

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

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

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

#### II. Summary of Action

Goldblatt is a neighborhood elementary school located at 4257 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Goldblatt currently serves 236 students in PE, PK & K-8th grades. CPS is proposing to close Goldblatt based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goldblatt students will be welcomed at Hefferan, located at 4409 W. Wilcox St. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Goldblatt and Hefferan, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary currently associated with Goldblatt will be reassigned to Hefferan. This means that Hefferan will be the new neighborhood school for students living in the Goldblatt boundary.

### **III. Safety and Security**

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

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Goldblatt. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Hefferan administration and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

### **IV. Supports for Students and Schools**

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Goldblatt, and ensuring a successful transition to Hefferan for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

#### ***Academic Needs of Students***

If this proposal is approved, Goldblatt students will be welcomed at Hefferan, which is a higher performing school. To ensure Goldblatt students receive high-quality academic instruction throughout the transition, Goldblatt and Hefferan will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Goldblatt maintain academic rigor in the classroom and ensure a smooth transition to Hefferan. The PTC will follow students to Hefferan to ensure continuity of support for faculty and students.
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Hefferan with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.
- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Goldblatt and Hefferan will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

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

### ***Social Emotional Needs of Students***

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

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

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Hefferan will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

### ***Support for Specific Students Needs***

To ensure students at Goldblatt who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

#### ***Students with Diverse Learning Needs***

- Students with disabilities at Goldblatt will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Hefferan, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Hefferan to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Hefferan, provide observations of classrooms when school has resumed, and train Hefferan staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Hefferan, targeting training based on the unique population of the students in the school.
- Hefferan is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.



### ***Students in Temporary Living Situations***

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

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

- Current and future ELLs attending Hefferan will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Hefferan in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

### ***Early Childhood Participants***

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

### ***Transportation***

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

## **V. Information Regarding Choice of Schools**

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

- Online ([www.cps.edu](http://www.cps.edu) or [www.cpsoae.edu](http://www.cpsoae.edu)),
- By email ([oea@cps.edu](mailto:oea@cps.edu)),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10<sup>th</sup> Floor).

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

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

## **VI. Public Comment**

### ***Community Meetings and Public Hearings:***

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

#### **Community Meeting 1**

Wednesday, April 10, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

#### **Community Meeting 2**

Monday, April 15, 2013  
5:00pm-7:00pm  
Raby High School  
3545 West Fulton Boulevard

#### **Public Hearing**

Monday, April 29, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

### ***Further Questions and Concerns:***

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

## **Definitions**

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

“Higher performing school” means:

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

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

## BOARD OF EDUCATION OF THE CITY OF CHICAGO

### In The Matters Of:

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

#### **AFFIDAVIT OF JEFF BROOM**

I, JEFF BROOM, state as follows:

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

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

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

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

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



**VERIFICATION BY CERTIFICATION**

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

  
**JEFF BROOM**

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

**In The Matters Of:**

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

**AFFIDAVIT OF LEONARD LANGSTON**

I, LEONARD LANGSTON, state as follows:

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

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

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

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

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

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

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

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

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



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

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

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

**VERIFICATION BY CERTIFICATION**

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

  
\_\_\_\_\_  
LEONARD LANGSTON

## BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

#### **AFFIDAVIT OF JASON VAN PATTEN**

I, JASON VAN PATTEN, state as follows:

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

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

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

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

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

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

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

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



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

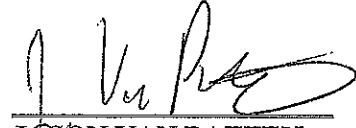
13. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 13, 2013 community meetings detailed below were published on the CPS website on or before April 18, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:

- a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 10:00am-12:00pm
- b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 12:30pm-2:30pm
- c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 10:00am-12:00pm
- d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 12:30pm-2:30pm
- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 10:00am-12:00pm
- f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 12:30pm-2:30pm
- g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 10:00am-12:00pm
- h. Proposed Closure of Ignace Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
- i. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
- j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 10:00am-1:00pm
- k. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm

- l. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
  - m. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
  - n. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 10:00am-12:00pm
  - o. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 12:30pm-2:30pm
  - p. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
  - q. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm
  - r. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm
14. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 15, 2013 community meetings detailed below were published on the CPS website on or before April 19, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
  - b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
  - c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
  - d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
  - e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
  - f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
  - g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
  - h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
  - i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
  - j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm
  - k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
  - l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
  - m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
  - n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
  - o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm

**VERIFICATION BY CERTIFICATION**

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

  
JASON VAN PATTEN

**Publication Date:** 04/03/2013

**Publication Date:** 04/03/2013

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Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

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

→ → 5/34-18. Powers of the board

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

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

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

3. To co-operate with the circuit court;

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

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teachers and pupils of the public schools;

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

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

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

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

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

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

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signed to such personnel;

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

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

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

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

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

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

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

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29. (Blank);

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

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

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

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

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

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

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

#### CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

#### HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

#### CROSS REFERENCES

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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





## UNITED STATES SUPREME COURT



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

## NOTES OF DECISIONS

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### 1. Constitutional issues

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

## 2. Legislative intent

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

## 3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

#### 4. Delegation of powers

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

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

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

#### 5. Maintenance and development of schools

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

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

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

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



Formerly cited as IL ST CH 122 ¶ 34-18

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

## 6. Budget

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

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

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

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

## 7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

#### 8. Bus contracts

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

#### 9. Subdistricts

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

#### 10. Curriculum

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

#### 11. Textbooks

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

#### 12. Discipline of students

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

### 13. School property, use of

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

### 14. Racial discrimination

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

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

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

### 15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

#### 16. Religious instruction

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

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

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

#### 17. Fraternities or sororities


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


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


#### 18. Lay-offs


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


Formerly cited as IL ST CH 122 ¶ 34-18


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



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


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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

#### 19. Termination

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

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

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

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

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

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

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West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

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

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

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

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

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

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

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

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

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

CREDIT(S)

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

## HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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Common Schools

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

▣ School Action and Facility Master Planning

**→ → 5/34-225. School transition plans**

§ 34-225. School transition plans.

(a) If the Board approves a school action, the chief executive officer or his or her designee shall work collaboratively with local school educators and families of students attending a school that is the subject of a school action to ensure successful integration of affected students into new learning environments.

(b) The chief executive officer or his or her designee shall prepare and implement a school transition plan to support students attending a school that is the subject of a school action that accomplishes the goals of this Section. The chief executive must identify and commit specific resources for implementation of the school transition plan for a minimum of the full first academic year after the board approves a school action.

(c) The school transition plan shall include the following:

(1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety issues;

(2) options to enroll in higher performing schools;

(3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and

(4) the provision of appropriate transportation where practicable.

(d) When implementing a school action, the Board must make reasonable and demonstrated efforts to ensure that:

(1) Affected students receive a comparable level of social support services provided by Chicago Public Schools that were available at the previous school, provided that the need for such social support services continue to exist; and

(2) Class sizes of any receiving school do not exceed those established under the Chicago Public Schools policy regarding class size, subject to principal discretion.

## CREDIT(S)

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

## HISTORICAL AND STATUTORY NOTES

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

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

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

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

105 ILCS 5/34-225, IL ST CH 105 § 5/34-225

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

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

School Action and Facility Master Planning

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

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

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

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

#### CREDIT(S)

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

#### HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

Effective: November 30, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

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

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

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# Chicago Public Schools Policy Manual

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

**Section:** 302.6A

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

**Date Adopted:** July 28, 2010

## **Policy:**

### **THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

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

### **POLICY TEXT:**

#### **I. Purpose and Goals**

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

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

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

#### **II. Scope of the Policy**

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

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

#### **III. Definitions**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **IV. PERFORMANCE EVALUATION SYSTEM**

##### **A. Calculation of Score**

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

##### **B. Determinations**

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

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

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

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

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



## **V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING**

### **A. Elementary School Indicators, Standards and Scoring**

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

#### **1. ISAT Mathematics – 6 possible points**

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

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

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

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

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

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

#### **2. ISAT Reading – 6 possible points**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **6. Attendance – 6 possible points**

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

**B. High School Indicators, Standards and Scoring**

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

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

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

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

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

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

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

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

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

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points
- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

## 3. **ACT Score – 6 possible points**

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

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

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

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

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points
- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

#### **4. PS&AE Reading Score- 2 possible points**

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

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

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

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

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

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

#### **5. PS&AE Mathematics Score- 2 possible points**

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

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

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

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

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

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

**6. PSAE Science Score– 2 possible points**

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

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

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

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

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

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

**7. Attendance – 6 possible points**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## **VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE**

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

### **A. Schools Placed on Remediation**

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

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

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

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

### **B. Schools Placed on Probation**

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

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

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

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

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

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

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

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

#### **VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS**

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

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

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

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

#### **Amends/Rescinds:**

Adopted 10-0728-PO4 (2011-2012 School Year)

#### **Cross References:**

10-0728-PO3; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2;  
06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2

#### **Legal References:**

105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

# Chicago Public Schools Policy Manual

**Title:** REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES  
**Section:** 703.2  
**Board Report:** 05-0622-PO1  
**Date Adopted:** June 22, 2005  
**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

### PURPOSE:

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

### POLICY TEXT:

#### I. Annual Review of Attendance Boundaries

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

#### II. Factors to be Considered

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

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

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

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

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

##### C. Geographic Barriers

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

#### **D. Travel Time and Distance**

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

#### **E. Program Considerations**

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

### **III. Process**

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

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

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

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

# **CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS**

**December 28, 2011**

## **I. Executive Summary**

### **A. *Rationale and Importance for Space Utilization Standards***

#### **1. *Education***

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

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

#### **2. *Operations***

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

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

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

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

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

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

### **C. *Summary of Standards***

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

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

## **II. Core Concepts**

### **A. *Elementary Schools - Definitions***

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

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

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

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

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

*Ideal Program Enrollment* is defined as allotted homerooms multiplied by 30<sup>1</sup>.

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

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

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

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

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

#### **B. Elementary Schools - Calculations**

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

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

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

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

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

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

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

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

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

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

<sup>4</sup> equal to Total # of Classrooms Within Main Facility X 30

### **C. High Schools - Definitions**

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

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

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

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

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

### **D. High Schools - Calculations**



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

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

<sup>2</sup> equal to 80% of Maximum Facility Capacity

#### **E. Alternate Approaches**

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

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

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

### **III. Other Circumstances**

### Main/Permanent Space vs. Temporary Space

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

### *Sharing Space*

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

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

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

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

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

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

### III. Conclusion

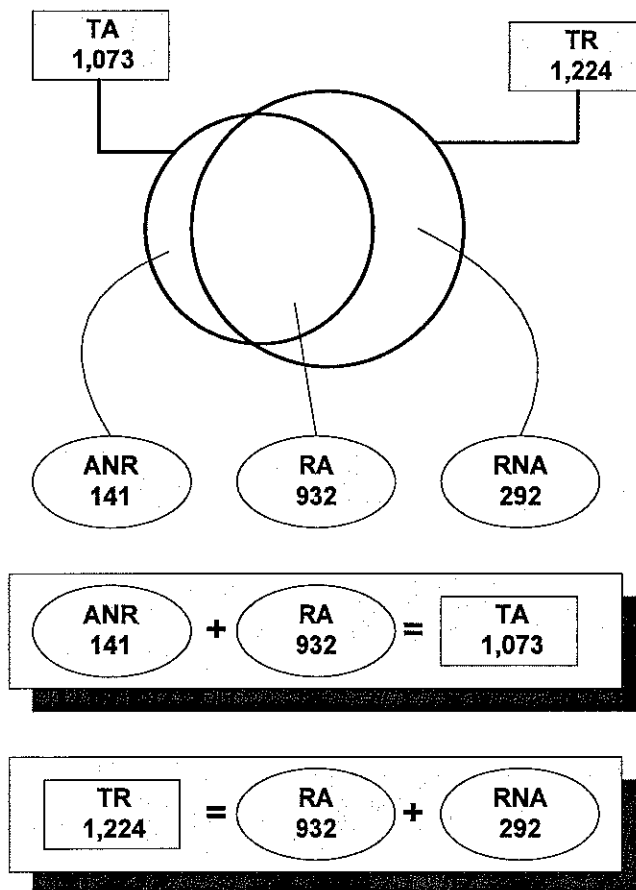
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20<sup>th</sup> Day enrollment data is available and before December 31<sup>st</sup> of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public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

## Appendix A

### Key School Demographics Statistics and Indicators

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

#### Example - School A



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

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

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

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

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

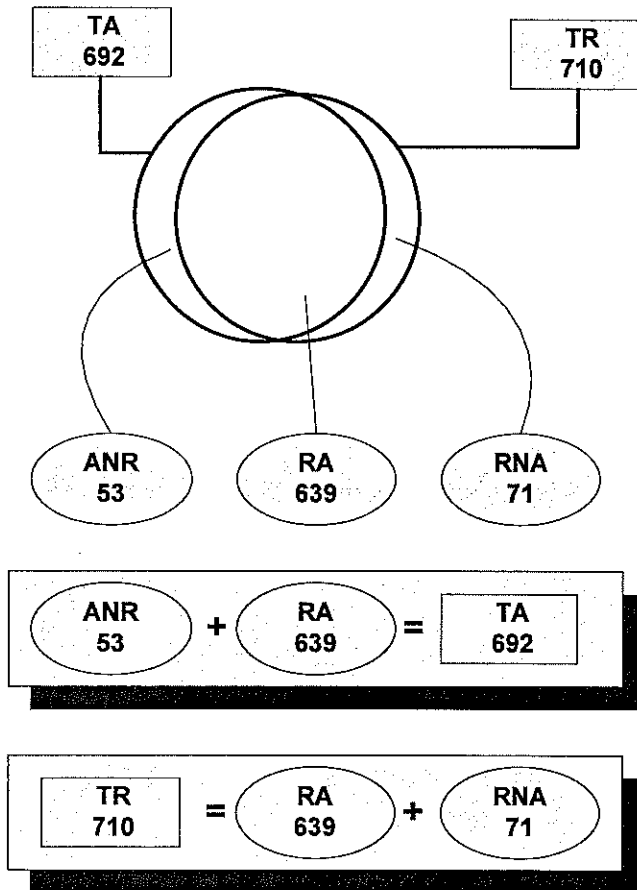
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

## Example – School B



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

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

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

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

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

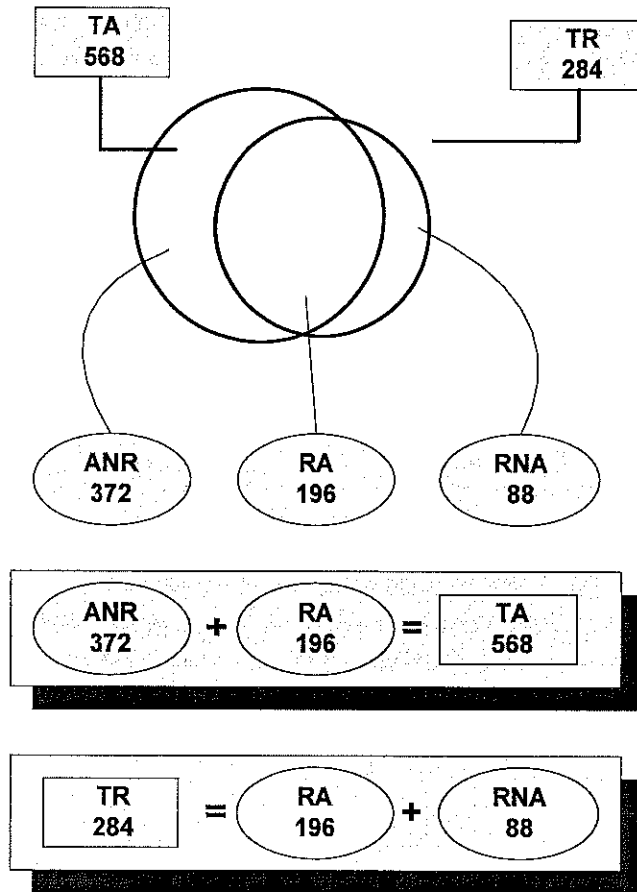
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

## Example – School C



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

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

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

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



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

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

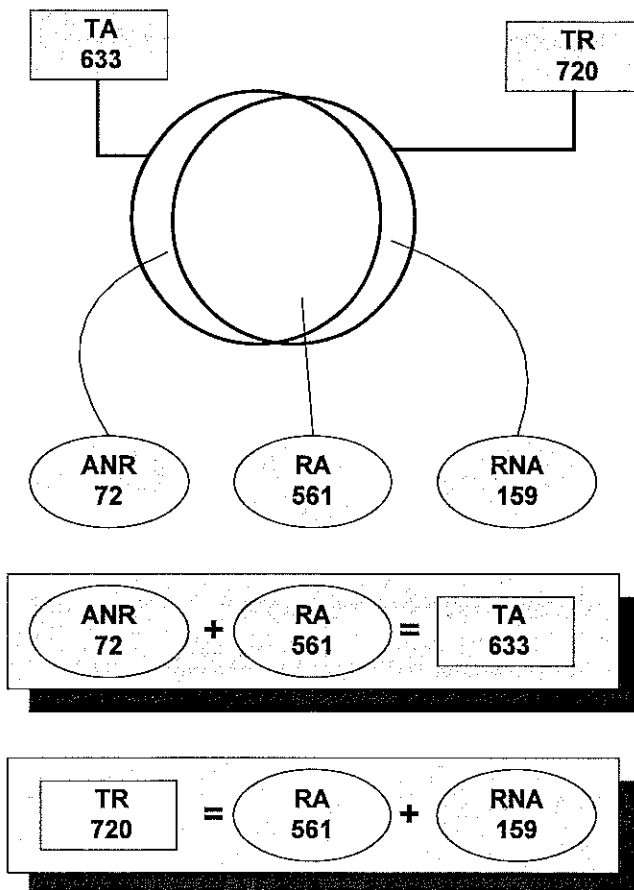
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

## Example – School D



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

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

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

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

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

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

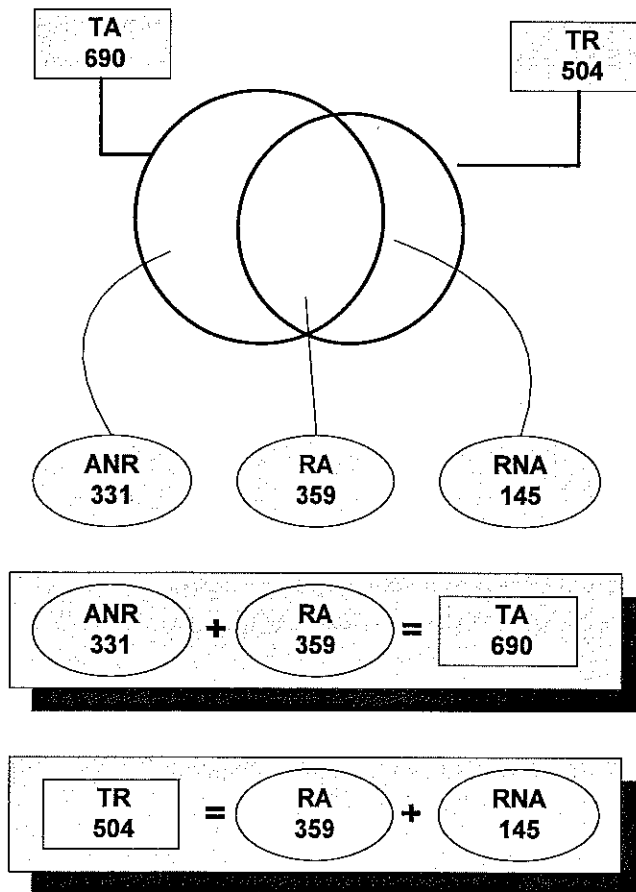
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

## Example – School E



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

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

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

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

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

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

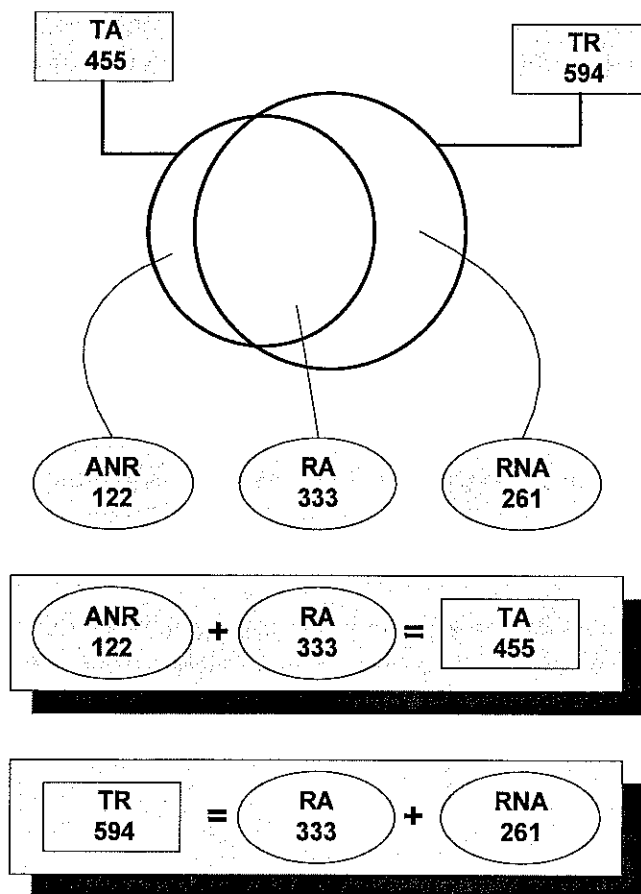
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

## Example - School F



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

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

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

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

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

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

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

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

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

### Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]



**GUIDELINES FOR SCHOOL ACTIONS<sup>1</sup>**  
**2012-2013 SCHOOL YEAR**  
**("Guidelines")**

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

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

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

**I. CRITERIA**

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

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

**1. Space Utilization or Grade Alignment**

*Space Utilization*

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

*Grade Alignment*

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

**2. Constraining Factors**

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

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

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

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

### **3. Additional Information to Consider**

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

#### **B. Criteria for Co-location**

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

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

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

## **II. NOTICE AND SCHOOL TRANSITION PLANS**

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

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

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

### III. DEFINITIONS

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

END OF DOCUMENT

THE CHICAGO PUBLIC SCHOOLS  
OFFICE OF THE CHIEF EXECUTIVE OFFICER

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

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



Chicago Public Schools  
For the Proposed Closure of Goldblatt  
Elementary with Hefferan Elementary  
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in the  
above-entitled matter held on April 10, 2013, at  
Al Raby High School, 3545 West Fulton Boulevard,  
Chicago, Illinois, commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. STEVE GERING

MS. MYETIE HAMILTON

MS. WANDA WASHINGTON

MR. CHIP JOHNSON

MS. TRACEY GINWRIGHT

ALSO PRESENT: Commander Eric T. Washington

Reported by: Ailene Barkhoff, CSR, RPR

License No: 084-004366

1	SPEAKERS	
2	Candace Anderson-Matchon.....	9
3	Etha Meeks.....	10
4	Delores Smith.....	12
5	Monica Gamble.....	13
6	Marcus Brady.....	14
7	Monique Ramsey.....	16
8	Clinetta Clark.....	17
9	Ms. Middleton.....	19
10	Telisa Walker.....	20
11	Adjora Stevens.....	21
12	Barbara Kearney.....	23
13	Adjora Stevens.....	26
14	Shalina Hampton.....	29
15	Ms. Middleton.....	30
16	Natalie Wahlberg.....	32
17	Barbara Kearney.....	35
18	Windy Pearson.....	37
19	Clinetta Clark.....	45
20	Adjora Stevens.....	47
21	Windy Pearson.....	49
22		
23		
24		



1 MS. HAMILTON: Good evening, everyone. I would  
2 like to both welcome you and thank you for coming  
3 out tonight, and I want to reiterate that this  
4 is -- that this meeting is a continuation of the  
5 process that has been underway for over the last 05:02:13  
6 four months when we have heard from over 20,000  
7 community members across the City.

8 I would like to introduce myself. I'm  
9 Myetie Hamilton. I'm the chief officer for the  
10 school support center with county Chicago Public 05:02:28  
11 Schools, and this is my colleague, Steve Gering,  
12 who is the leadership development officer for  
13 Chicago Public Schools. We will both be  
14 co-facilitating tonight's meeting.

15 We are here on behalf of our CEO 05:02:43  
16 Byrd-Bennett to share some basic information, but  
17 most importantly to listen and hear from you.

18 I would also like to introduce at this  
19 time the network chief of Garfield-Humboldt,  
20 Ms. Wanda Washington along with her assistant 05:02:59  
21 deputy chief, Tracy Ginwright. I'm going to also  
22 acknowledge any principals that are in attendance  
23 during this meeting at this time as well.

24 Once again, the purpose of this meeting is

1 to allow CEO Byrd-Bennett and the Board of this to  
2 hear from those in attendance about the proposed  
3 action to close Goldblatt School and welcome  
4 students at Hefferan.

5 We ensure that CEO Byrd-Bennett and the 05:03:38  
6 Board office will review and hear all of the  
7 information that is shared during tonight's  
8 meeting.

9 I want to remind everyone that this is the  
10 first of three meetings that will take place. The 05:03:54  
11 next meeting will be held Monday, April 15th, 2013,  
12 5:00 p.m. to 7:00 p.m. here at the same location,  
13 and the final meeting, which is the public hearing,  
14 will be held Monday, April 29th, from 5:30 to  
15 7:30 p.m. at Central Office located at 125 South 05:04:16  
16 Clark.

17 I want to also point out that there is a  
18 court reporter recording every word that is said as  
19 well as a sign language interpreter if appropriate  
20 and a translator. In addition, we have our CPS 05:04:34  
21 note taker that is here to take additional notes on  
22 the laptop to be provided directly to CEO  
23 Byrd-Bennett.

24 I want to at this time call your attention

1 to your handouts. Did everyone receive the  
2 handouts? This provides an overview of the  
3 proposed action, again, to close Goldblatt  
4 Elementary and welcome students at her Hefferan  
5 Elementary.

05:05:08

6 The first page here has provided a map  
7 where you can see both locations of both schools,  
8 in addition to historical enrollment data and also  
9 information regarding the improvements that will be  
10 made and how both students within both schools will  
11 benefit. And you will notice here that Hefferan  
12 Elementary will be receiving a new STEM program.

05:05:24

13 If you will flip over to the second page,  
14 just the reverse sheet, you see the information in  
15 the top -- the box at the top provides the  
16 information for both schools pending Board  
17 approval.

05:05:46

18 This also provides general information  
19 about frequently asked questions that parents may  
20 inquire about related to enrollment options for  
21 students, safety and security, the teachers, the  
22 LSC and partnerships.

05:06:06

23 If you will refer to the third page, just  
24 the reverse side of the handout, this provides an

5

1 overview of all the investments that will be made  
2 from all students within the welcoming school. And  
3 just to name a few, for all of these students they  
4 will receive an iPad. This will be for all  
5 students 3rd through 8th grade, air conditioning in 05:06:39  
6 every classroom that does not currently have it, in  
7 addition to interior improvements to these schools  
8 as needed. There will be a safety and security  
9 plan that includes safe passage and equipment  
10 upgrades. 05:06:59

11 In addition, in the box at the bottom of  
12 the page there is contact information on how to  
13 reach support offices if you have specific  
14 questions.

15 If you will refer to the final page of the 05:07:10  
16 handout, this page simply shows potential  
17 boundaries if the proposal is approved.

18 At this time, I'm going to hand the  
19 meeting over to Steve Gering who will facilitate  
20 public comment. 05:07:29

21 MR. GERING: Thank you, Myetie. I just want  
22 to, again, welcome you and a thank you for  
23 attending this evening.

24 Again, the purpose of tonight's meeting is

1 to listen to you, to hear your comments on the  
2 proposed closure of Goldblatt and welcomed by  
3 Hefferan.

4 In order to speak, we ask you to sign up.

5 I know I have four or five already signed up, and 05:07:51  
6 we will invite you to the microphone in a minute.  
7 When we call your names, please step up to the  
8 microphone right to my right and speak into that  
9 microphone.

10 You will notice behind the microphone we 05:08:03  
11 have a court reporter. The court reporter will be  
12 recording everything that you say into the  
13 microphone. So if you have any materials you  
14 brought with you that you want entered into the  
15 record, also please hand those to the court 05:08:17  
16 reporter so that we can take that information and  
17 give it to both our Board of Education as well as  
18 our CEO, Dr. Byrd-Bennett.

19 As Ms. Hamilton said, behind us is an  
20 additional note taker. They will be taking 05:08:31  
21 additional notes along with the court record. We  
22 will also be note taking throughout the evening to  
23 capture the key questions and issues that come up.  
24 Again, all this is to be shared with our Board of

1 Education and Dr. Byrd-Bennett as she hears the  
2 community speak about the potential -- or the  
3 recommended closings.

4 We want to give everyone a chance to  
5 speak, so each person is limited to two minutes. 05:08:57

6 There is a timekeeper right back here and the  
7 timekeeper has cards as you come up to a minute and  
8 30 seconds and then finally a stop. Of course,  
9 we'll allow you to finish whatever it is that  
10 you're saying in that sentence or two to finish up 05:09:15  
11 before we wrap, but we do want to keep it to two  
12 minutes to give everyone who wants to speak an  
13 opportunity to speak.

14 If translation is required, we have  
15 Spanish translation right here if you need Spanish 05:09:30  
16 interpretation.

17 (Whereupon, the interpreter  
18 spoke)

19 MR. GERING: So if you need translation into  
20 Spanish, just let her know and she will -- both for 05:09:47  
21 entering into the record as well as you want to  
22 hear what is going on, she'll be happy to translate  
23 that also.

24 We also have sign language -- American

1 sign. We have an interpreter right here, so if you  
2 need interpretation services, please let her know.  
3 Do we need interpretations services? If that  
4 arises during the evening, we'll definitely engage.

5 Now, I also want to say, again, that this 05:10:12  
6 is one of three opportunities to let your voice be  
7 heard around this recommendation. The next  
8 community meeting is on Monday, April 15th, right  
9 here at 5:00 to 7:00 p.m., and then the hearing for  
10 this proposed school closing and welcoming is on 05:10:30  
11 April 29th at 5:30 to 7:30 at the Board office of  
12 125 South Clark.

13 And so with that, we will go ahead and  
14 begin the public comment section. And we have  
15 Speaker No. 2, Candice Anderson-Matchon. 05:10:48

16 MS. CANDICE ANDERSON-MATCHON: Good afternoon.  
17 My name is Candace Anderson-Matchon and I am here  
18 to speak on behalf of Goldblatt.

19 For many of our students Goldblatt is  
20 home. It is where they come not only to be 05:11:04  
21 educated but to receive nurturing, love and  
22 compassion that they do not receive at home. My  
23 colleagues and I leave work every day knowing that  
24 we made a difference in our students' lives.

1           We feel that our school should not be  
2 closed. We feel lied to and betrayed. We were  
3 told to raise test scores and under the direction  
4 of Ms. Curington, we did making significant double  
5 digit gains. This is a huge accomplishment and a       05:11:30  
6 huge task to perform. Yet, we're being closed.

7           There are many schools within our Network  
8 who are performing under where we are and we're  
9 just wondering why us. We do understand the term  
10 underutilized, but that is something new. It's       05:11:48  
11 almost like you gave us all of these goals to meet  
12 and when we get there, there is a new one that we  
13 can't help.

14           We're wondering why can't students be  
15 bused to our school. We are up and on the rise and       05:12:01  
16 that's something you put in writing -- Level 2 on  
17 the rise, and that is us. We are on the rise.  
18 Thank you.

19           MR. GERING: Thank you. Next we have speaker  
20 No. 3, Etha Meeks.       05:12:18

21           MS. ETHA MEEKS: Good afternoon. I'm going to  
22 try to compose myself. When I first came to  
23 Goldblatt School about four years ago, my principal  
24 asked us to provide our children with a world class



1 education and I said to them, how do I do that?

2 First I started with plans, weekly plans,  
3 monthly plans and yearly plans. And I asked  
4 myself, what is needed? And I realized that I  
5 needed materials, I needed to address my childrens' 05:12:59  
6 learning, their tactile, their sensory, large  
7 motor, so I was -- I spent thousands of dollars to  
8 provide things that we needed in my classroom to  
9 make a difference for my children, and I saw my  
10 children grow academically and socially, and it's 05:13:19  
11 been extremely rewarding for me to see that happen.

12 And our staff as a whole gives  
13 100 percent. Each day and they go the extra mile  
14 to give our children what they need, and as a  
15 result of this, our students have grown 05:13:39  
16 academically and they have grown socially, and many  
17 of them see our school as their home.

18 I know the primary department has truly  
19 prepared its children to compete with any children  
20 here in Chicago and to compete in society 05:13:59  
21 academically and socially. And I'm saddened to see  
22 that these first, second and third grade children  
23 will never become third graders here at Goldblatt  
24 School and we'll never get a chance to see how many

1 gains we have accomplished. Thank you.

2 MR. GERING: Thank you, Ms. Meeks. Before

3 going on to the next speaker, I think we have

4 another guest that has joined us at the table,

5 commander Washington from CPD. So we want to

05:14:30

6 welcome you and thank you for being here this

7 evening. Also, we have the deputy chief of the

8 Network, Chip Johnson is here also. Thank you.

9 So Speaker No. 4 is Delores Smith. So

10 when you come to the microphone, even though I'm

05:15:01

11 saying your name, for the purpose of the court

12 reporter if you could state your name, that would

13 be helpful making sure we get an accurate record.

14 MS. DELORES SMITH: Good afternoon. My name is

15 Delores Smith, and I'm a counselor at Goldblatt

05:15:13

16 School.

17 As I was driving over here, I had to ask

18 myself why was I attending yet another community

19 meeting? I almost feel as if I'm beating an

20 already dead horse. You honestly believe that

05:15:30

21 nothing will be final until the Board meeting in

22 May, but these handouts do not offer encouragement.

23 Everything we received at our school, that

24 our students have received has already been

12

1 preplanned and prepackaged. In reality these  
2 community meetings are designed to ease the  
3 conscious of our Mayor and our CEO so they can say  
4 that we were given the opportunity to speak.

5 Everyone here knows our data. You know 05:15:56  
6 that we are a Level 2 school on the rise and that  
7 our principal, Ms. Curington, was recognized  
8 because of that. We are a family-oriented school  
9 dedicated to genuinely -- genuinely putting  
10 children first. 05:16:13

11 MR. GERING: Thank you, Ms. Smith. The next  
12 speaker is Speaker No. 5, Monica Gamble.

13 MS. MONICA GAMBLE: Good evening. My name is  
14 Monica Gamble, and I am a teacher at Goldblatt  
15 School. As I sat down preparing something to say 05:16:44  
16 for my students, I could not find the words to  
17 write down. So I'm going to speak from my heart.  
18 I'm a little emotional, so bear with me.

19 I am going to miss if our school is closed  
20 my students very much. I am there for them. I 05:17:03  
21 love them, and they know I love them. I do  
22 everything I can to give them the best education.  
23 I have seen generations of children come back, and  
24 I have noticed that they come back with stories,

1 Ms. Gamble, my cousin told me you taught them how  
2 to write; Ms. Gamble, my cousin told me you made  
3 reading fun; Ms. Gamble, my cousin told me you  
4 taught them how to love measurements, and I have  
5 noticed that the more I teach and the more I give, 05:17:39  
6 the more students gets excited about their  
7 learning.

8 I can see the twinkle in their eyes when  
9 they come to me and say, Ms. Gamble, I don't  
10 understand it. And I say, okay, we will do it 05:17:48  
11 again and again and again until you understand it.  
12 And then they say, I got it, Ms. Gamble, look --  
13 look at my answer, look at my problem. And they're  
14 so excited about their learning.

15 So it's -- and they come to us as their 05:17:59  
16 family. They see us as their family, and they know  
17 we love them and support them and we give them all  
18 that we have. Thank you.

19 MR. GERING: Thank you, Ms. Gamble. Speaker  
20 No. 6, Mr. Brady. 05:18:14

21 MR. MARCUS BRADY: Good evening. I'm Marcus  
22 Brady, and I brought you guys a drink. I wanted to  
23 give you this. I'm sure you'll enjoy it.

24 But I want to explain something to you

1 about this drink before I give it to you. This  
2 represents why we're here tonight because some  
3 things look good in the bottle; but when you shake  
4 it up, you have to deal with what comes after that.

5 And speaking from the safety and security 05:18:47  
6 side, if we put both of these schools together,  
7 this is pretty much what we're going to get. And  
8 when the top comes off from the safety and security  
9 side, I don't know if we're going to want to open  
10 up this top. 05:19:05

11 So we have to take strong consideration  
12 before we do this, not just from the education  
13 standpoint but from a social standpoint. It looks  
14 good in the bottle, it looks good on paper -- well,  
15 actually it doesn't. It looks good in the bottle, 05:19:18  
16 but do you want to open this up and deal with what  
17 is coming out of it.

18 We're talking about lives. We're talking  
19 about young people being hurt. We're talking about  
20 gang violence. We're talking about families that 05:19:30  
21 don't quite get along. We're talking about merging  
22 communities of rival gangs, and we're doing it at  
23 the cost of young people.

24 MR. GERING: Thank you, Mr. Brady. Speaker

1 No. 7, Monique Ramsey.

2 MS. MONIQUE RAMSEY: Good evening. My name is  
3 Ms. Monique Ramsey, and I am a first year teacher  
4 at Goldblatt Elementary.

5 And one word I have is passion. That is 05:20:09  
6 why I chose this profession, because I am  
7 passionate about learning. I'm passionate about  
8 teaching. So when my students ask me, Ms. Ramsey,  
9 where will you go next school year, we don't want  
10 to see anybody else, that's very disheartening 05:20:33  
11 because my special ed students have seen multiple  
12 teachers.

13 So for me to be someone that they see on a  
14 regular basis and look forward to seeing the next  
15 school year, that's what I call passion. 05:20:52  
16 Passionate is who -- we have one of the most  
17 passionate principals, Ms. Curington, I believe 81  
18 other principles in the City of Chicago was --  
19 excuse me -- in fact, the mayor and the CEO thought  
20 so back in October of 2012. That's why they were 05:21:19  
21 considered the most responsible for what he called  
22 a great year at CPS.

23 So to make that connection with my  
24 students, they would like the next year to be a

1 great year for them at Goldblatt.

2 So to the powers that be, closing

3 Goldblatt is a cost saving mechanism, but it is one

4 that should not come at the expense of our

5 students. Thank you.

05:21:50

6 MR. GERING: Thank you, Ms. Ramsey.

7 So those are all the speakers that we have

8 signed up so far. I want to remind you that -- we

9 have one bringing it on down.

10 I'm going to take this opportunity also to 05:22:03

11 encourage anyone who would like to speak to please

12 sign up. Again, we're here to listen and to hear

13 what you have to say about this proposed closing

14 and welcoming of Goldblatt and to Hefferan. So,

15 again, I remind you to please sign up. We do want 05:22:20

16 to hear what you have to say.

17 So Speaker No. 8, Clinetta Clark.

18 MS. CLINETTA CLARK: Hi, my name is Clinetta

19 Clark, and I've been an educator at Goldblatt

20 Elementary School for 16 years. 05:22:39

21 As they said, we have seen generations of

22 children come and go. I have had four or five, six

23 different siblings from the same family. They look

24 forward to having us because we are passionate, we

17

1 are caring, we educate the entire child.

2 We care about what is going on inside the

3 school and outside the school. We look at the data

4 thanks to Ms. Curington. She educates us on

5 everything. A lot of times when we go to the 05:23:13

6 training sessions, it's already information she's

7 already passed down to us. So she does a wonderful

8 job educating us and training us. We look at the

9 data. We group our children. We try to meet their

10 needs where they are with differentiated 05:23:33

11 instruction. If they need to walk, we will do walk

12 and reading, we will do walk and math.

13 These children are our lives, and we are

14 their lives. We are who they depend on. We are

15 the ones that they come to with their problems, 05:23:51

16 with their educational needs and they trust us, and

17 they have trusted us for years -- families do.

18 Families have trusted us.

19 And with that -- you know, with the doors

20 closing, you know, just to have my students as we 05:24:05

21 talk about this saying, we need to do something.

22 One of my students said, yeah, we need to have a

23 strike. We need to fight. This is how they feel.

24 This is how compassionate they are about their



1 school, and that's a history lesson that they're  
2 learning from experience. Thank you so much.

3 MR. GERING: Thank you, Ms. Clark.

4 Again, I would encourage you to sign up,  
5 and also the opportunity is there since we have a 05:24:33  
6 small group this evening that if you would like to  
7 sign up again and take another two minutes, we  
8 would more than welcome the opportunity to hear  
9 your remarks. We just need you to sign up if you  
10 would like to speak. 05:24:48

11 If you would like to sign up, instead of  
12 going all the way back, you can check with  
13 Mr. Harris right here and he will take your name  
14 and get you signed up right here at the podium to  
15 try to make it a little more convenient. 05:25:19

16 MR. GERING: Okay. Ms. Middleton.

17 MS. MIDDLETON: Good afternoon. I'm  
18 Ms. Middleton. I'm security at Goldblatt. I've  
19 been there since 1981. And I have seen  
20 Ms. Curington, our principal -- we have been there 05:26:03  
21 and she has been doing a wonderful job with the  
22 children.

23 A lot of her children have been to -- gone  
24 to Whitney Young. You name the schools, they have

1    been there, and they have come back with degrees  
2    saying how wonderful they are doing at Goldblatt.  
3            So please keep our school open. I love  
4    you-all and do your best to keep our school open.  
5    Okay. Thank you. 05:26:38  
6            MR. GERING: Thank you, Ms. Middleton.  
7            Again, I just want to remind you if you  
8    want to speak for the first time or the second  
9    time, just see Mr. Harris right here and he will  
10   take care of you and get you signed up. 05:26:54  
11           So the next speaker we have is Telisa  
12   Walker.  
13           MS. TELISA WALKER: Good evening. I'm not a  
14   teacher, but I'm a parent and a former student of  
15   Goldblatt. I have three young children in 05:27:10  
16   Goldblatt, and me being a young parent in the  
17   neighborhood, I just want to let you-all know I  
18   don't think that would be a good idea for these two  
19   schools to be combined as one. I'm -- I just don't  
20   think it's going to work. 05:27:34  
21           As I see as the neighborhood -- as I live  
22   in the neighborhood, my kids attend the school in  
23   the neighborhood, I don't think that's a good idea.  
24   My kids are very well educated. They have three of

1 the greatest teachers -- two of the teachers are  
2 here. They have three of the greatest teachers.

3 I have a three-year-old in preschool who  
4 can read, who can write his first and last name.

5 Who knows -- when he gets to preschool at another 05:27:59  
6 school, they're not going to be teaching them to  
7 write their first and last name and to read because  
8 that's not a preschool level. My baby is reading.  
9 He's writing his first and last name. He can  
10 spell. Thank you. 05:28:15

11 MR. GERING: Thank you, Ms. Walker. So next we  
12 have Ms. Stevens.

13 And, again, I'll remind you when you come  
14 up, you're going to say your name into the  
15 microphone. That way the court reporter can make 05:28:50  
16 sure that she actively records your name and  
17 attributes the comments to the right person.

18 MS. ADJORA STEVENS: My name is Adjora Stevens.  
19 I'm the drama teacher at Goldblatt. I've been  
20 there for six years. I also teach dance and music. 05:29:04  
21 We're giving our students a wonderful fine arts  
22 program.

23 The things that other people have said are  
24 definitely true. We have a wonderful principal, a

1 great staff and our children -- our students think  
2 of our school as home.

3           There are several -- I mean, the students  
4 that come, they usually can say my older brother or  
5 sister was taught by these teachers, some of them 05:29:40  
6 can say their aunts and their uncles and some even  
7 say their parents.

8           We have been -- its' a school that even  
9 though I've only been there six years, several of  
10 my students who are in high school have come back 05:29:57  
11 just to say hi, to let us know that they're doing  
12 well; and if the school is not there any longer,  
13 then there won't be a place for them to come and to  
14 report their progress -- to report that they're  
15 doing well. 05:30:13

16           They think of us as extended family, and  
17 that is an important thing to have, an anchoring.  
18 That is what Goldblatt is, it's an anchor for the  
19 community. It's not just a school.

20           And CPS has for many years has said 05:30:28  
21 children first; but when you close a school like  
22 Goldblatt, a school that is on the rise, a school  
23 that it's in a big building because they're used to  
24 be a lot of students and children in that area, but

1 because we're in a big building doesn't mean that  
2 you should close down the school.

3 250 students according to the research,  
4 that is really the optimal -- that's the best  
5 environment for urban children to learn. We have 05:31:01  
6 more than 250 students. We have excellent test  
7 scores. Our scores are on the rise, and they're  
8 going to get better because we have a principal  
9 that drives us, we have teachers that care, and the  
10 students are learning more and more every year. 05:31:22

11 So Goldblatt should not be closed. It  
12 should be children first, not buildings and budgets  
13 first.

14 MR. GERING: Thank you, Ms. Stevens. So next  
15 we have Barbara Kearney. 05:31:37

16 MS. BARBARA KEARNEY: Yes. Hello, my name is  
17 Barbara Kearney. I'm a parent/volunteer at  
18 Goldblatt Elementary School, and first I would like  
19 to say I have four children that is going there.

20 Also, I would like to thank the staff at 05:31:57  
21 Goldblatt. They helped me all different levels --  
22 high levels, low levels, middle levels, they're  
23 there. I could come to any of the staff about any  
24 issue or any problem and it gets solved.

1           Personally I think that Goldblatt  
2   shouldn't close because we all know combining those  
3   two schools, there is going to be some problems.  
4   I'm not too fond of transporting my kids there.  
5   That's going to be extra paperwork, and we all know   05:32:31  
6   paperwork is not a good thing.

7           Also, I just think that someone needs to  
8   dig deep into their hearts and take the time out  
9   and evaluate the situation because kids are going  
10   to be hurt combining together like that with short   05:32:51  
11   notice. Thank you.

12         MR. GERING: Thank you, Ms. Kearney.

13           Next we have Candace Bryant.

14         MS. CANDACE BRYANT: Hello, my name is Candace  
15   Bryant. I've been a parent at Goldblatt School for   05:33:09  
16   years? All my kids come from there -- all of them.  
17   I have ten. I still got five there.

18           My oldest is in seventh grade. He wants  
19   good recommendations when he gets ready to go.  
20   They don't even -- he wants them -- he wants them   05:33:35  
21   to get him that recommendation so he can go to  
22   Whitney Young or Lane Tech. This is what he's  
23   telling me, Mama, can you -- please, I don't want  
24   to go to that school. I want to stay with my

1 people there -- his people. He only knows them.

2 And my other ones, they just love their  
3 teachers. They know they're passionate. They help  
4 out. We work together. I work with them. I help  
5 them, too. So I'm there for them and they're there 05:33:59  
6 for me, and that's how we continue on doing -- you  
7 know, working together.

8 We want to keep our schools for our kids  
9 because my kids love the school. And, you know,  
10 like I said, I've been there for years, decades, 05:34:11  
11 and it's so hard, and I'm about to tear up because  
12 I don't want to see my school close. Thank you.

13 MR. GERING: Thank you, Ms. Bryant. I  
14 appreciate that.

15 So, again, if you would like to speak, you 05:34:27  
16 simply need to sign up. If you would like to speak  
17 a second time again, just simply sign up. We do  
18 want to hear what you have to say. If you didn't  
19 get a chance to say all that you wanted to the  
20 first time through given the time limitation, 05:34:42  
21 you'll get another two minutes. You just simply  
22 need to sign up with Mr. Harris right here and he  
23 will take your name and we'll go ahead and welcome  
24 you to the microphone.

25

1           The other thing I would like to remind  
2   everybody of while we're waiting for the next  
3   speaker is that, again, the next community meeting  
4   is in the same place on Monday, April 15th, at  
5   5:00 p.m. to 7:00 p.m., and then the hearing will       05:35:06  
6   be on Monday, April 29th, from 5:30 to 7:30, and  
7   that hearing will be at the CPS district offices at  
8   125 South Clark.

9           So if you would like to sign up to speak,  
10   you just need to see Mr. Harris and get signed up.       05:35:26  
11   If you would like to speak, you have to see  
12   Mr. Harris and we'll be happy to hear what you have  
13   to say.

14         MR. GERING: Okay. The next speaker is Adjora  
15   Stevens. Ms. Stevens, please come to the               05:37:16  
16   microphone.

17         MS. ADJORA STEVENS: I noticed that a former  
18   teacher of ours even came here to our hearing, so  
19   that shows just how much the teachers and even the  
20   former teachers care about our school, about our       05:37:43  
21   students, and that is more than most schools can  
22   say.

23           Another thing that I wanted to mention was  
24   that there are some students who even have -- once



1 they moved to another area of the City, they still  
2 come back to Goldblatt because the parents value  
3 the education there and the children value the  
4 teachers that are there that care about them, and  
5 so that says a lot more about our school than 05:38:17  
6 almost anything else.

7 Test scores are important, but this loving  
8 community is what we have at Goldblatt. As I said  
9 before, I'm the drama teacher and fine arts  
10 teacher. For many years our school was in the fine 05:38:34  
11 performing magnet arts -- magnet cluster. We were  
12 a fine performing arts school.

13 And with that, we had a special program  
14 where in addition to teaching the fine arts by  
15 themselves, we also did art integration projects 05:38:53  
16 and activities, and so our students are used to  
17 having those kinds of programs, which I don't  
18 believe Hefferan will be offering.

19 MR. GERING: Thank you.

20 Okay. I want to remind you if you would 05:39:11  
21 like to speak again, we're here to hear your  
22 comments and listen to what you have to say. We  
23 just need you to simply sign up with Mr. Harris,  
24 who is sitting right over here, and we'll go ahead

1 and get you up to the microphone.

2 So, everyone, I just want to again

3 encourage you if you would like to share your

4 thoughts on this proposal, all you need to do is

5 sign up with Mr. Harris who is sitting right over 05:43:07

6 there to my right.

7 Again, a reminder that this public comment

8 section will go until 7:00 p.m. and we'll be here

9 until 7:00 p.m. to listen to anything that you have

10 to say about this proposal. So, again, I want to 05:43:20

11 encourage you to -- if you have something you would

12 like to share, please sign up with Mr. Harris.

13 In addition, again, I want to remind you

14 that this is the first of three opportunities to

15 share your thinking with the Board of Education and 05:43:36

16 with our CEO, Dr. Barbara Byrd-Bennett. She will

17 get the court transcripts from this meeting as well

18 as the notes that are being taken as well -- and

19 they will go her so she can review around your

20 input around this proposal. 05:43:56

21 A reminder, the next meeting -- I said

22 this was the first of three. The second meeting is

23 in this same place, at Al Raby High School on

24 Monday, April 15th, from 5:00 to 7:00 p.m. and the

1 format will be the same. Then the third  
2 opportunity is on Monday, April 29th, and that will  
3 be held at the CPS district offices at 125 South  
4 Clark, and that is from 5:30 to 7:30.

5 So, again, there are two additional 05:44:26  
6 opportunities as well as the remaining time that we  
7 have until 7:00 p.m. this evening. So, again, I  
8 encourage you to sign up. We do want to hear your  
9 thoughts, your comments around this proposal.

10 Thank you. 05:44:39

11 Okay. We have a speaker, Shalina Hampton.  
12 Ms. Hampton, please come up.

13 MS. SHALINA HAMPTON: Good evening, everybody.  
14 My name is Shalina Hampton, and I'm a former  
15 teacher from Goldblatt. Currently I'm a school 05:49:28  
16 counselor here at Al Raby.

17 I wanted to share my concern with this  
18 whole closure. What support are these children  
19 going to have? At Goldblatt they have family, they  
20 have -- their situations -- we have kids -- as you 05:49:42  
21 can see, it's not a good parent representation.  
22 That's not just because it's here. That's the  
23 whole thing in the school.

24 I have students that follow me from

1 Goldblatt to now they're currently students at Al  
2 Raby because I was here. They come -- I've had  
3 students -- I was a sixth grade homeroom teacher, I  
4 have students that since sixth grade -- they're now  
5 ninth grade -- I still wash their clothes for them, 05:50:06  
6 I still buy their uniforms for them.

7 When they go over to Hefferan, are they  
8 going to receive the same kind of support and  
9 structure? We have kids that come hungry. They  
10 know. They take them downstairs and give them 05:50:19  
11 breakfast food. Are they still going to have the  
12 same support at Hefferan?

13 I understand the money. I understand the  
14 under-usage. I understand test scores. But these  
15 kids need way more than that. They have -- I can 05:50:32  
16 call over to Goldblatt, if they need to get in  
17 contact with a parent, they can call me, I can  
18 find. The kids, what is your mama's number and  
19 vice versa, if I need to talk to parent, I can call  
20 over to Goldblatt and they help me out. 05:50:45

21 Are they going to receive those same kind  
22 of supports over at Hefferan?

23 MR. GERING: Thank you, Ms. Hampton.

24 MS. MIDDLETON: Okay. Ms. Middleton again,

1 security at Goldblatt since 1981.

2 Now, we I feel like I'm -- you know, those  
3 are our children. Like Ms. Hampton said, the  
4 children, they -- they don't have uniforms. Me,  
5 myself, I go out on my time buying our children 05:51:48  
6 uniforms. Those are our children. We love them.  
7 I comb their hair.

8 And there are some from this -- from small  
9 that have came back and said, Ms. Middleton,  
10 Ms. Curington and the rest of the family, we love 05:52:11  
11 you all, we thank you all for all the things that  
12 you have done for us.

13 And I just feel like -- I feel like I'm  
14 losing -- we're leasing our children out there on  
15 the streets. You know, if one child is not there, 05:52:26  
16 we know when they're missing. We have Mr. Brady --  
17 I'm so happy to have him with me that goes out  
18 looking for our children, and we don't want to lose  
19 them.

20 We love Hefferan. That's our neighborhood 05:52:48  
21 school, but we just want our people with us. We  
22 want to just keep our children right there at  
23 Goldblatt School. So please look into that for us.  
24 Okay? Please.

1           Now, if you-all want me to come back up  
2   here again, I'll come back. I will come back now.

3           MR. GERING: Thank you, Ms. Middleton. I  
4   appreciate your comments.

5           You know, I remind people if they would       05:53:21  
6   like to speak, you sign up with Mr. Harris right up  
7   here. If you don't want to go back to the front  
8   lobby, you can just sign up right here.

9           So next we have speaker Natalie Wahlberg.  
10   Please come to the microphone and please state your   05:53:35  
11   name in the microphone so the court reporter can  
12   get it. Thank you.

13          MS. NATALIE WAHLBERG: Hello, my name is  
14   Natalie Wahlberg, and I'm not here to talk to the  
15   Board of Education. I'm here to talk to you all,       05:53:46  
16   the parents, the community who is actually affected  
17   by these school closings. These folks are not  
18   affected by the school closings. These are your  
19   schools. They have no legitimate right to take  
20   them away from you.                                       05:54:04

21          I'm here to help. I'm here to help you  
22   organize. I'm here to help you figure out what you  
23   want to do and how you want to fight back. I ask  
24   you to join me, to join the resistance to fight for

1 your schools.

2 The first step is putting your name, your  
3 e-mail and your phone number down on this piece of  
4 paper and together we can fight these racist school  
5 closures and we can get a people's Democratically 05:54:29  
6 elected Board so that you never have to face this  
7 again. Help us fight.

8 MR. GERING: Thank you, Ms. Wahlberg.

9 So, again, I would welcome anyone who  
10 would like to speak. Again, you simply need to 05:54:55  
11 check in with Mr. Harris right up front here and he  
12 will take your name and we will be happy to hear  
13 any comments you have.

14 If you've already spoken, we would be  
15 happy to hear any additional comments that you 05:55:06  
16 might have about this specific proposal.

17 Again, I want to remind you we will be  
18 here until 7:00 p.m. for this particular school  
19 proposal. We will be here ready to listen to any  
20 comments that you might have. Again, you simply 05:57:06  
21 need to let Mr. Harris know right to my right and  
22 he'll take your name and we'll get you up to the  
23 microphone. And, again, if you've already spoken,  
24 we welcome any additional comments that you might

1 have.

2 I also want to take the opportunity to

3 remind you that this is the first of three

4 opportunities. The second opportunity to give

5 comment on this to the Board and to CEO

05:57:30

6 Byrd-Bennett will be on Monday, April 15th, at Al

7 Raby High School again right here in this

8 auditorium from 5:00 to 7:00 p.m. and then the

9 third opportunity is on Monday, April 29th, from

10 5:30 to 7:30, and that will be held at the CPS

05:57:45

11 district offices at 125 South Clark.

12 Also, I want to remind you that if you

13 have any questions, calling 311 will put you in

14 touch with people who can provide answers for you

15 as well as our CPS Web site, and I would point your

05:58:07

16 attention to the very bottom of the handout, the

17 Web site is cps.edu/qualityschools. You can go

18 there. It talks about each school and has a lot of

19 answers to questions you might have.

20 If you don't get your answers there,

05:58:26

21 please reach out to 311. They're ready and

22 prepared to respond to questions.

23 Okay. Barbara Kearney, come up to the

24 microphone and make sure you state your name again

34



1 so the court reporter can get it and make your  
2 comments.

3 MS. BARBARA KEARNEY: My name is Barbara  
4 Kearney, and I was just looking at a few issues  
5 that I read on this pamphlet and the questions I 06:06:54  
6 have are -- I'm not going to number them, but I'm  
7 going to say them.

8 For one, I see on here that they said that  
9 Goldblatt is at 236 attendance with the children.  
10 How many kids are attending Hefferan? If Goldblatt 06:07:25  
11 combines with Hefferan, half of the kids would not  
12 be allowed to attend there because the school is  
13 going to be overcrowded.

14 Then No. 2 is that the paperwork that I  
15 noticed that we the parents have received that have 06:07:42  
16 to be turned in by the 19th, that's not enough time  
17 because on the sheet that I have -- I have to fill  
18 out four sheets for each kid and, therefore, on the  
19 bottom it says select schools, and I think, if I'm  
20 not mistaken -- don't quote me, but I think it's 06:08:01  
21 like 20 schools that we have to put down the school  
22 codes if we want our child to attend that school.

23 Now, that is going to be a problem because  
24 where is that paperwork going to be sitting at from

1 now until June if this school closes? Where is the  
2 paperwork going to be at and how will we be in  
3 contact with this paperwork because half of these  
4 kids are not going to be able to go to Hefferan,  
5 and that's a problem. That's all.

06:08:33

6 MR. GERING: Thank you, Ms. Kearney. I  
7 appreciate your comments.

8 Again, I would remind you that if you  
9 would like to make first comments or additional  
10 comments, you need to simply see Mr. Harris to my  
11 right and he will go ahead and get you signed up so  
12 that we can hear your comments.

06:08:44

13 We will be here until 7:00 p.m. this  
14 evening, and then there are two additional  
15 opportunities beyond this evening. There is a  
16 second meeting Al Raby, which will be held on  
17 April 15th from 5:00 to 7:00 p.m., and the third  
18 opportunity is the hearing, which will be at CPS  
19 district offices, which is April 29th, from 5:30 to  
20 7:30 at 125 South Clark.

06:08:56

06:09:14

21 So we encourage you to share your comments  
22 both at the remainder of this evening, as well as  
23 those other two opportunities. So, again, if you  
24 would like to say anything, just simply check in

36

1 with Mr. Harris and we'll get your name and get you  
2 up front to the speaker.

3 Thank you. The next speaker is Windy  
4 Pearson.

5 MS. WINDY PEARSON: Good evening. Sorry for 06:11:19  
6 being late. I was over at Emmett, which is another  
7 one of the schools in our community that is being  
8 affected by CPS's blatantly disrespectful agenda  
9 towards our schools, our children our community and  
10 our parents. 06:11:45

11 I just want to give you some figures.  
12 These are comparisons in regards to schools that  
13 are being closed and all other schools. Mobility  
14 rates -- I'll first give you the ones for the  
15 school closings, 32 percent; all other schools, 06:12:07  
16 20 percent. Homeless students, 8 percent; all  
17 other schools 3 percent. Higher than average  
18 special ed population, 59 percent; 35 percent. Two  
19 or more principals in five years, 43 percent;  
20 24 percent. The amount of money spent on schools 06:12:28  
21 since 2000 -- the year 2000, 2.2 billion dollars,  
22 and they won't give us the amount of money spent at  
23 other schools. Amount spent on incarceration since  
24 2000 is 2.7 billion. Fewer than a quarter of the

1 Chicago residents younger than 25 live within the  
2 boundaries of those schools, but 45 percent of the  
3 youth homicide since 2008 occur in the areas that  
4 you want to close schools.

5 I want to say this: CPS wants to close 06:13:08  
6 our schools; but from the top down, you can't  
7 control your administration. We have had five  
8 superintendents in five years. As far as Network  
9 chiefs, just in the Austin-Lawndale area alone and  
10 then in the areas that you keep switching the areas 06:13:44  
11 around as you go from seven to eight and eight to  
12 nine, and some people don't even know what area  
13 they're in, you've had five people sitting over  
14 there; Ms. Beverly, Ms. Williams, Ms. Crosby,  
15 Ms. Gurley and now Ms. James, and Lawndale you had 06:14:06  
16 Ms. Cheatham, Ms. Gurley and Ms. James.

17 In some of our schools you've had three or  
18 four, sometimes five principals in less than five  
19 years. The programs change, the administrators  
20 change, the principals change, the curriculum 06:14:32  
21 change. All of these changes continue to happen in  
22 our communities, but they don't happen on the other  
23 side of town.

24 Your administrators from the top down

1 trickle down and then you want to close our  
2 schools. Our teachers are confused, our children  
3 are confused, our parents are confused, and you  
4 leave buildings empty, vacant and destructive  
5 eyesores in our communities. 06:15:05

6           You have two people that don't even live  
7 here. Barbara Byrd-Bennett lives in Cleveland and  
8 Crowley lives in Winnetka. They're making over  
9 \$580,000. \$300,000 is Barbara Byrd-Bennett's  
10 actual salary, \$30,000 was given to her to move, 06:15:29  
11 which she didn't do.

12           Mr. Crowley lives in Winnetka, and both of  
13 their tax dollars are going outside of our school  
14 districts, but then you guys tell us that you're  
15 supposed to be able to tell us what to do with our 06:15:46  
16 children. Well, I say that you guys, the City of  
17 Chicago, CPS needs to abide by resident policies  
18 that the Board of Education has set up for them.  
19 What is good for the geese is good for the gander.

20           MR. GERING: Ms. Pearson, would you please 06:16:01  
21 conclude.

22           MS. WINDY PEARSON: If the one minute sign has  
23 not come up, I still have time to talk. And you  
24 will not blatantly disrespect me. Do you

1 understand that?

2 MR. GERING: I understand that, but there is a  
3 two-minute limit.

4 MS. WINDY PEARSON: The truth of the matter is  
5 she hasn't held up a sign and until then you're 06:16:14  
6 interrupting my time.

7 MR. GERING: We'll make sure the sign gets up  
8 there.

9 MS. WINDY PEARSON: Well, it's not up. You're  
10 interrupting my time, sir. He's interrupting my 06:16:24  
11 time, audience.

12 You're disrespecting me just as CPS does.  
13 She just threw up one minute. You are  
14 interrupting -- and you just interrupted part on my  
15 time, so that means I get extended time; is that 06:16:34  
16 right? Because you will not disrespect me. Thank  
17 you. I'm not one of those that you will  
18 disrespect. Do you understand that? Thank you.

19 The bottom line is this: What we expect  
20 is the same thing that the Mayor's children get 06:16:54  
21 that your children get. This is our community.  
22 These are our children. These are our schools and  
23 this is our money.

24 MR. GERING: Thank you, Ms. Pearson.

1 MS. WINDY PEARSON: You're more than welcome,  
2 sir.

3 MR. GERING: Thank you. I now remind everyone  
4 if you would like to make a comment, we will  
5 welcome you to the microphone. You simply need to 06:17:29  
6 sign up with Mr. Harris who is over to my right and  
7 just give him your name and we'll get you up there,  
8 whether it's your first time or maybe you've spoken  
9 already and you would like to make additional  
10 comments. 06:17:42

11 Again, we want to remind people to stick  
12 to the two-minute time limit. If you would like to  
13 make additional comments, simply sign up again.

14 I also want to take this opportunity to  
15 remind you that we will be here until 7:00 p.m. for 06:17:54  
16 this specific proposal. We will be here listening  
17 for any comments that you might have so we can put  
18 them into the record.

19 Again, I want to remind you that the court  
20 reporter again that is sitting directly in front of 06:18:05  
21 the microphone and just to my right is taking a  
22 transcript of this as well as behind me there is a  
23 note taker that is taking notes of all the comments  
24 that are being made at the microphone in order for

1 both our Board of Education as well as CEO  
2 Byrd-Bennett have the ability to review those notes  
3 before the final decisions are made.

4 I also want to remind everyone that this  
5 is the first of three opportunities for public 06:18:33  
6 comment. The next one will be on Monday,  
7 April 15th, again, right here at Al Raby. It will  
8 be from 5:00 to 7:00 p.m. and it will be the same  
9 format that we have this evening. Then the third  
10 opportunity will be on Monday, April 29th, from 06:18:49  
11 5:30 to 7:30, and that will be at the Board offices  
12 at 125 South Clark.

13 Again, we encourage you to participate in  
14 each of the community comment sections as well as  
15 the hearings. We welcome and want to hear what you 06:19:10  
16 have to say about this specific proposal as well as  
17 the others.

18 I also want to remind you that on the  
19 handouts there is information about where to get  
20 additional information about this and other school 06:19:24  
21 proposals. There is the number 311. If you call  
22 311, they will connect you with folks that can  
23 answer your questions, as well as visiting the  
24 cps.edu/qualityschools.com Web site. If you have



1 difficulty getting there, just go the CPS Web site  
2 and right on top of that Web site is the button  
3 that will take you to the quality school section.

4           So, again, I went to encourage anyone who  
5 wants to sign up to please do so. We will, again, 06:19:59  
6 be here until 7:00 p.m. to hear comments on this  
7 specific proposal.

8           I just want to remind everyone that we  
9 will be here to 7:00 p.m. to hear any comments you  
10 might have about this proposal and all you need to 06:35:25  
11 do is talk to Mr. Harris and he will get you signed  
12 up to the microphone or you can go back to where  
13 you checked in and they can also sign you up to  
14 speak.

15           I also want to remind you that there are 06:35:36  
16 restrooms directly in the rear of the auditorium.  
17 You don't need to go farther to hunt one down.  
18 They're right there in the back of the auditorium  
19 and security back there will be happy to point it  
20 out to you. 06:35:51

21           I also want to take this opportunity to,  
22 again, remind you that we're here to listen to your  
23 comments about the proposal about Goldblatt closing  
24 and being welcomed into Hefferan.

1           This is the first of three community  
2 meetings. The next meeting will be April 15th at  
3 Al Raby from 5:00 to 7:00 p.m. and then there will  
4 be an additional hearing at the Board offices at  
5 125 South Clark on Monday, April 29th, from 5:30 to 06:36:16  
6 7:30. We encourage you to participate in those and  
7 share your comments.

8           Also, again, these comments are being  
9 recorded by a court reporter as well as a note  
10 taker. Those comments will be -- the written 06:36:32  
11 transcripts will be given to our CEO, Dr. Barbara  
12 Byrd-Bennett along with our Board of Education to  
13 inform their decision-making about the proposal.

14           So, again, I encourage that if you would  
15 like to share any comments about this proposal, 06:36:48  
16 please sign up with Mr. Harris who is right over  
17 here in the gray suit and he will go ahead and get  
18 you signed up to speak.

19           Again, we will be here until 7:00 p.m.  
20 This community forum will close at 7:00 p.m., and 06:37:02  
21 just so you know, if you'd like to make any  
22 comments, please do so before then. Thank you.

23           Okay. Ladies and gentlemen, I just want  
24 to remind you we'll be here until 7:00 p.m.

1 That's a little bit less than 15 minutes from now.  
2 This public forum will close at 7:00 p.m., so I  
3 want to encourage you if you're interested in  
4 signing up to speak, please do so with Mr. Harris  
5 and we'll get you signed up and get you to the 06:45:15  
6 microphone.

7 I also want to remind you that we do want  
8 to hear from everyone and the speaking limit is two  
9 minutes. Please watch for the timekeeper who has  
10 cards right in front of the microphone and she will 06:45:32  
11 give you signals as the time concludes and when it  
12 comes up to the stop sign, please finish your  
13 statement.

14 So next we have Ms. Clark. Again, please  
15 introduce yourself and come to the microphone so 06:45:44  
16 the court reporter can get it.

17 MS. CLINETTA CLARK: Hi, my name is Clinetta  
18 Clark, and I have a question. I am a resident and  
19 a property owner in the Austin area and a taxpayer,  
20 and I know that all -- you know, they take some of 06:45:58  
21 our tax money and it goes to the TIF fund, and  
22 isn't that TIF money sitting there supposed to go  
23 for education?

24 We have not seen a report as to where this

1 TIF money is going. And, you know, really is this  
2 TIF money being used in all the areas equally? So  
3 my question is about the TIF funding, and if there  
4 is a problem in our community and that money is not  
5 being used equally, that's money that can go 06:46:33  
6 towards our schools to give our children what they  
7 need.

8 So I would just like to see, you know,  
9 where and how the TIF money is being used and how  
10 much our community, our school is receiving. 06:46:48  
11 That's all. Thank you.

12 MR. GERING: Thank you for your comments and  
13 your question, Ms. Clark.

14 Again, I would like to encourage anyone  
15 else that would like to come to the microphone, you 06:47:01  
16 just simply need to sign up with Mr. Harris.  
17 Everything that is spoken into the microphone is  
18 recorded by the court reporter as well as notes are  
19 being taken by the CPS note taker behind us. All  
20 this information will be shared with our CEO, 06:47:17  
21 Dr. Barbara Byrd-Bennett and the Board of Education  
22 so that they are able to then review from all the  
23 various community comment sessions as well as the  
24 hearings as they make their decisions around the

1 proposal.

2 Next we have speaker Adjora Stevens.

3 Ms. Stevens, please come to the microphone.

4 MS. ADJORA STEVENS: My name is Adjora Stevens.

5 I'm a teacher at Goldblatt School, and I noticed 06:47:44

6 that you put in your brochure that our building

7 requires 15.5 million dollars to maintain and

8 update.

9 Well, my question is how much money have

10 you invested in it over the ten years? I know that 06:48:01

11 my classroom that I was teaching in had a problem

12 with the heating and the heating element actually

13 had a fire and so my classroom -- I had to leave

14 that classroom and go into another classroom in the

15 building, but that room was never fixed up and it 06:48:26

16 should have been. So that's just one thing. And

17 that was three, four years ago -- four years ago

18 that that happened.

19 So there are other things within the

20 building that if they had been attended to, that it 06:48:46

21 wouldn't cost so much to now then have to fix them.

22 So that's one thing I wanted to say.

23 Another thing is that in the past CPS has

24 closed buildings, school buildings, and those

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1 buildings have become eyesores, they have become  
2 places for gangs and for drugs; and with our  
3 school, we're afraid that the same thing will  
4 happen and that the neighborhood will be messed up  
5 even further because you'll have this huge building 06:49:23  
6 that other people can get in and sell drugs and do  
7 who knows what other illegal activity.

8 Also, there have been schools that have  
9 been sold at CPS, but what was the -- what was done  
10 with the money? Was the money reinvested in the 06:49:42  
11 schools that were still here? It certainly wasn't  
12 reinvested in our building. And so why should  
13 Goldblatt suffer when it should have been  
14 maintained properly by CPS?

15 MR. GERING: Thank you, Ms. Stevens. I 06:49:57  
16 appreciate your comments.

17 Again, if you would like to make  
18 additional comments or for the first time perhaps  
19 give a comment, simply sign up with Mr. Harris who  
20 is sitting right up in the front here in the gray 06:50:09  
21 suit, and he'll get you signed up so that we make  
22 sure your comments are put into the official  
23 records.

24 And, again, those records will be shared

1 with Dr. Barbara Byrd-Bennett, our CEO, as well as  
2 our Board of Education.

3 Okay. Next we have Wendy Pearson.

4 MS. WINDY PEARSON: I'm just going to give you  
5 some stats on what the principal -- the teacher 06:50:40  
6 just said.

7 Pew Charitable Trust analyzes 12 major  
8 school districts, Chicago being one of them.  
9 Overall, 301 properties remain on the market, and  
10 some have been vacated or vacant for more than a 06:50:54  
11 decade. According to this report Chicago had 17  
12 properties that have been sold, leased or  
13 repurposed, while 24 are still on the market.

14 What the teacher was talking about, as  
15 an example, Crispus Attucks located in Bronzeville, 06:51:13  
16 the school was closed in 2008. It sits as an  
17 eyesore in our community. It has vagrants. It has  
18 hazardous material inside of the school. It also  
19 has gang graffiti down the hall. It's being used  
20 as a drug den. It has individuals selling and 06:51:35  
21 using drugs on the inside of it. It has been  
22 sitting there since 2008. It has not been sold.

23 The fact of the matter is that Goldblatt  
24 sits in an area that is a highly populated drug

1 selling den. There have been individuals murdered  
2 and killed on the same street that Goldblatt is  
3 sitting on. Down the street at Melody, it's the  
4 same situation.

5 The commander knows what is happening in 06:52:02  
6 that area. We need you to look at what is  
7 happening in the area, not just talk about it. We  
8 need you to get out, walk the area in the times  
9 when these things are happening so that you can  
10 know that this is not a safe haven and that you 06:52:17  
11 cannot protect our children at point 08 miles for a  
12 year. Our children do not stop going to school in  
13 a year. Our kids start at kindergarten and  
14 preschool and they go through 12th grade. Thank  
15 you, sir. 06:52:32

16 MR. GERING: Thank you, Ms. Pearson. We  
17 appreciate your comments.

18 We have roughly seven minutes left before  
19 we close tonight's community forum on this  
20 proposal, and I want to remind you that we're -- we 06:52:44  
21 welcome the opportunity to hear any additional  
22 comments that you might have. Simply sign up with  
23 Mr. Harris right over here in the front row. He'll  
24 take your name and we will get you the opportunity



1 to speak.

2 And, again, your comments will be placed  
3 into the record by the court reporter as well as  
4 our note taker, and those comments and transcripts  
5 will be shared with our CEO, Dr. Barbara  
6 Byrd-Bennett as well as with our Board of Education  
7 as they go through the decision-making process.

06:53:06

8 So, again, you have roughly six or seven  
9 minutes left, and we welcome the opportunity to  
10 hear any additional comments before we close this  
11 evening's meeting.

06:53:22

12 Okay. Ladies and gentlemen, it's two  
13 minutes until 7:00, we're going to close the  
14 community forum. There is one last opportunity if  
15 you would like to sign up and speak and we will  
16 then close the meeting in two minutes. Thank you.

06:58:03

17 Ladies and gentlemen, this concludes our  
18 community meeting this evening. Again, I want to  
19 encourage you to continue to participate in the  
20 community meetings as well as the hearing.

06:59:29

21 The next community meeting or the proposal  
22 of Goldblatt closing and the welcome into Hefferan  
23 is on Monday, April 15th, right here at Al Raby  
24 High School from 5:00 to 7:00 p.m., and then the

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1 hearing for that same proposal is on Monday,  
2 April 29th, from 5:30 to 7:30, and that is at the  
3 Board of Education offices at 125 South Clark.

4 Again, I also want to encourage you if you  
5 have questions, please call 311 or also check the 07:00:00  
6 CPS Web site at cps.edu/qualityschools. There is  
7 information on this proposal as well as others that  
8 are being proposed.

9 I want to thank you again for your  
10 participation and have a good evening. 07:00:21

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1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4

5 Ailene Barkhoff, as an Officer of the  
6 Court, say that she is a shorthand reporter doing  
7 business in the State of Illinois; and that she  
8 reported in shorthand the proceedings of said  
9 public hearing, and that the foregoing is a true  
10 and correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said public hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set  
14 my verified digital signature this 12th day of  
15 April 2013.

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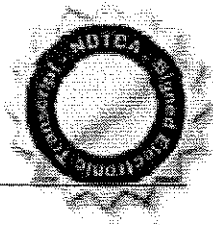
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AILENE BARKHOFF, CSR, RPR



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## **Community Meeting to Close Goldblatt Elementary School**

Location: Al Raby High School - April 10, 2013

5:00 – 7:00 pm

### **CPS Staff Attendance:**

Myetie Hamilton, Steven Gering, Wanda Washington, Chip Johnson, Tracey Ginwright, Ashanti Howard, Gussandra Gillespie, Sherry Bushre', Susan Ryan, Rhonda Kimbrough, John Bruggers, Maria Trevino, Phyllis Jones, Stephen Long, Pedro Soto, Kenneth Mixon, Marcus Brady, Dwayne Marshall, Ms. Hernandez-Spanish Interpreter, Whitney Hayes- Sign Language Interpreter, Jamela Johnson, Ailene Burkoff-Court Reporter and Commander Eric Washington-Chicago Police Dept.

### **CPS Presentation:**

Myetie Hamilton opened the meeting at 5:01 pm. She introduced her co-facilitator and all principals in the room. She stated the procedures for the meeting and announced the next dates and times of the next community meetings. She notified the participants that there was a court reporter and note taker present at the meeting. She then explained the CPS handout containing information pertinent to the school actions. Then she turned the meeting over to Steve Gering. Public Comments began at 5:07 pm.

### **Brief Summary:**

The purpose of this community meeting is to discuss the proposal to close Goldblatt Elementary School in accordance with 105 ILCS 5/34-230. CPS officials stated the purpose for today's meeting, introduced the CPS staff at the meeting, and reviewed the handouts provided to the community. The speaker comments focused on a variety of concepts including:

- Discussed the staff's hardworking nature and ability to reach performance goals
- Concern over rival gangs and crime present in the community
- Concern that the district is focusing more on cost-saving strategies rather than students' true interests
- Questioned where the TIF funding was going
- High regard for principal at the school
- Claim that 300 properties have gone unsold and 17 have been sold while 24 are still on the market. Brought up that there are many schools that have been vacant and due to this there have been high crime rates

Chicago Public Schools  
For the Proposed Closure of  
Goldblatt Elementary  
Community Meeting

STENOGRAPHIC REPORT OF PROCEEDINGS had in the  
above-entitled matter held on April 15, 2013, at  
Al Raby High School, 3545 West Fulton Boulevard,  
Chicago, Illinois, commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MR. STEVE GERING  
MS. MYETIE HAMILTON  
MS. WANDA WASHINGTON  
MR. CHIP JOHNSON  
MS. TRACEY GINWRIGHT

ALSO PRESENT: Lieutenant Daniel O'Shea

Reported by: Ailene Barkhoff, CSR, RPR

License No: 084-004366

1	SPEAKERS	
2	Monica Gamble.....	11
3	Adjora Stevens.....	12
4	Yvette Curington.....	13
5	Mildred Wiley.....	17
6	Marcus Brady.....	18
7	Mae Davis.....	19
8	Alderman Jason Ervin.....	21
9	Mae Davis.....	26
10	Clinetta Clark.....	31
11	Mae Davis.....	33
12	Yvette Curington.....	35
13	Cathy Middleton.....	37
14	Cathy Middleton.....	39
15	Mae Davis.....	39
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1 MS. HAMILTON: Good evening, everyone. I want  
2 to welcome and thank those of you who attended the  
3 meeting the first time and welcome those of you  
4 that are attending the community meeting for the  
5 very first time. I want to reaffirm that the 05:00:21  
6 purpose of this meeting is to hear from you, hear  
7 from the community.

8 I would like to introduce myself. My name  
9 is Myetie Hamilton, I'm the chief officer for the  
10 school support center for Chicago Public Schools 05:00:36  
11 and this is my colleague, Steve Gering, who is the  
12 chief officer for leadership and development with  
13 CPS. We will both be co-facilitating the meeting  
14 this evening.

15 We are here on behalf of CEO Byrd-Bennett 05:00:54  
16 to share some basic information; but most  
17 importantly, to listen and hear from you. I would  
18 like to also at this time acknowledge the  
19 individuals that are in attendance and in  
20 representation of the Network office, as well as 05:01:10  
21 any principals who may be in attendance. We also  
22 have a CPD official here to support us during the  
23 meeting as well.

24 The purpose of this meeting is to allow

1 CEO Byrd-Bennett and our Board Office to hear from  
2 those of you in attendance about the proposed  
3 action to close Goldblatt and welcome students at  
4 Hefferan. We ensure that the Chief and the Board  
5 of Education will be reviewing the notes and 05:01:43  
6 documentation from this meeting.

7 I want to also note and point out that we  
8 have a court reporter recording every word that is  
9 said as well as a sign language interpreter, and if  
10 appropriate, a translator. In addition, we have 05:01:55  
11 our own CPS note taker that will be taking  
12 additional notes on a laptop to be provided  
13 directly to CEO Byrd-Bennett.

14 And I would like to -- right now I want to  
15 announce and recognize our Network chief from 05:02:11  
16 Garfield-Humboldt, Ms. Wanda Washington and our  
17 deputy chief, Chip Johnson.

18 I want to remind everyone that this is the  
19 second of meeting prior to Board's vote. The  
20 public hearing for this action will be held on 05:02:36  
21 Monday, April 29th, from 5:30 to 7:30 p.m. at  
22 Central Office located at 125 South Clark.

23 I want to share that we have been  
24 gathering questions from these meetings and



1 preparing responses, and before public hearings  
2 begin on Tuesday, April 16th, which is tomorrow,  
3 you will be able to begin reviewing these responses  
4 at cps.edu/qualityschools. Meeting summaries will  
5 also be available on-line at this web address 05:03:14  
6 within five days of each meeting. So the summaries  
7 from your first meeting should be available now.

8           There has been a common concern at all of  
9 the meetings around safety and security, and I  
10 would like to provide and share some additional 05:03:31  
11 information and feedback that we have in response  
12 to some of these concerns.

13           Every welcoming school will have safe  
14 passage for its children and we will work with the  
15 parents before each of the routes are finalized. 05:03:47  
16 Every welcoming school will receive additional  
17 security staff and the security guards from the  
18 sending school will follow students to their  
19 welcoming school.

20           Every welcoming school will receive new or 05:04:06  
21 upgraded school safety support such as alarms and  
22 entry screening equipment. CPS will hold ongoing  
23 parent and student engagement forums at welcoming  
24 schools to gather feedback during school-based

1 safety plans.

2           Additionally, CPS is partnering with CPD  
3 to perform checks of safe passage routes with the  
4 Department of Buildings, Streets and Sanitation,  
5 and Transportation to identify abandoned buildings, 05:04:38  
6 potholes and cracked sidewalks that need to be  
7 addressed so that children have a safe walk to and  
8 from school each day.

9           What I want to do is call your attention  
10 to the handouts that everyone should have received 05:04:55  
11 which provides an overview of the proposed actions.  
12 I want to reiterate that these are the same as the  
13 previous meeting for consistency sake.

14           So I want to start off by describing the  
15 first page where we have a map in the center, which 05:05:11  
16 shows the locations of those schools, and on either  
17 side of that map we've provided historical  
18 enrollment data, as well as a summary of how  
19 students in all schools involved will benefit. So  
20 you see here one of those benefits for the students 05:05:29  
21 will be a new STEM program.

22           In addition, for those that have  
23 additional questions or want additional  
24 information, you can call 311 or go to our Web

1 site, and that information is provided for you here  
2 on the following page.

3 If you flip over to the opposite side of  
4 this page, the box at the top of the page outlines  
5 the future location of students from all schools if 05:05:55  
6 this proposal is approved.

7 In addition, we have responses here to  
8 common and frequently asked questions that parents  
9 may have about enrollment options, safety and  
10 security, teachers, LSC and partnerships. 05:06:13

11 If you refer to the opposite side of this,  
12 Page 3, as part of our proposal we are looking to  
13 reinvest to support students both in schools that  
14 are closed as well as those that are welcoming  
15 students. 05:06:35

16 Some of those investments will include AC  
17 in every classroom that does not currently have it,  
18 interior improvements to schools, iPads will be  
19 provided to students grades three through eight  
20 and, again, there will be a safety and security 05:06:48  
21 plan that includes safe passage along with the  
22 equipment upgrades.

23 Finally, if you flip over to the final  
24 page, Page 4, this page shows the potential future

1 boundary if the proposal is approved.

2 I want to thank everyone again for your  
3 time and for your participation, and I'm going to  
4 hand the meeting over now to Steve Gering who will  
5 facilitate public comment.

05:07:17

6 MR. GERING: Thank you and, again, we do want  
7 to thank you for attending this evening and remind  
8 you that the purpose of tonight's meeting is to  
9 hear your comments and feedback on the proposal to  
10 close Goldblatt and be welcome into Hefferan.

05:07:31

11 In order to speak, we ask that you sign up  
12 in the entry area. Once we have sign-up, we'll  
13 call out names. When it's your time to speak,  
14 please come to the microphone, which is right to my  
15 right, and when you come to the microphone, please  
16 state your name and speak clearly into the  
17 microphone.

05:07:47

18 Everything that is said into the  
19 microphone is being recorded by the court reporter,  
20 who is sitting right to my right right in front of  
21 the microphone.

05:08:00

22 You'll also notice that to my left you  
23 have a note taker who is taking notes to complement  
24 the court reporter, as well as we will be taking

1 notes and jotting down key issues and questions  
2 that emerge through the evening. We will be here  
3 until 7:00 p.m. The sign up will go until 6:58,  
4 but at 7:00 p.m. we will close the meeting.

5 You are welcome to sign up a second time. 05:08:28

6 Once we have gone through everyone who has signed  
7 up the first time, you are welcome to sign up again  
8 in order to speak.

9 We do ask that you keep your speaking to  
10 two minutes. There is a timekeeper, again, right 05:08:43

11 over there. He's raising his hand. He will be  
12 showing you a cue card when you have one minute  
13 left, 30 seconds left and then when it's finally  
14 time to conclude your comments. We do ask that you  
15 conclude as close to that two minutes as you can to 05:09:01  
16 allow everyone else a chance to speak.

17 If you have more to say, you simply need  
18 to sign up for a second opportunity to address --  
19 to share your feedback and your comments.

20 If you have written materials that you 05:09:19  
21 would like to share, make sure you give them  
22 directly to the court reporter so they can be  
23 entered into the record.

24 The materials along with the Court

1 reporting transcript as well as the notes that are  
2 being captured tonight will be shared with our CEO,  
3 Dr. Barbara Byrd-Bennett as well as the Board of  
4 Education as they take into consideration this  
5 proposal. 05:09:43

6 If you have translation -- Spanish  
7 language translation this evening, we have a  
8 Spanish language translator right here.

9 (Whereupon, the translator  
10 spoke.) 05:09:58

11 MR. GERING: Thank you. And if you do need any  
12 Spanish language translation, simply let her know  
13 and she'll be happy to accompany you to the  
14 microphone.

15 Our sign language interpreter is on their 05:10:24  
16 way, so I'm told. As soon as they get here, we'll  
17 make sure that they're introduced.

18 I also want to remind you that the hearing  
19 for -- this is the second of three opportunities to  
20 share comments and feedback. The final opportunity 05:10:35  
21 hearing for the proposed Goldblatt to be welcomed  
22 by Hefferan is on Monday, April 29th, from 5:30 to  
23 7:30, and that will be at 125 South Clark.

24 I do want to make sure that we do a couple

1 of additional introductions. At the end of our  
2 table we do have a representative from the CPD,  
3 Lieutenant O'Shea -- thank you for being here this  
4 evening -- and then also we have Tracy Ginwright,  
5 deputy -- assistant deputy chief of schools for the 05:11:08  
6 Network. So thank you for being here this evening.

7 So with that, we will go ahead and begin  
8 the public comment period. So Speaker No. 1,  
9 Monica Gamble, please come to the microphone, state  
10 your name and share your comments. 05:11:28

11 MS. MONICA GAMBLE: Good evening. My name is  
12 Monica Gamble, and I am a 5th grade teacher at  
13 Nathan Goldblatt.

14 My only concern is that my students will  
15 have the support of people who know them and their 05:11:50  
16 families, and that's what I'm going to miss deeply  
17 if the school is closed, that there is a love that  
18 the families have joined with the teachers and that  
19 we know each other so well and that we're able to  
20 help them through difficulties that they don't feel 05:12:11  
21 comfortable sharing with new people.

22 That is a main concern of mine, and I just  
23 want to make sure that they will have a support  
24 system, people they can talk to with personal

1 issues that they don't feel comfortable sharing  
2 with new people. Thank you.

3 MR. GERING: Thank you, Ms. Gamble. I  
4 appreciate your comments.

5 Next we have Speaker No. 2, Adjora 05:12:34  
6 Stevens.

7 MS. ADJORA STEVENS: My name is Adjora Stevens,  
8 I am the drama teacher at Goldblatt School. I feel  
9 that Goldblatt should not be closed because we are  
10 a school on the rise. We have brought our test 05:13:05  
11 scores up from being a Level 3 school to now being  
12 a Level 2 school.

13 We have children with many difficulties,  
14 as Ms. Gamble already stated. They have many  
15 problems at home with the problems that are just in 05:13:25  
16 the streets in that neighborhood, gangs and drugs  
17 and parent incarceration, and we do have a  
18 significant number of students with learning  
19 disabilities, some of them that are in the process  
20 of being diagnosed and identified. 05:13:47

21 And at least at Goldblatt there is a trust  
22 that has developed with the students and the  
23 parents and the staff, and we in spite of those  
24 difficulties have been able to raise their test



1 scores to be a Level 2 school, and if these  
2 students are combined in overcrowded classrooms at  
3 Hefferan, it will be a disaster for those students  
4 as well as for Hefferan students. So that is what  
5 should be considered.

05:14:23

6 MR. GERING: Thank you very much for your  
7 comments, Ms. Stevens.

8 Speaker No. 3, Yvette Curington.

9 MS. YVETTE CURINGTON: Hi. Good evening,  
10 everyone. My name is Yvette Curington, I am the  
11 principal of Nathan R. Goldblatt Elementary School.

05:14:40

12 I'm not here to talk to you about our data  
13 because you know our data better than we do. Our  
14 data is and has always been transparent.

15 Unfortunately, what isn't transparent are the  
16 answers to our questions.

05:14:57

17 You know, I purposely didn't speak at the  
18 last meeting because I was hoping that there would  
19 be someone sitting behind that table who would be  
20 able to engage me in a dialogue in terms of giving  
21 us responses to the many questions that these  
22 teachers have raised and that our parents have  
23 raised and our students have been raising since we  
24 have gotten the information that we are proposed to

05:15:07

1 be closed.

2 And here we are once again. I was hoping  
3 that there would be someone sitting behind the  
4 table tonight; but, unfortunately, here we are once  
5 again and I still do not have someone who is  
6 sitting there who would be able to address all of  
7 these concerns.

05:15:28

8 Some of the concerns you have already  
9 heard because the teachers are wondering why our  
10 school, which, of course, is a Level 2 school is  
11 close when there are other Level 2 schools whose  
12 data lags behind ours and surprisingly Level 3  
13 schools who are allowed to remain open. So that's  
14 one of the major burning questions that we have in  
15 addition to many more.

05:15:53

16 It's kind of hard for us to swallow this  
17 bitter pill when the Board says that it does not  
18 have any money, any funds, that we are definitely  
19 fighting a budget deficit, which we definitely  
20 understand, because all organizations go through  
21 budget deficits, but it's can kind of hard for us  
22 to accept when we sit here in that auditorium when  
23 we see people who are sitting here getting paid to  
24 kind of police us.

05:16:06

1           We have security officers, we have CPD  
2   here, we have stenographers here, we have someone  
3   who is paid to take our name on a card, you know,  
4   when we can just pretty much come up to the  
5   microphone and do that for ourselves in a very       05:16:31  
6   organized fashion. So we're paying all of this  
7   overtime, and this is just this Network.

8           These types of meetings are going on in  
9   all of the Networks across the City where the  
10  schools are affected by school actions. So it's       05:16:43  
11  kind of hard for us to accept, you know, the  
12  deficit on one hand -- we hear that coming out of  
13  once side of the mouth, yet we're spending money  
14  around these proposed actions.

15           We're spending millions of dollars for the   05:16:56  
16  safety plan, you know, for the schools and for the  
17  students who will be transitioning. That's  
18  millions of dollars that's being put out; but, yet,  
19  we're fighting a budget deficit. You know, there  
20  are other moneys that are going towards these       05:17:09  
21  proposed actions; but, again, we're still hearing  
22  budget deficit.

23           So it would help us, you know, to better  
24  understand this process if we had someone who was

1 actually sitting there to engage us to answer these  
2 questions. We have yet to get the answers to all  
3 of our questions and, you know, we're to accept  
4 that you're being proposed -- you know, supposedly  
5 closed.

05:17:33

6 But, again, we have this, I have a PTC in  
7 my building, we have teams that are coming in and  
8 out doing inventory for equipment, doing inventory  
9 for books, doing furniture inventory; but we're  
10 still hearing proposed, proposed, proposed action.  
11 It seems as though the lid on the coffin has  
12 already been closed; but, yet, we're hearing  
13 proposed action.

05:17:49

14 So basically all we're asking is that you  
15 please stop spitting in our faces and telling us  
16 that it's raining.

05:17:57

17 MR. GERING: Thank you for your comments,  
18 Ms. Curington.

19 So we don't have anybody else signed up  
20 right now. I want to encourage you if you would  
21 like to speak a second time, we have Mr. Harris  
22 right here in the gray suit -- he just stood up --  
23 and he will be happy to take your name right there.

05:18:09

24 If you are wanting to speak even a first

16

1 time, at this point instead of having to go all the  
2 way out to the front lobby, you can just talk to  
3 Mr. Harris and he'll take care of you.

4 All right. The next speaker is Mildred  
5 Wiley.

05:18:36

6 MS. MILDRED WILEY: Hello, my name is Mildred  
7 Wiley. I'm speaking on behalf of the children. My  
8 comments are that I'm going to make sure that all  
9 of the kids are tracked, that we know how many went  
10 to what school. You'll be able to tell that to us  
11 next September -- this September coming up where  
12 they went and what services are being delivered to  
13 these children who are making these transitions  
14 from the school.

05:18:52

15 What kind of enhancement opportunities are  
16 we having for them? What is their mode of  
17 transportation? Are they walking? Are we doing  
18 bus service? Do we have a way to identify that  
19 this experiment we're doing right now is really  
20 working? And if it's not, then do we have a way of  
21 also tweaking it? Thank you very much.

05:19:26

22 MR. GERING: Thank you very much. I appreciate  
23 that.

24 The next speaker is Marcus Brady.

17

1 MR. MARCUS BRADY: Good evening, I'm Marcus  
2 Brady, and I hate to come in and spew my personal  
3 business, but my ex-wife left me and my three kids  
4 and -- or she took the three kids with her and  
5 she -- her new boyfriend, she took him to buy him 05:20:00  
6 suits and a car and new shoes and got him a new set  
7 of teeth and my three-year-old son said, Daddy, why  
8 didn't mama just do that for you? Invest in what  
9 you have instead of starting anew.

10 Now, my kids have tore up this man's house 05:20:20  
11 and now they ain't got nowhere to go because  
12 instead of investing in me, we have tried to put  
13 two things together that weren't made to fit. And  
14 so what we need to understand is investment is  
15 important in what you have. Where there is no 05:20:35  
16 investment, there is no appreciation, and where  
17 there is no appreciation, there is no maintenance.

18 We have to maintain and invest what we  
19 have an we're going to open up that Coke bottle  
20 that I shook at the last meeting. Thank you so 05:20:48  
21 much.

22 MR. GERING: Thank you, Mr. Brady.

23 Again, I would like to remind you that if  
24 would you like to make additional comments or speak

1 for the first time, you just merely need to talk to  
2 Mr. Harris over there in the gray suit. He'll get  
3 you taken care of.

4 We'll be here until 7:00 o'clock to hear  
5 your feedback and comments on the proposed closing 05:21:08  
6 of Goldblatt welcomed by Hefferan.

7 Okay. We have another speaker who has  
8 signed in, Mae Davis. Welcome to the microphone.

9 MS. MAE DAVIS: I'm here to speak on behalf of  
10 Goldblatt School. I'm a parent that's been there 05:25:20  
11 for about 30 years, and I feel that we should not  
12 close Goldblatt.

13 If you're going to transition Goldblatt to  
14 Hefferan, you should put Hefferan into Goldblatt  
15 because across Kostner it's too much shooting, too 05:25:35  
16 many drugs, too much gangs. Just because they have  
17 a playground you can utilize, that's -- close  
18 Hefferan and open Goldblatt, put the kids in there.  
19 Hefferan only have one building. Goldblatt is  
20 bigger than Hefferan. 05:25:51

21 I've been there for years. My kids have  
22 been there. We're like a family there. So what  
23 I -- please, just think about it because our babies  
24 have to walk from the 4200 to 4300, 4400 block and

1 just coming from Jackson and Kildare alone to  
2 Kostner is chaotic.

3 I'm telling you -- and I live in that area  
4 and been in that area for years. It's too much  
5 violence over there and if you live in the  
6 neighborhood and you go down there and you see,  
7 they're on the doorsteps selling drugs.

05:26:22

8 I just ride through there. When I get off  
9 of work, they're out there -- weed, rock and blow.  
10 You go through the playground, you find plastic  
11 bags with drug paraphernalia. You go in Goldblatt,  
12 it's totally different.

05:26:35

13 Ms. Curington, she covers Goldblatt's  
14 grounds. Those kids standing out, I'm not going to  
15 school. She come in, You're going to school.  
16 You're not going to stand out here. Just this  
17 morning, a little boy come and tell me, I'm not  
18 going to school. I told Ms. Curington, You got a  
19 baby out there. He said he ain't going to school.  
20 He went in there.

05:26:50

05:27:02

21 So just please leave it open for my sake  
22 and the kids' sake. Just walk through it. You  
23 don't know that neighborhood like we know the  
24 neighborhood. Please put -- transition Hefferan to

20



1 Goldblatt if that's what you have to do and put a  
2 playground in Goldblatt, please.

3 MR. GERING: Thank you, Ms. Davis. I  
4 appreciate your comments.

5 We have been joined by Alderman Ervin. 05:27:37

6 So, Alderman, please feel free to take the  
7 microphone.

8 ALDERMAN JASON ERVIN: Good evening. I want to  
9 apologize that I didn't make the first hearing. We  
10 were at another hearing, and we have been inundated 05:27:53  
11 with these school actions.

12 I will echo the concerns that I have that  
13 I've been hearing from the parents and other  
14 members of the community as it pertains to the  
15 safety of the students transitioning between the 05:28:05  
16 two schools.

17 First, kids crossing Kostner not only for  
18 Hefferan but those that will be coming --  
19 transitioning from Melody and Delano as well as  
20 those transitioning between Tilton and Marconi. 05:28:20

21 Kostner has been a line of demarkation  
22 that has historically been one side or the other  
23 side. So as it relates to this particular item  
24 between Goldblatt and Hefferan, I will reiterate

1 those same concerns for the record.

2 As it relates to the physical plans, as it  
3 relates to the size, I do understand that via law  
4 that with Hefferan being a level -- a higher level  
5 school than Goldblatt how the mechanics work if you 05:28:57  
6 consolidate the schools.

7 But the real key concern is the safety of  
8 the students transitioning between the schools, not  
9 only -- let's think about the students, but we also  
10 have to think about the parents because these -- 05:29:11  
11 the parents -- we have some parents that literally  
12 can't cross certain lines. You know, do they stand  
13 at the corner and wave their kids down the street  
14 as he walks or she walks -- five, six, seven,  
15 eight-year-old children walk to school. 05:29:25

16 I believe that, you know, parents have not  
17 only a right but a responsibility to make sure that  
18 their children get to school in a safe and  
19 effective manner, and I'm really concerned about  
20 the parents not being able to take their kids back 05:29:39  
21 and forth to school because of the historic  
22 challenges that the community has had.

23 West Garfield Park is -- every school in  
24 West Garfield has been affected by a school

1 closure, either receiving or welcoming students or  
2 students leaving, and these issues are  
3 unfortunately going to stir up a lot of old  
4 emotions, a lot of old challenges that existed in  
5 the community because some kids went to certain 05:30:07  
6 schools and lived on certain blocks and that is  
7 changing, and the kids that live in the Melody  
8 jurisdiction are going over to Delano, and  
9 that's -- they don't do that. You don't go over  
10 there, you know, because you live over here. 05:30:20  
11           You know, the kids that live in the  
12 Goldblatt box going to Hefferan, you don't go past  
13 Kostner. Just as similarly with the kids from  
14 Tilton and Marconi, you don't go past certain  
15 points in the community. 05:30:34  
16           So the safety is the paramount issue when  
17 we look at these closures, and particularly with  
18 Goldblatt and Hefferan there must -- the safety is  
19 my truest concern. Buildings can be fixed. All of  
20 those things can be fixed, but you can't fix years 05:30:51  
21 of ideologies of individuals by just changing the  
22 boundary for school.  
23           There needs to be a much more thought out  
24 and deliberative process so that we don't find kids

1 that are hurt, parents that are hurt. This is, as  
2 I said before, something that you don't put on the  
3 balance sheets. It's not on the income statement.  
4 There is not a savings or a cost for these  
5 types of items that are a bit more intangible than 05:31:17  
6 what you and I could look at in black and white.  
7 However, they will occur.  
8 And those expenses, be it community, be it  
9 actual dollars, be it ER visits, be it policeman  
10 hours, we will be extending, and we have to really 05:31:34  
11 think about that before we move forward with this  
12 type of scenario between those two schools and,  
13 quite frankly, between the schools in the West  
14 Garfield Park community in its entirety.  
15 So, again, I support the parents in their 05:31:48  
16 position. However, we -- I support the parents in  
17 their position; but we really must also look at the  
18 safety of not just the children, we have to look at  
19 the safety of the community as this takes place.  
20 One other item is the physical plan at 05:32:02  
21 Goldblatt for years. I just think this has not  
22 been invested in and has -- I won't say  
23 de facto cause this type of situation because there  
24 has not been the investment in Goldblatt.

1 Goldblatt historically was a school  
2 generated -- it was an old Catholic school in a  
3 building to -- it was to relieve the overcrowding  
4 in the area. For years and years Delano was the  
5 only school in that portion of West Garfield and 05:32:32  
6 subsequently Goldblatt and Melody and Hefferan were  
7 built to alleviate that overcrowding.

8 These lines have been drawn historically  
9 in the community, and to just up and change that  
10 without really any true engagement, true plan, true 05:32:48  
11 understanding of what this really means, the  
12 expenses of this, I think, that have not been  
13 categorized.

14 I think, again, the safety of the area is  
15 our chief concern. It's difficult for me to 05:33:04  
16 support this -- these consolidations on that  
17 measure. Thank you.

18 MR. GERING: Thank you, Alderman. I appreciate  
19 your time.

20 Okay. I want to remind everyone that we 05:33:25  
21 have an opportunity to sign up and speak. We'll be  
22 here until 7:00 p.m. to hear your comments and  
23 feedback around the proposal. All you need to do  
24 is check with Mr. Harris in the gray suit right

1     there, and he'll be happy to take your name and  
2     we'll go ahead and get you signed up so that you  
3     can go to the microphone and share any thoughts,  
4     comments, feedback, questions that we can record  
5     into the record so that our Board of Education and     05:33:54  
6     our CEO, Dr. Dr. Barbara Byrd-Bennett will have  
7     that available to them for their review as they  
8     deliberate on the decisions.

9             I want to remind everyone that we will be  
10    here until 7:00 o'clock -- that's one more hour --     06:00:52  
11    to hear your comments on the proposal. If you  
12    would like to make comments into the record, simply  
13    ask our logistics coordinator, Mr. Harris, right  
14    over here in the gray suit and he will get you  
15    signed up so we can hear your comments on this     06:01:09  
16    proposal. Thank you.

17            MR. GERING: Ms. Davis, please.

18            MS. MAE DAVIS: Okay. I want to know if you  
19    are going to combine Goldblatt with Hefferan how  
20    many students do you want in a class because from     06:02:17  
21    the broadcast that I hear from IETA, they said they  
22    want smaller classes with 15 students. I want to  
23    know what is going on? Can somebody tell me  
24    something?

1                   And another thing with Hefferan, they  
2   don't wear uniforms. Goldblatt has uniforms. We  
3   wear the navy blue and light blue. I send my baby  
4   to school and he get beat up and they take his  
5   clothes, I'm going to be in jail because I'm going   06:02:49  
6   looking for whoever did something to my baby, you  
7   know, because he got -- if I have to put him in his  
8   clothes -- street clothes to go to school and  
9   somebody beat him up because they want his outfit  
10   and take his shoes, they are going to be arresting   06:03:03  
11   me because, like I said, the uniform -- at  
12   Goldblatt we wear uniforms, blue top, blue pants  
13   and black shoes. So everybody look just the same.  
14                   But if I have to go and put my baby in his  
15   nice clothes, let him walk from Kildare and Jackson   06:03:19  
16   to Kostner and Wilcox and I come home from work --  
17   I leave home every morning at 5:30 to go to work.  
18   I don't make it home until 5:30 in the evening  
19   coming home from work.  
20                   And somebody calls me on my job and told   06:03:32  
21   me something happened to my baby, here is my right  
22   hand to God, I will be in jail because I'm going to  
23   look for them.  
24                   And it don't make no sense for you-all --

1 and Goldblatt is a landmark. That school been  
2 there since before I was born. I'm 46. That  
3 school been there way before my time. Some of my  
4 parents went there -- aunties, uncles -- I got one  
5 more minute left.

06:03:55

6 And you-all just do me a favor and think  
7 about it. You can put a playground in Goldblatt  
8 like you got at Hefferan. Hefferan's playground is  
9 open. You ride through there at night, you have  
10 the drug dealers sitting there selling drugs.  
11 That's their hangout. Gang bangers, you go down  
12 Kostner, police riding through that area every  
13 night because they're shooting up and down there.  
14 It's not safe for the kids. It's not safe for me.

06:04:09

15 I live over there, and I will not even  
16 walk down that way. When I go down, I get in my  
17 car and I drive through. I don't walk through  
18 because I'm -- I'm scared myself.

06:04:23

19 So just think about it. Take a walk  
20 through there and see what I'm talking about.  
21 You're sitting here and you're behind the desk and  
22 this and that, and you're assuming this is going to  
23 be a better place because it have -- you have the  
24 computer lab, you have this and you have that

06:04:38



1     because they have -- most of the things that  
2     Goldblatt don't, take some of that money from the  
3     library and put the stuff in Goldblatt what they  
4     have in Hefferan. Make it the same.

5             Goldblatt -- they haven't done nothing to     06:05:03  
6     Goldblatt in a long time. You remodeling  
7     everything else, put some of that money into  
8     Goldblatt and then we can be the same as Hefferan.

9             You got some kids going to summer school,  
10    have them go to Hefferan. Some of them fail     06:05:16  
11    because they don't want to go over there for summer  
12    school because it's just that bad. Just two blocks  
13    over and two blocks down it's just that bad. So  
14    they refuse to even go to summer school at --  
15    because of the neighborhood, that area there, it's     06:05:30  
16    infected, I'm telling you.

17            So please this listen to me and just  
18    please leave Goldblatt open and combine some of  
19    them over there. Take some of that money -- like I  
20    said, a lot of people, when it first came out, they     06:05:45  
21    said that the money was going to go towards the  
22    school. I don't see them doing nothing to the  
23    school.

24            So if you-all can take some of that out of

1 the fund and add on to Goldblatt, we'll be happy.  
2 I will. Please, I'm begging you. I ain't asking  
3 you. I'm begging you, please leave Goldblatt open  
4 just for the our sake, the kids and us.

5 Goldblatt, I love the school. I love the 06:06:09  
6 people. We're like a family there. If my baby is  
7 late for school, they -- I'm getting called on my  
8 job, Ms. Davis, Jeffrey is not here. Why is  
9 Jeffrey not there? Oh, he just stepped out. Make  
10 sure he gets in school because I don't play that 06:06:25  
11 staying home. If I have to get up and leave my  
12 house at 5:30 in the morning, you better have your  
13 butt in school.

14 And this one right here, he's going to  
15 walk to the house and knock on the door, you need 06:06:39  
16 to come to school. And he's going to walk him home  
17 in he has to.

18 So, please, we don't know nobody at  
19 Hefferan, so that going to be a lost cause for us  
20 and our children. So if they wondering about -- 06:06:50  
21 the next thing you know, they're a statistic.  
22 Either they're going to be out there selling drugs  
23 or they're going to be in a gang or they're going  
24 to be laying on the street stretched out and

1 somebody going to put them in a body bag.

2 I'm just telling you the truth. This is  
3 how I feel, and I'm against it. Like I told the  
4 principal, come June 1st, September 1st, whenever  
5 school starts back, my baby will be sitting at  
6 Goldblatt's door, not Hefferan.

06:07:11

7 And that commercial that they have, to  
8 IETA, they want 15 per student -- per classroom.  
9 All right. Let them stay like that at Goldblatt  
10 then -- and that's the commercial, public  
11 advertising.

06:07:29

12 MR. GERING: Thank you, Ms. Davis.

13 Okay. We have a speaker. Clinetta Clark,  
14 please come to the microphone.

15 MS. CLINETTA CLARK: Hi, my name is Clinetta  
16 Clark, I'm from Goldblatt School. I just want to  
17 reiterate I really would like to have an answer to  
18 my question from Wednesday as far as the TIF money  
19 and how much of that is being used for our school  
20 and in our community because that's money that can  
21 really benefit our children.

06:20:27

06:20:43

22 They work really hard, we work really  
23 hard, and they're making progress. And if I  
24 remember correctly, I think GHN is one of the

31

1 networks that has made the most growth over the  
2 past few years, and most of the school closings or  
3 the joining of the schools is happening within our  
4 area. So why did we work so hard, and it still  
5 comes to this? I'm done.

06:21:12

6 MR. GERING: Thank you for your comments and  
7 question. It will be in the record.

8 I just want to remind everyone that we  
9 will be here until 7:00 p.m., which is a little bit  
10 less than 40 minutes to make any additional  
11 comments for the record -- comments, feedback,  
12 questions that you want to make sure we get into  
13 the record so that both the Board of Education and  
14 CEO Byrd-Bennett has a chance to review those.

06:21:31

15 MS. CLINETTA CLARK: I'm sorry. I have one  
16 more question. When will we receive answers to  
17 some of the questions we have posed throughout  
18 these two meetings?

06:21:49

19 MR. GERING: So, as I think Ms. Hamilton said  
20 at the beginning, that before the hearings start  
21 for each particular school, there will be a summary  
22 of questions and answers that have been raised  
23 across the City. They will be available on  
24 [cpu.eds/qualityschools](http://cpu.eds/qualityschools).

06:22:00

1           In addition, the transcripts from the  
2   earlier meeting here for this specific proposal is  
3   posted with the comments and questions that were  
4   made at that previous meeting, as will these  
5   comments and questions be posted. 06:22:30

6           MS. CLINETTA CLARK: Okay. But you referred to  
7   comments and questions, and I was wondering about  
8   answers.

9           MR. GERING: So, as I said, the questions from  
10   across the City are being put together and reviewed 06:22:42  
11   and they'll be posted at cps.edu/qualityschools.  
12   So every specific question, no; but questions that  
13   came up across the City, they're going through  
14   those to put answers together so that people get  
15   the response. 06:23:03

16          MS. MAE DAVIS: I just want to know, if you're  
17   going to combine the schools, are the teachers  
18   going to follow, too? So what is going to happen  
19   with the teachers?

20                Because if you're going to take our kids 06:23:43  
21   and put them in another school, they need to have  
22   somebody that they're familiar with to go over  
23   there, too. So you got the principal, you got the  
24   teachers, you got the teacher aides. Would they

1 follow? I just want to know that.

2 So are you just going to take the kids and

3 put them in a whole different school, they don't

4 know nobody, no teachers, no students, no nothing,

5 so they're going in blindfolded. They don't know 06:24:05

6 anything.

7 So if you're going to combine those

8 schools, maybe you should, like I said, put the

9 faculty with them because that is the blind leading

10 the blind. 06:24:18

11 So that's just like if I start a new job

12 and nobody tell me what to do and they want the

13 work done, how am I supposed to do it? I don't

14 know you, you don't know me, you don't know what I

15 can do, I don't know what you could do; but, yet, 06:24:29

16 you still want the work done at the end of the day.

17 So I'm scared, you're scared, and you're taking a

18 chance on me.

19 So I'm just asking, are the teachers going

20 to follow or are you just going to knock them out 06:24:40

21 of a job now? Now unemployment rates are going to

22 go back up and you have angry people, now you got

23 another problem. So what's going to happen?

24 That's all I ask. What's going to happen?

1 MR. GERING: Thank you for your comments and  
2 your questions. Please come to the microphone.

3 MS. YVETTE CURINGTON: Hi, in addition to  
4 advocating for Goldblatt students, at this point I  
5 want to advocate for all students because I want to 06:25:34  
6 speak from a social justice standpoint.

7 I've been looking at the very colorful and  
8 pretty brochure here that says providing a better  
9 education for all students. I think we need to  
10 kind of change that all to some because I'm looking 06:25:48  
11 at what some of the welcoming schools are going to  
12 receive in terms of STEM programs, new engineering  
13 and media labs; but this is in some of the  
14 welcoming schools, not all of them.

15 You know, some programs are being placed 06:26:04  
16 in a few welcoming and then some are getting other  
17 programs. So it seems as though we are further  
18 perpetuating the inequalities and the inequities  
19 that already exist in Chicago Public Schools.

20 Some children are going to receive some of 06:26:17  
21 these wonderful programs, STEM and new engineering  
22 labs and media labs -- all Chicago Public School  
23 students should receive these things. We pride  
24 ourselves in being a world-class education system

1 in a world-class city; yet, all of these amenities  
2 are not being placed in all Chicago Public Schools,  
3 and shouldn't all Chicago Public School students  
4 receive all of these programs?

5 I mean, I recognize the importance of a 06:26:44  
6 STEM program to the extent that I was willing to  
7 pay for it, and I did share that with my Network  
8 chief that it was so important because if we're  
9 talking about preparing our students for a Global  
10 economy to compete not only the across the nation 06:26:59  
11 but across the world, we have to have all of these  
12 programs in every Chicago Public School.

13 So it seems as though a lot of these  
14 things are being placed like dangling a carrot in  
15 front of the parents to kind of appease the parents 06:27:13  
16 and let them know what's up, your school is  
17 closing, yes, but look at what your students are  
18 going to receive if they go here.

19 But, again, from a social justice  
20 standpoint, it is still not every Chicago Public 06:27:23  
21 School, so we're still going to have students who  
22 are going to be behind the eight ball because were  
23 not getting the sciences, the technology, the  
24 engineering, the basics that they should be getting



1 in a regular education.

2 Library -- library is now being put down  
3 as a plus when it should be a given. Some of these  
4 things should be standards in our schools as  
5 opposed to extras in our schools.

06:27:48

6 So, again, you know, it seems like to me  
7 we're trying to really sell this, sell this, sell  
8 this and push this and dangle this carrot in front  
9 of the parents so that they won't yell too much, so  
10 they won't talk too much, so they can go ahead and  
11 sit down somewhere and kind of be quiet.

06:28:01

12 But, again, let's talk about all because  
13 if we're looking at what it says, providing a  
14 better education for all students, we have not, in  
15 fact, doing that because a lot of the other schools  
16 who are not a part of these school actions, they're  
17 not getting all of these things; and, again, I  
18 appeal to you that these particular things that we  
19 have on this brochure should be standard in every  
20 Chicago Public School.

06:28:13

06:28:27

21 MR. GERING: Thank you.

22 Okay. Ladies and gentlemen, we have a  
23 speaker, Cathy Middleton. Ms. Middleton, please  
24 come to the microphone.

37

1 MS. CATHY MIDDLETON: Hello, I'm sure you-all  
2 remember me, right? I'm Cathy Middleton. I've  
3 been at Goldblatt since 1981.

4 Again, I just wanted to speak to you-all  
5 on behalf of Goldblatt. I just wish you-all would 06:43:38  
6 keep Goldblatt open because we all are just like a  
7 family there.

8 And one student spoke to me today, they  
9 said, Ms. Middleton, whatever school you go to,  
10 that's where I'm going. So we're hoping -- I was 06:43:59  
11 telling him, we're hoping you-all are just staying  
12 right there at Goldblatt because it's just like  
13 home.

14 So if you all decide to move the kids to  
15 Hefferan, hopefully we all as a family can follow 06:44:15  
16 them there.

17 MR. GERING: Thank you, Ms. Middleton.

18 Okay. We have a little bit less than  
19 15 minutes left and we'll be closing the meeting at  
20 7:00 o'clock. We'll be closing the opportunity to 06:44:40  
21 speak at 6:58, so we really would encourage if  
22 would you like to have an opportunity between now  
23 and then to speak. Just let Mr. Harris know and we  
24 will get you signed up and up to the microphone.

1           We also want to remind everyone that the  
2   hearing for this proposal will be on Monday,  
3   April 29th, from 5:30 to 7:30:30 p.m., and that  
4   will be at the District Offices at 125 South Clark.

5           So, again, if would you like to speak, you   06:45:08  
6   have a little bit less than 15 minutes left and we  
7   would welcome the opportunity to hear your  
8   comments, questions, feedback, get them into the  
9   record so that our CEO and our Board of Education  
10   has an opportunity to review them. Thanks.           06:45:21

11           Just state your name again, please.

12           MS. CATHY MIDDLETON: Sorry. Thank you. My  
13   name is Ms. Cathy Middleton. Again, I'm from  
14   Goldblatt School.

15           I just want to know if -- would there be   06:46:01  
16   enough room for all the students from Goldblatt to  
17   go over to Hefferan if they all decided to go  
18   there?

19           MR. GERING: Thank you.

20           MS. MAE DAVIS: Okay. I'm going to do the   06:46:15  
21   closing. Mae Davis.

22           Okay. I was reading this paper here, and  
23   they said that they was going do a pre-K for  
24   Hefferan. Goldblatt has one. My grandson is in

1 pre-K and he's four, and Ms. Swoop, she's his  
2 teacher, and you wouldn't believe, the boy is  
3 reading at a first grade level.

4           So all I'm saying is that Goldblatt  
5 teachers, they really work with the kids. And my 06:47:34  
6 son, he's nine, he's in third grade, but he's  
7 reading at a fifth grade level. They wanted to put  
8 him in -- to jump him to another grade, but I said  
9 no.

10           Most of the teachers are here -- not all 06:47:54  
11 of them, just -- and I know most of them. They  
12 work hard with the students. My boy, he was going  
13 to Saturday school from 9:00 to 3:00 at Goldblatt.  
14 The teacher took out time off the clock to just  
15 have this special class for the kids, so they 06:48:15  
16 wouldn't have to be on the street or whatever. So  
17 they had Saturday schooling for the children.

18           So my baby, he came home, and he said,  
19 mom, I go to Saturday school. I said, since when?  
20 He says, I signed up today. I said, did you? Did 06:48:29  
21 you get my permission? He said, my teacher,  
22 Ms. Greer, will be there. I said, well, you can  
23 go. So I spoke with Ms. Greer about it and she  
24 said, yes.

1           So what I'm saying is just consider it.  
2     Think about not closing Goldblatt, just add more  
3     teachers or, like I said, transfer -- combine  
4     Hefferan with Goldblatt because it would help out a  
5     whole lot, and then it would ease my mind.

06:48:54

6                   And one thing about Goldblatt I love, my  
7   oldest son is 28, he started there in three in  
8   preschool -- all of my kids went there, all of them  
9   finished high school.

10                   So it's not -- they use what they have.                   06:49:10

11    It's -- you can compare Hefferan, they got all of

12    this and they got that. Goldblatt working with

13    what they have, and I believe Goldblatt is probably

14    one of the top schools on the west side; and my

15    kids, they had Spanish, French, English. They                   06:49:26

16    speak three different languages just because of

17    Goldblatt. I don't know what they said, but they

18    speaking it.

19           You know, Hefferan probably got all this  
20 other stuff that they can offer, but they don't           06:49:41  
21 offer the love that Goldblatt has for the kids and  
22 their family.

23 MR. GERING: Thank you for your comments,  
24 Ms. Davis.

1           Okay. I want to remind you that we have  
2   about five minutes left in this particular session,  
3   so if you would like to sign up, we have time for  
4   one or two more speakers. At 6:58 we will close  
5   off the sign-up, so if you want to see Mr. Harris       06:54:35  
6   in order to sign up, please do so.

7           Okay. Ladies and gentlemen, it's 6:58,  
8   and at this time since there are no additional  
9   speakers, we'll go ahead and bring this meeting to  
10   a close.   06:57:05

11           I want to remind you that the final  
12   opportunity to give feedback on this proposed  
13   proposal to close Goldblatt and be welcome into  
14   Hefferan is on Monday, April 29th, at 5:30 to  
15   7:30 p.m., and that will be happening at the       06:57:21  
16   District Offices at 125 South Clark.

17           In addition, I do want to remind you that  
18   as was referenced earlier, you will begin to see  
19   responses to the questions from the community  
20   meetings posted on the CPS Web site before the       06:57:36  
21   public hearings begin. So before they begin  
22   tomorrow evening, there will be responses to  
23   questions that have been raised at the community  
24   forums over the past couple of weeks, as well as

42

1 within five days there will be a summary of this  
2 particular meeting.

3 I know people have been asking about  
4 responses to the questions, and the initial  
5 responses will be posted starting tomorrow before 06:58:01  
6 the hearing begins tomorrow evening.

7 I also want to encourage you to call 311  
8 with any questions that you might have. In  
9 addition, I know many people are looking over this  
10 document, there is lots of information here, and if 06:58:15  
11 you have questions that are not clear or are not  
12 answered in this document, please do call 311, and  
13 also take a look at the Web site  
14 cps.edu/qualityschools for additional information.

15 With that, we will close the meeting. I 06:58:31  
16 want to thank you for being here, and we're asking  
17 that you exit out the rear since we do have another  
18 meeting in here following this one. Thank you very  
19 much.

20 (Whereupon, the meeting ended at 06:58:43  
21 7:00 p.m.)

22  
23  
24

1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF COOK )  
4

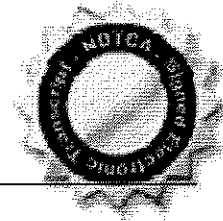
5 Ailene Barkhoff, as an Officer of the  
6 Court, say that she is a shorthand reporter doing  
7 business in the State of Illinois; and that she  
8 reported in shorthand the proceedings of said  
9 public hearing, and that the foregoing is a true  
10 and correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said public hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set  
14 my verified digital signature this 17th day of  
15 April 2013.

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*Ailene Barkhoff*

AILENE BARKHOFF, CSR, RPR





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**Community Meeting for the Proposal to Close Nathan R Goldblatt Elementary School**

April 15, 2013; 5:00 p.m. – 7:00 p.m.

Location: Al Raby High School, 3545 W. Fulton Boulevard

**CPS Facilitators:**

Myetie Hamilton, School Support Center Officer

Steve Gering, School Leadership Development Officer

**Also in Attendance:**

Wanda Washington, Chief of Garfield Humboldt Network

Herald Johnson, Deputy Chief of Garfield Humboldt Network

Tracey Ginwright, Assistant Deputy Chief of Schools

**CPS Presentation**

Ms. Hamilton opened the meeting by welcoming audience. She introduced herself, as well as her co-facilitator, Mr. Gering. She provided a brief overview of the proposed transition plan, highlighting technology upgrades and other key benefits. She then transitioned to Mr. Gering, who facilitated public comments. Mr. Gering added at one point that answers to frequently asked questions will be posted online.

**Brief Summary**

The purpose of the meeting was to receive public comments on the proposal to close Nathan R. Goldblatt Elementary School and welcome students at Helen M. Hefferan Elementary School, in accordance with 105 ILCS 5/34-230. Alderman Ervin voiced his opposition to the action due to safety concerns. The speaker comments focused on a number of topics, summarized below:

- Concern was raised about Goldblatt students not feeling comfortable at Hefferan.
- Concern was raised about gangs and drugs in the area by multiple speakers.
- Multiple speakers commented on Goldblatt's improving performance.
- One speaker requested answers to questions previously asked. She questioned CPS's fiscal allocation with regard to school actions.
- One speaker asked CPS to make sure all students are accounted for in the transition.
- One speaker said that Hefferan's lack of school uniforms caused chaos.
- One speaker said some of Goldblatt's teachers should move to Hefferan so that children could see familiar faces.
- One speaker cited the disparity between schools that receive STEM programs and those that don't.
- One speaker described the Goldblatt staff as a family.



## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Closure of Nathan R. Goldblatt Elementary School**

#### **Statement of Benjamin Felton, Portfolio Planner**

**April 29, 2013**

Good evening, Your Honor. My name is Benjamin Felton, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since July of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as a teacher at CPS. I then joined the Tennessee Department of Education, where I focused on teacher and principal recruitment and contributed to the development of the department's five-year strategic plan. I have a Bachelor of Science from Vanderbilt University.

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

According to the Chief Executive Officer's Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. The CEO may only propose a closure if the impacted students have the option to enroll in a higher performing school and the resulting space utilization after the closure will not exceed the facility's enrollment efficiency range as defined by the CPS Space Utilization Standards. I will discuss the details regarding the space utilization of this proposal, while my colleague Wanda Washington, will discuss the performance of the welcoming school and highlight the supports being offered in the draft transition plan.

Goldblatt is currently located at 4257 West Adams Street. Goldblatt is an elementary school that, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, serves 236 students in pre-kindergarten through 8th grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab B14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76%-77% of the total classrooms available. As an elementary school's enrollment increases above the efficiency range, a school may be considered overcrowded as programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range, a school may be considered underutilized as classrooms are unused or poorly programmed, making the use of limited resources less effective.

A typical elementary school building has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76%-77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 - 1080. If a school in this typical elementary school building had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1080, it would be overcrowded.

There are 34.5 total classrooms within the Goldblatt facility; the .5 indicates the presence of one or more small classrooms. Approximately 76%-77% of this number is 26, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 780. As such, the enrollment efficiency range of the Goldblatt facility is between 624-936 students.

As I stated, the enrollment of Goldblatt, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, is 236. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Goldblatt be welcomed at Helen M. Hefferan Elementary School, or Hefferan. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Hefferan's enrollment efficiency range as defined by the CPS Space Utilization Standards.

Hefferan has 28.5 total classrooms. Approximately 76%-77% of this number is 21, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 630. As such, the enrollment efficiency range of the Hefferan facility is between 624-936 students. Hefferan currently has 251 students enrolled.

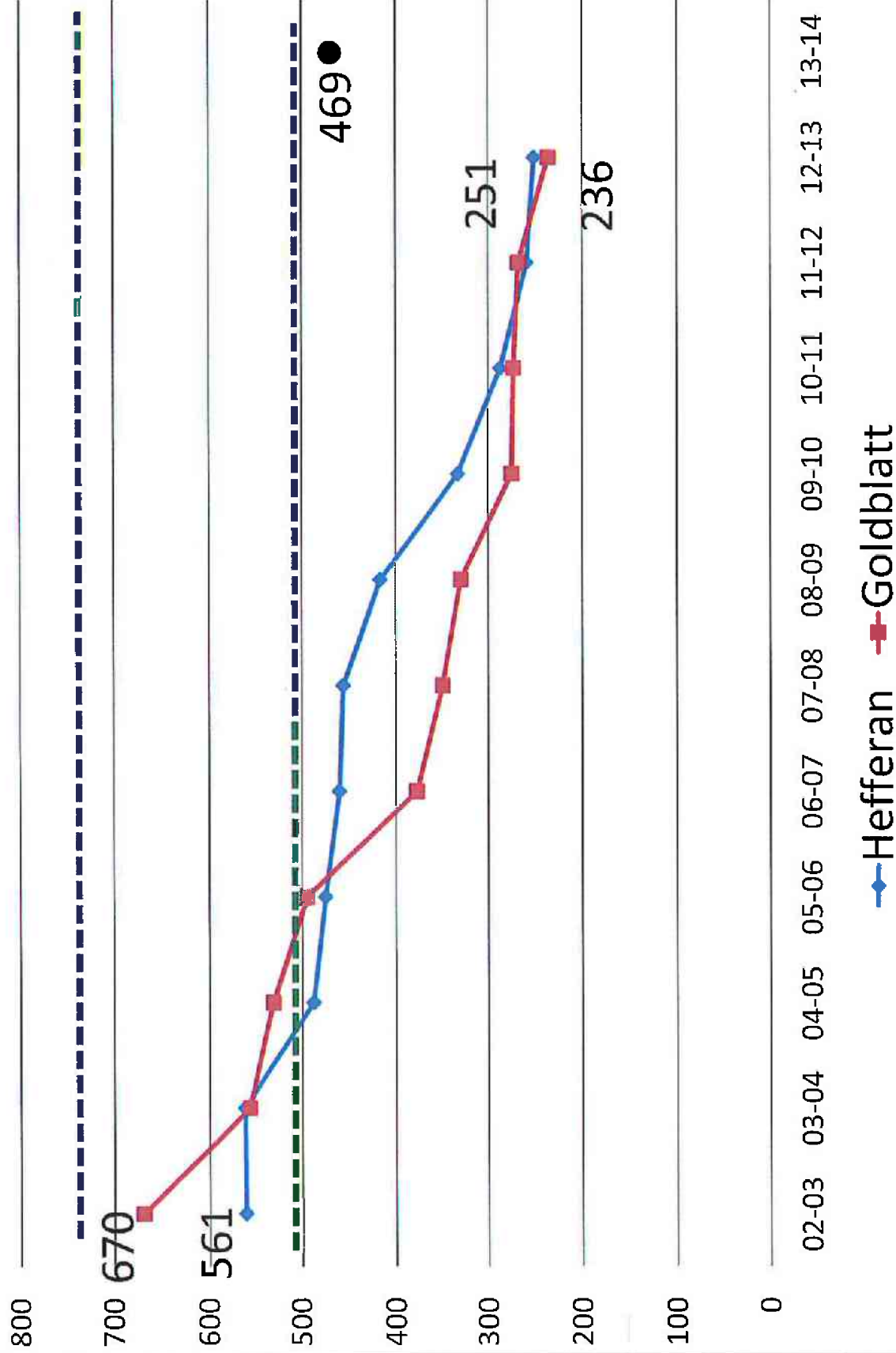
To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Goldblatt and Hefferan, green hashed lines showing the enrollment efficiency range of the Hefferan facility, and a circle representing the combined projected enrollment for 2013-2013. Goldblatt's current enrollment is 236 students and Hefferan's current enrollment is 251 students combines to a total of 487 students, below the enrollment efficiency range of the Hefferan facility. Further, the projected enrollment of Goldblatt for the 2013-2014 school year is 227 and the projected enrollment for Hefferan for next year is 242, for a total of 469 students which is still below the Hefferan enrollment efficiency range. Thus, there is enough space within the Hefferan facility for students from Goldblatt and students from Hefferan

If Goldblatt is closed, the CEO is also proposing that Goldblatt's attendance area be reassigned to Hefferan at 4409 West Wilcox Street at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab C23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Hefferan, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Wanda Washington, who will discuss the performance of Hefferan and highlight the proposed transition efforts.

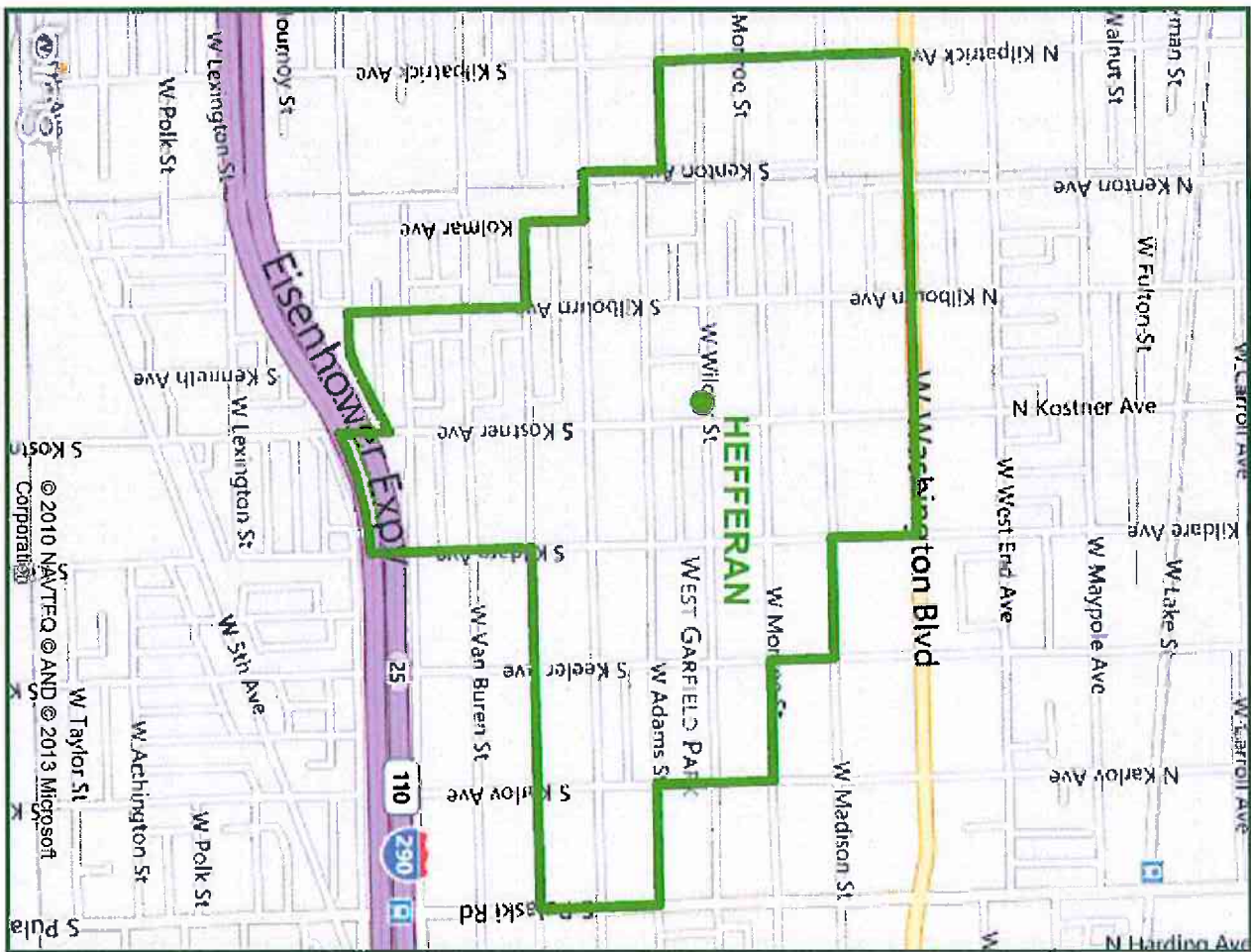
Thank you, Your Honor. This concludes my statement.

# Enrollment History



CHICAGO  
PUBLIC  
SCHOOLS  
CPS

## Proposed 2013-14 Boundaries



## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Closure of Nathan R. Goldblatt Elementary School**

#### **Statement of Wanda Washington, Chief of Schools for the Garfield-Humboldt Elementary School Network**

**August 29, 2013**

Good evening Your Honor. My name is Wanda Washington. I am the Chief of Schools for the Chicago Public Schools, Garfield-Humboldt Elementary School Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Hefferan is within the Garfield-Humboldt Elementary Network and I am responsible for the support and oversight of Hefferan on behalf of the CEO. I have been the Chief of Hefferan since 2012.

I have been with the Chicago Public Schools for over 20 years as a teacher, assistant principal and director. For the last 6 years, I have had executive level responsibility for multiple schools. In September of 2012, after serving as the Deputy Chief, I became the Chief of Schools for the Garfield Humboldt Network. In this role, I supervise and provide strategic guidance for 24 schools in the areas of instructional practices in the classroom and professional development for the teaching staff. I have a bachelors in mass communications from Illinois State University and a masters in educational leadership from Concordia University.

As you have already heard, Goldblatt fits the criteria of the Chief Executive Officer's Guidelines for School Actions because it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20<sup>th</sup> attendance day for the 2012-2013 school year. Goldblatt students will be welcomed by Hefferan, located at 4409 West Wilcox Street. The facility at 4409 West Wilcox Street has enough space to welcome the Goldblatt students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Goldblatt students are welcomed by the Hefferan administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 13, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Goldblatt received a Level 2 rating based on its performance during the 2011-2012 school year, while Hefferan received a Level 1 rating. The Performance Policy reports reflecting



these levels are included in the binder of documents that you have received at tab C25. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports, as these rating are used to determine each school's accountability status for the 2012-2013 school year

If this proposal is approved, students will receive additional supports at Goldblatt during the remainder of this school year and at Hefferan next year, and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab A1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Hefferan administration and the community to designate specific intersections for safe passage supports.

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

- Beginning this fall, CPS will offer students attending Hefferan with an opportunity to participate in the Science, Technology, Engineering, and Mathematics, or STEM, program. The STEM program aims to build engaging learning environments and trains students to become problem solvers and critical thinkers on a global level, capable of developing and designing multiple solutions for complex real-world situations and grounding their decisions in evidence-based reasoning.
- Second, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Goldblatt maintain academic rigor for the remainder of the school year and ensure a smooth transition to Hefferan. 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.

- Third, the Hefferan administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Fourth, in addition to the Network's general availability, I will be holding specific office hours on Wednesdays, May 1, 8, and 15 between 1pm - 3pm at 2908 West Washington for families and students affected by this action to discuss concerns and educational options.
- Fifth, the principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

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

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

Finally, additional transition supports will be provided to ensure that Goldblatt students who have unique needs or circumstances are adequately supported in this transition, including students with diverse learning needs, students in temporary living situations, English language learners, and early childhood participants. These additional supports are described in more detail in the draft transition plan, located in your binder at tab A1.

In conclusion, Goldblatt is underutilized, the combined enrollment of Goldblatt and Hefferan students at the 4409 West Wilcox Street facility will not exceed the facility's enrollment efficiency range, and Hefferan is a higher performing school. The CEO



believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

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







# Performance Policy

## 2012 Elementary School Performance Policy Report

### Nathan R Goldblatt Elementary School

School ID: 610348

Network: Garfield-Humboldt Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points	
ISAT Reading Meets/Exceeds %		51.7%	55.2%	54.0%	62.5%	58.5%	+8.6	4 of 6
ISAT Math Meets/Exceeds %		63.0%	70.9%	68.5%	72.6%	75.1%	+2.4	3 of 6
ISAT Science Meets/Exceeds %		27.7%	41.9%	28.0%	29.8%	74.4%	+18.9	5 of 6
ISAT Composite Exceeds %		3.0%	5.3%	9.1%	14.0%	11.6%	+7.9	4 of 6
8th Grade ISAT Composite Exceeds %		7.4%	1.7%	7.1%	11.0%	9.5%	+6.5	4 of 6
Adjusted Attendance Rate		91.0%	94.1%	92.9%	93.7%	93.3%	+0.7	4 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+1.8	96th	3 of 3
Value-Added Math	+0.3	64th	2 of 3

### Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	29 of 42 (69%)	19 of 42 (45.2%)	18 of 42 (42.9%)
Performance Rating	Level 2	Level 3	Level 3
ISAT Composite Meets/Exceeds %	68.6% (2012)	66.9% (2011)	59.9% (2010)
Probation Status	Probation	Probation	Probation

growth of similar students District-wide. This comparison is made using a regression methodology that controls for each prior ISAT performance, and student demographics.

## Adjusted Attendance

For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school rate and may not match the attendance rate reported elsewhere.

## Minimum Performance Standard

Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically on probation, regardless of Level achieved.

## Scoring

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

## Ratings and Status

If percent of points is:
71% or more
50% to 70.9%
Less than 50%

**\*Notes on Probation:**  
Schools that have been on probation more consecutive years must achieve a 2 rating for 2 consecutive years to exit probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code to be removed from probation if such action was taken on the 1st or 2nd consecutive years, whichever is later.

Charter schools do not receive a probation rating as charter school accountability is determined by agreement with the Board.

## For More Information

For more information on the Performance Policy, please visit [www.cps.edu/performance](http://www.cps.edu/performance)

# Performance Policy

CHICAGO  
PUBLIC  
SCHOOLS

CPS

## 2012 Elementary School Performance Policy Report

### Helen M Hefferan Elementary School

School ID: 609985

Network: Garfield-Humboldt Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	68.8%	76.1%	76.7%	77.8%	77.8% (2 points)	+5.0 (2 points)	4 of 6
ISAT Math Meets/Exceeds %	75.5%	82.0%	78.5%	81.5%	81.5% (3 points)	+5.7 (2 points)	5 of 6
ISAT Science Meets/Exceeds %	68.2%	69.6%	77.7%	78.9%	78.9% (2 points)	+6.7 (3 points)	5 of 6
ISAT Composite Exceeds %	11.0%	18.4%	17.8%	18.9%	18.9% (2 points)	+0.4 (1 point)	3 of 6
8th Grade ISAT Composite Exceeds %	6.4%	19.5%	25.0%	24.6%	24.6% (2 points)	+7.6 (3 points)	5 of 6
Adjusted Attendance Rate	93.8%	94.3%	94.2%	94.0%	94.0% (2 points)	+0.5 (2 points)	4 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.8	80th	2 of 3
Value-Added Math	+1.2	89th	3 of 3

### Overall Rating

Performance Policy Rating	<b>2012-2013</b>	2011-2012	2010-2011
Performance Policy Points Earned	31 of 42 (73.8%)	29 of 42 (69%)	32 of 42 (76.2%)
Performance Rating	Level 1	Level 2	Level 1
ISAT Composite Meets/Exceeds %	81.1% (2012)	77.9% (2011)	77.7% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

growth of similar students District-wide. This comparison is made using a regression methodology that controls for each prior ISAT performance, and student demographics.

## Adjusted Attendance

For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school rate and may not match the attendance rate reported elsewhere.

## Minimum Performance Standard

Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT score below 10% are automatically on probation, regardless of Level achieved.

## Scoring

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

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