

CHICAGO PUBLIC SCHOOLS

**PUBLIC HEARING TO CONSIDER:
THE PROPOSED CLOSURE OF
MARY MCLEOD BETHUNE ELEMENTARY SCHOOL**

**THURSDAY, APRIL 25, 2013
COMMENCING AT 5:30 P.M.**

**HONORABLE RICHARD NEVILLE
HEARING OFFICER**

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2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Mary McLeod Bethune Elementary School and John Milton Gregory Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School and John Milton Gregory 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 13, 2013 and April 16, 2013
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
Mary McLeod Bethune Elementary School
3030 W. Arthington St.

Parent or Guardian of a Student at
John Milton Gregory Elementary School
3715 W. Polk St.

Re: Proposed Closure of Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School (Bethune). I am also recommending that John Milton Gregory Elementary School (Gregory) serve as the dedicated welcoming school for students at Bethune 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 Bethune, located at 3030 W. Arthington 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, Bethune had 377 students enrolled on the 20th day of attendance, but has the capacity to serve 780 students. Bethune students will be welcomed by Gregory, located at 3715 W. Polk St. While the closure of Bethune is not related to performance, it is important to note that Gregory 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 Bethune

I am also proposing that the geographic boundary currently associated with Bethune will be reassigned to Gregory, located at 3715 W. Polk St., and Jensen Elementary Scholastic Academy (Jensen), located at 3030 W. Harrison St. This means that Gregory or Jensen, depending on the student's home address, will be the new neighborhood school for students living in the Bethune boundary who are not currently enrolled at Bethune.

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 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 Bethune.

Further Questions and Concerns:

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

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

Sincerely,

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

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN
For the Proposed Closure of Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School (Bethune). This decision is based on the underutilization of Bethune, in accordance with the Chief Executive Officer’s Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at John Milton Gregory Elementary School (Gregory), 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

Bethune is a neighborhood elementary school located at 3030 W. Arthington St., in the Garfield-Humboldt Elementary Network of CPS. Bethune currently serves 377 students in PE, PK & K-8th grades. CPS is proposing to close Bethune based on the school’s underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Bethune students will be welcomed at Gregory, located at 3715 W. Polk 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 Bethune and Gregory, 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 Bethune will be reassigned to Gregory, located at 3715 W. Polk St., and Jensen, located at 3030 W. Harrison St. This means that Gregory or Jensen, depending on the student’s home

address, will be the new neighborhood school for students living in the Bethune boundary who are not currently enrolled at Bethune.

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 Bethune. 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 Gregory 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 Bethune, and ensuring a successful transition to Gregory 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, Bethune students will be welcomed at Gregory, which is a higher performing school. To ensure Bethune students receive high-quality academic instruction throughout the transition, Bethune and Gregory 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 Bethune maintain academic rigor in the classroom and ensure a smooth transition to Gregory. The PTC will follow students to Gregory 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 Gregory 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, Bethune and Gregory 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. Gregory 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 Bethune 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 Bethune 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 Gregory, 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 Gregory 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 Gregory, provide observations of classrooms when school has resumed, and train Gregory staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Gregory, targeting training based on the unique population of the students in the school.
- Gregory 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 Bethune STLS students may choose to attend Gregory or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Bethune 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 Gregory staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Gregory 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 Gregory 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

CPS will provide transportation in the form of shuttle buses for all returning Bethune students who are reassigned to Gregory. The shuttle bus will provide transportation to and from Bethune and Gregory school location until all current Bethune students graduate from the welcoming school.

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

V. Information Regarding Choice of Schools

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

- Online (www.cps.edu or www.cpsdae.edu),
- By email (dae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 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.

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

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
Mary McLeod Bethune Elementary School
3030 W. Arthington St.

Administrators, Faculty, Staff, and LSC Members
John Milton Gregory Elementary School
3715 W. Polk St.

Re: Board of Education Proposed Closure of Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School (Bethune). 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 Bethune, located at 3030 W. Arthington 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, Bethune had 377 students enrolled on the 20th day of attendance, but has the capacity to serve 780 students. Bethune students will be welcomed by John Milton Gregory Elementary School (Gregory), located at 3715 W. Polk St. While the closure of Bethune is not related to performance, it is important to note that Gregory 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 Bethune

I am also proposing that the geographic boundary currently associated with Bethune will be reassigned to Gregory and Jensen Elementary Scholastic Academy (Jensen), located at 3030 W. Harrison St. This means that Gregory or Jensen, depending on the student's home address, will be the new neighborhood school for students living in the Bethune boundary who are not currently enrolled at Bethune.

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

Public Comment on this Proposal

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 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 Bethune.

Further Questions and Concerns:

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

Sincerely,

A handwritten signature in black ink, reading "Barbara Byrd-Bennett". The signature is written in a cursive style with a large initial 'B' and a long, sweeping underline.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN
For the Proposed Closure of Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School (Bethune). This decision is based on the underutilization of Bethune, in accordance with the Chief Executive Officer’s Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at John Milton Gregory Elementary School (Gregory), 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

Bethune is a neighborhood elementary school located at 3030 W. Arthington St., in the Garfield-Humboldt Elementary Network of CPS. Bethune currently serves 377 students in PE, PK & K-8th grades. CPS is proposing to close Bethune based on the school’s underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Bethune students will be welcomed at Gregory, located at 3715 W. Polk 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 Bethune and Gregory, 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 Bethune will be reassigned to Gregory, located at 3715 W. Polk St., and Jensen, located at 3030 W. Harrison St. This means that Gregory or Jensen, depending on the student’s home

address, will be the new neighborhood school for students living in the Bethune boundary who are not currently enrolled at Bethune.

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 Bethune. 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 Gregory 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 Bethune, and ensuring a successful transition to Gregory 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, Bethune students will be welcomed at Gregory, which is a higher performing school. To ensure Bethune students receive high-quality academic instruction throughout the transition, Bethune and Gregory 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 Bethune maintain academic rigor in the classroom and ensure a smooth transition to Gregory. The PTC will follow students to Gregory 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 Gregory 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, Bethune and Gregory 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. Gregory 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 Bethune 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 Bethune 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 Gregory, 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 Gregory 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 Gregory, provide observations of classrooms when school has resumed, and train Gregory staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Gregory, targeting training based on the unique population of the students in the school.
- Gregory 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 Bethune STLS students may choose to attend Gregory or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Bethune 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 Gregory staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Gregory 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 Gregory 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

CPS will provide transportation in the form of shuttle buses for all returning Bethune students who are reassigned to Gregory. The shuttle bus will provide transportation to and from Bethune and Gregory school location until all current Bethune students graduate from the welcoming school.

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

V. Information Regarding Choice of Schools

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

- Online (www.cps.edu or www.cpssoae.edu),
- By email (oea@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 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.

Definitions

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

“Higher performing school” means:

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

3

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

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

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

- y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
 - z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy
 - aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School
 - bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center
 - cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School
 - dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
 - ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy
 - ff. 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
 - mmm. 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 Academics, 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

4

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

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

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

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

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

5

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

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

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

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

- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Ignace Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - i. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
 - j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 5:00pm-8:00pm
 - k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - l. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - m. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - o. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
 - p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm
10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
 - b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
 - f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
 - g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
 - h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
 - i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
 - j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

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

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

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Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

signed to such personnel;

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29. (Blank);

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

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

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

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

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

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

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

CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

CROSS REFERENCES

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

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

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

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

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

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

LAW REVIEW AND JOURNAL COMMENTARIES

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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

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

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

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

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

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127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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





UNITED STATES SUPREME COURT



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

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1. Constitutional issues

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

2. Legislative intent

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

3. Nature and scope of powers

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

4. Delegation of powers

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

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

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

5. Maintenance and development of schools

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

6. Budget

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

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

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

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

7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

8. Bus contracts

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

9. Subdistricts

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

10. Curriculum

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

11. Textbooks

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

12. Discipline of students

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

13. School property, use of

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

14. Racial discrimination

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

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

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

15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

16. Religious instruction

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

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

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

17. Fraternities or sororities


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


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


18. Lay-offs


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


Formerly cited as IL ST CH 122 ¶ 34-18


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



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


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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

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

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

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

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

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

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

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

Common Schools

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

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

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

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

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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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

Common Schools

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

§ 34-225. School transition plans.

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

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Effective: August 22, 2011

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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

Effective: November 30, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

▣ School Action and Facility Master Planning

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

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

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

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

CREDIT(S)

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

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

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

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END OF DOCUMENT

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Chicago Public Schools Policy Manual

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

Section: 302.6A

Board Report: 10-0728-PO4

Date Adopted: July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

POLICY TEXT:

I. Purpose and Goals

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

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

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

II. Scope of the Policy

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

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

III. Definitions

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

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

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

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

Achievement Level 1: Shall mean the rating for:

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

Achievement Level 2: Shall mean the rating for:

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

Achievement Level 3: Shall mean the rating for:

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

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

ISAT: means the Illinois Standards Achievement Test.

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

PSAE: means the Prairie State Achievement Examination.

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

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

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

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

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

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

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

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

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

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

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

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

B. Determinations

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

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

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

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

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

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

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

1. ISAT Mathematics – 6 possible points

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

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

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

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

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

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

2. ISAT Reading – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Attendance – 6 possible points

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

B. High School Indicators, Standards and Scoring

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

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

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

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

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

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

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

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

2. Freshmen On-Track – 6 possible points

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

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

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

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

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

3. ACT Score – 6 possible points

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

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

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

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

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

4. PSAE Reading Score– 2 possible points

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

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

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

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

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

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

5. PSAE Mathematics Score– 2 possible points

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

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

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

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

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

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

6. PSAE Science Score– 2 possible points

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

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

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

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

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

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

7. Attendance – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

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

A. Schools Placed on Remediation

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

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

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

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

B. Schools Placed on Probation

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

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

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

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

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

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

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

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

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

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

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

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

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

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

Chicago Public Schools Policy Manual

Title: REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES

Section: 703.2

Board Report: 05-0622-PO1

Date Adopted: June 22, 2005

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

PURPOSE:

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

POLICY TEXT:

I. Annual Review of Attendance Boundaries

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

II. Factors to be Considered

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

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

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

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

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

C. **Geographic Barriers**

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

D. Travel Time and Distance

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

E. Program Considerations

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

III. Process

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

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

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

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

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CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. Rationale and Importance for Space Utilization Standards

1. Education

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

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

2. Operations

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

B. Summary of P.A. 097-0474

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

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

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

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

C. Summary of Standards

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

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

II. Core Concepts

A. Elementary Schools - Definitions

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

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

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

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

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

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

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

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

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

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

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

B. Elementary Schools - Calculations

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

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

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

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

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

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

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

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

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

³ equal to # of Allotted Homeroom Classrooms X 30

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

C. High Schools - Definitions

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

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

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

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

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

D. High Schools - Calculations

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

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

² equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

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

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

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

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

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

Sharing Space

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

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

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

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

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

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

III. Conclusion

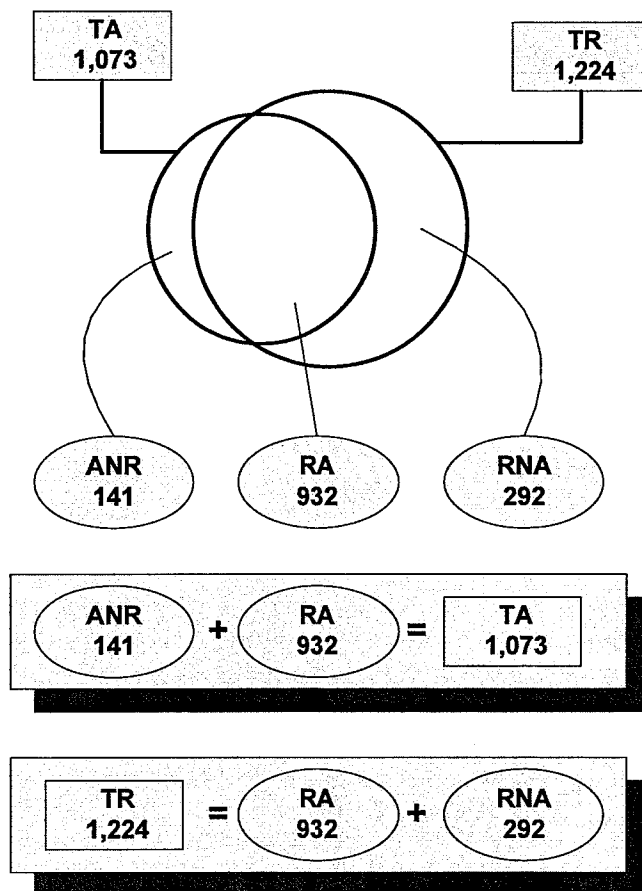
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

Appendix A

Key School Demographics Statistics and Indicators

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

Example - School A



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

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

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

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

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

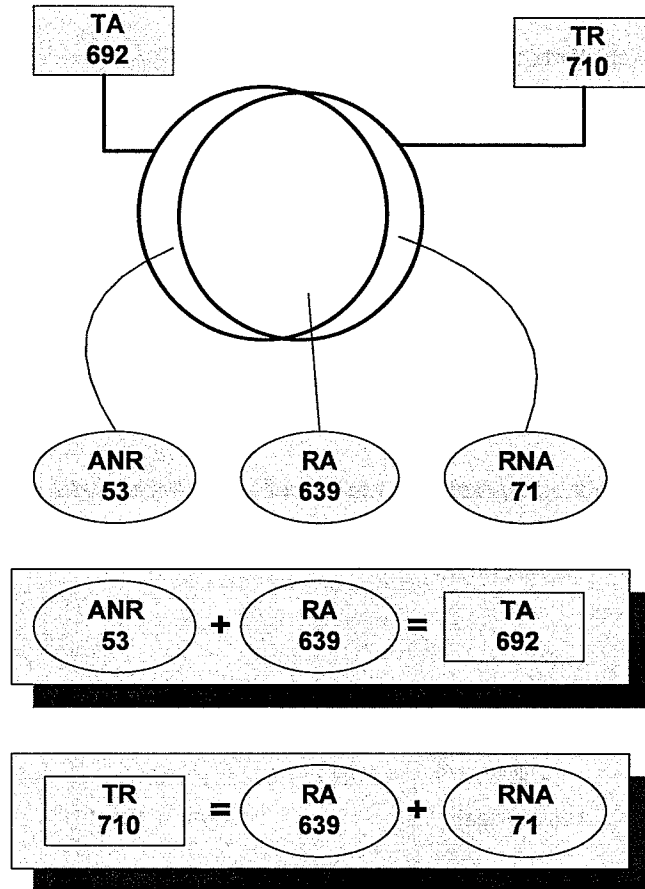
In this example, School A’s design capacity is 1,440 and ideal enrollment is 1,034. Because School A’s enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

Example – School B



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

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

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

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

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

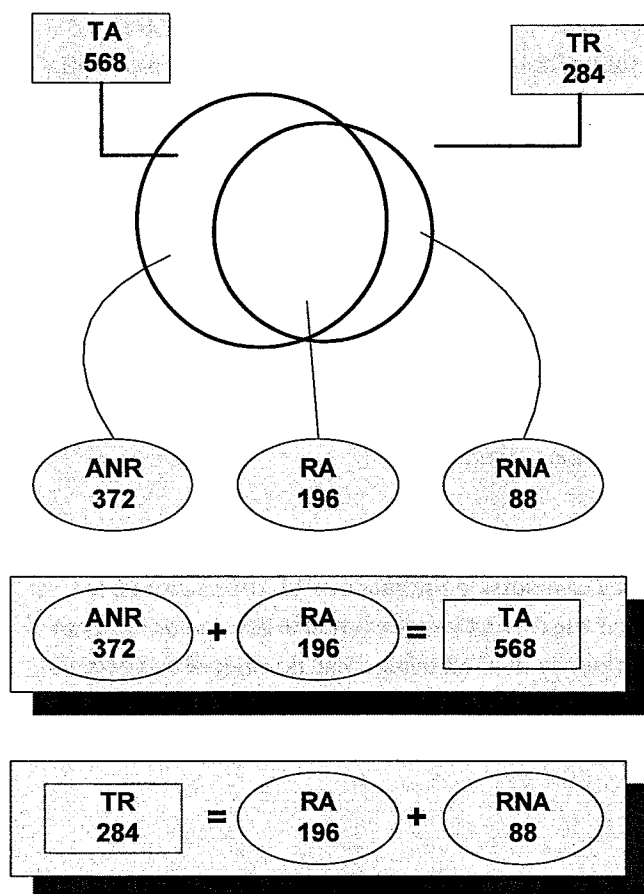
In this example, School B’s design capacity is 660 and ideal enrollment is 474. Because School B’s enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

Example – School C



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

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

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

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

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

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

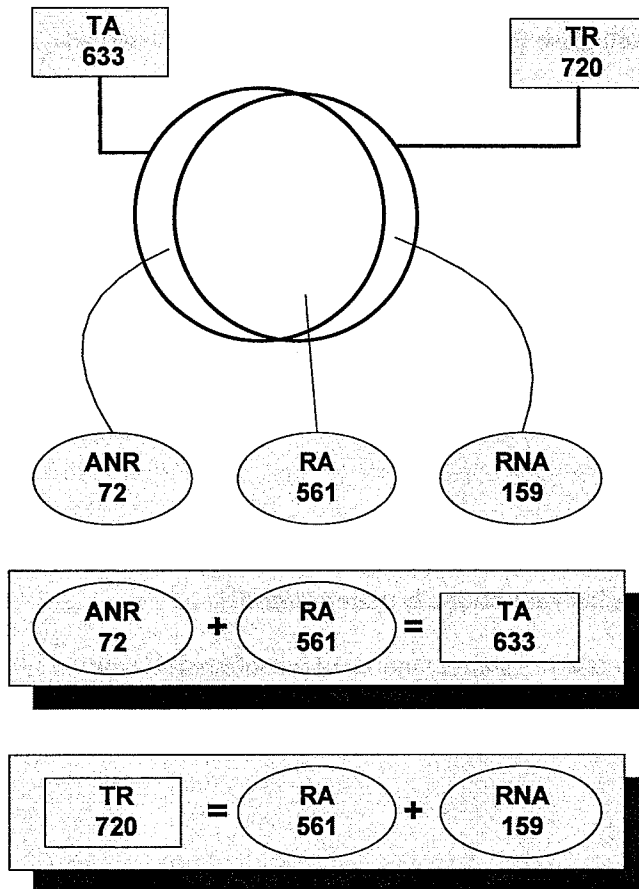
School C’s notional enrollment efficiency rating is calculated by replacing the school’s enrollment by RA, that is, the in-area students enrolled in School C. Because School C’s RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

Example – School D



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

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

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

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

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

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

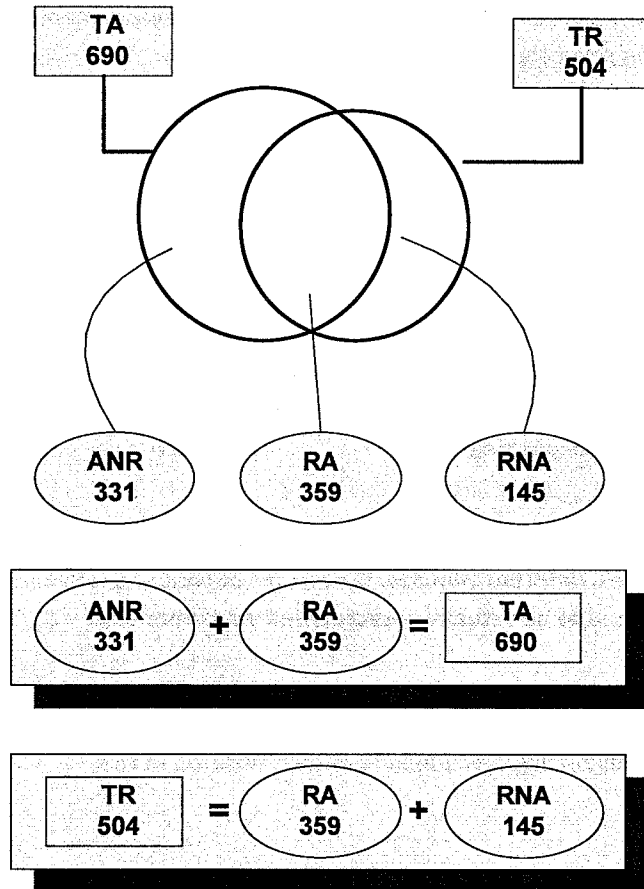
School D’s notional enrollment efficiency rating is calculated by replacing the school’s enrollment by RA, that is, the in-area students enrolled in School D. Because School D’s RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

Example – School E



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

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

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

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

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

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

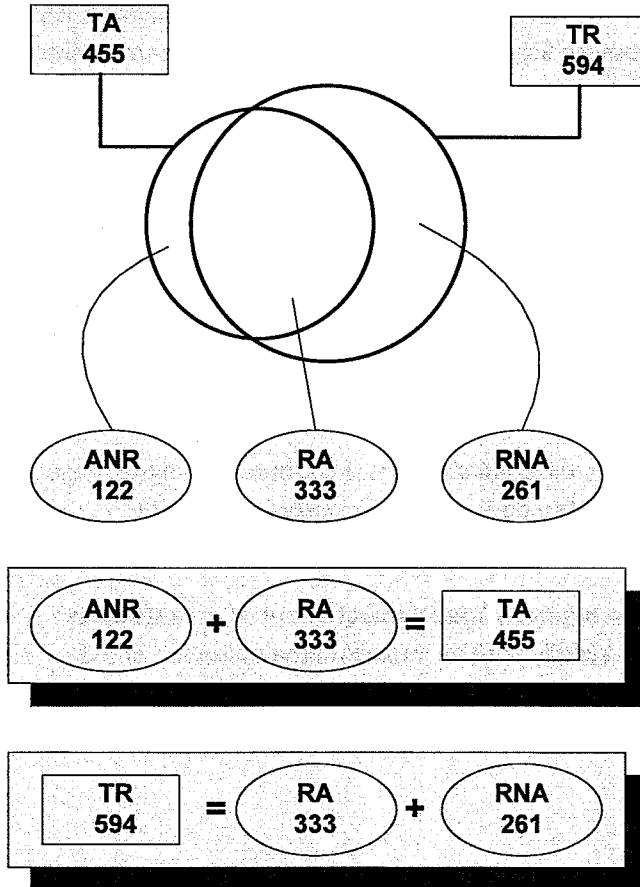
School E’s notional enrollment efficiency rating is calculated by replacing the school’s enrollment by RA, that is, the in-area students enrolled in School E. Because School E’s RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

Example - School F



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

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

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

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

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

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

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

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

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

Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]

15

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

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

Space Utilization

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

Grade Alignment

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

2. Constraining Factors

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

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

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

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

3. Additional Information to Consider

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

“Higher performing school” means:

- (1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
- (2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:
 - for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
 - for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, 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

16

THE CHICAGO PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

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

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be closed, consolidated, co-located, phased-out, or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.
 - a. The hearing will commence and conclude at the time designated in the notice of hearing;
 - b. The hearing will be transcribed; and
 - c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.

2. Chief Executive Officer's Presentation
 - a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
 - b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.

3. Public Participation
 - a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m., if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).
 - b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not sign in to speak on behalf of another person.
 - c. The number of individuals in each hearing room will be limited based on room capacity.
 - d. The hearing officer will determine the order of speakers.
 - e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
 - f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
 - g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
 - h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.

4. Hearing Officer's Written Report
 - a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
 - b. The hearing officer's report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer's Guidelines for School Actions.

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ALSO PRESENT:

MR. LIONEL SMITH, IMPACT

Professional Development

MS. LORANA MONTENEGRA, Timekeeper

CAROLYN CHATMAN-WALLS, Note-Taker

MR. JON SACK, Communications

COMMANDER ROBERT LOPEZ, Chicago Police
Department

MS. VANESSA ALVAREZ, Spanish Interpreter.

	SPEAKERS	
1		
2	Principal Warren Morgan	5
	Latasha Petty	14
3	Student ZT	16
	Principal Ernest Williams	17
4	Terence Knight	19
	Deanna Johnson	21
5	*Enix Daniels	22
	Felicia Hilson	24
6	Alderman Jason Ervin, 28th Ward	25
	Student JB	30
7	Student MR	31
	Unidentified Speaker	32
8	Ponce Reese	33
	Yolanda Daniels	35
9	Student LG	37
	Robin Peterson	38
10	Unidentified Speaker	39
	Terence Knight	41
11	Bysheio Elb	43
	Student JB	44
12	Student EM	46
	Student KH	46
13	Brenda Sutterman	47
	Student DD	48
14	Student KC	49
	Student JJ	49
15	Rachel Shine	50
	Student ZT	52
16	Melinda Reed	53
	Laura Garrgichiodo	54
17	Student EL	56
	Bysheio Elb	56
18	Student	58
	Student KC	61
19	Student JB	62
	Eiyauna Mayes	63
20	Student DD	64
	Student	65
21	Unidentified Speaker	66
	Unidentified Speaker	67
22	Unidentified Speaker	67
	Duval Townsend	68
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SPEAKERS (Continued.)

Deanna Johnsen	70
Unidentified Speaker	71
Felicia Hilson	72
Duval Townsend	73
Alderman Jason Ervin, 28th Ward	73

* - submitted hard copy testimony

1 PRINCIPAL MORGAN: I'll just use my teacher
2 voice. I would like to welcome you to Manley
3 Career Academy High School. Just a couple of
4 things. Well, first of all, I'd like to introduce
5 myself. I'm Warren Morgan. I'm the principal
6 here. And while you're here today, we want our
7 home to be your home, so we have a couple of my
8 team members here that can assist you just if you
9 have any needs. The restrooms are right outside
10 the auditorium. Everything is pretty mapped out
11 logistically. But if you need other things, ask a
12 team member from our Climate Team downtown. And
13 even though these are challenging times to come
14 together, this is a great time for people to get a
15 chance to get their voices heard and for us to
16 just, you know, hear the voices of the community.

17 So they'll -- as we begin, they will be
18 introducing some of the logistics for the day in
19 terms of how the speakers are to speak and how the
20 flow of the rest of the hearing will go.

21 And at this time, I'll turn it over to
22 them. And we have Tracy Martin-Thompson, who is
23 Chief Executive Officer of OS-4. I won't try to go
24 into all the S's.

1 And then we also have Stephanie Donovan,
2 who is the deputy chief -- or the chief of staff?

3 MS. DONOVAN: Chief of Staff.

4 PRINCIPAL MORGAN: For OS-4. So we are so
5 happy to have them facilitate. And welcome to
6 Manley High School.

7 MS. MARTIN-THOMPSON: Thank you, Principal
8 Morgan. Good evening, everyone. Thank you all for
9 coming. This meeting is a continuation of a
10 process that has been underway for the last four
11 months hearing from over 20,000 people throughout
12 the city.

13 My name is Tracy Martin-Thompson. I am
14 Chief Officer of the Office of Strategic School
15 Support Services. Tonight I will serve as one of
16 co-facilitators for this evening.

17 My Chief of Staff, Stephanie Donovan, will
18 serve as the other facilitator.

19 We're here on behalf of the CEO, Barbara
20 Byrd-Bennett, and the School Board to share some
21 basic information about a proposed school action
22 and to listen to your comments, thoughts, and
23 concerns.

24 At this time, I would like to take a

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1 moment to recognize any principals who may be in
2 the audience this evening.

3 (Principals stand.)

4 MS. MARTIN-THOMPSON: At this time, I would
5 also like to take a moment to introduce our
6 representative from the Chicago Police Department,
7 Commander Lopez. Thank you.

8 The purpose of this meeting again is to
9 allow the CEO of the School Board to hear from
10 those in attendance about one specific proposal
11 under discussion for this session. Notes are being
12 captured this evening, and any documentation will
13 be shared and reviewed by the CEO and the School
14 Board. Our court reporter, Jennifer Campbell, will
15 be recording every word that is said. I would also
16 like to take a moment to identify our translator,
17 Vanessa Alvarez. Vanessa.

18 (Ms. Alvarez stands.)

19 MS. MARTIN-THOMPSON: And, also, if there is
20 any need for a sign language interpreter, we have
21 Lionel Smith who will serve in that particular
22 capacity.

23 In addition, we also have a note-taker
24 here, Carolyn Chatman-Walls, who will take

1 additional notes to be provided directly to the CEO
2 and the School Board. Carolyn is over here.

3 As a reminder, this is the first of three
4 meetings before a Board vote. The second meeting
5 will be held here again at Manley High School on
6 Thursday, April 11th, at 5:00 p.m.

7 In addition, a public hearing at CPS
8 Central Office located at 125 South Clark will be
9 held on Thursday, April 25th, from 5:30 p.m. to
10 7:30 p.m.

11 Again, tonight we are here to listen to
12 comments regarding the following proposed action:
13 A proposal to close Bethune and welcome students at
14 Gregory School. If the proposed action is approved
15 by the School Board, current Bethune students will
16 be enrolled at Gregory Academy for the 2013-14
17 school year, unless families choose to enroll their
18 students at another school.

19 Current Gregory students will continue to
20 attend Gregory Elementary, unless families choose
21 to enroll their students at another school.

22 Everyone should have received a handout
23 for this evening. The handout looks like this. If
24 you did not receive a copy of this handout, please

8

1 raise your hand and someone will hand you a copy of
2 the handout.

3 Before we begin the public comment
4 component of this section, I would like to take a
5 moment to briefly describe the information found in
6 this handout.

7 On Page 1 of the handout, the map in the
8 center shows the location of all the schools
9 involved in the proposal.

10 On both sides of the map, there is an
11 overview of historical enrollment data as well as a
12 summary of how the students in all schools involved
13 will benefit from the proposed action.

14 For specific questions, please call 311 or
15 visit the website cps.edu/qualityschools, which can
16 be found at the bottom of this page. For any
17 questions you may have and you would like answered,
18 please contact those particular sites.

19 On Page 2 of the handout, the box at the
20 top of the page outlines the future assignments for
21 students in the proposal if the proposal is
22 approved at the top. The rest of this page
23 outlines many of the questions that are frequently
24 asked by families, including information on how to

1 consider enrollment if a different school is an
2 option.

3 Safety and security plan. Please note
4 that every school action will receive Safe Passage
5 with CPD and CPS working with communities to
6 develop safe routes.

7 In addition, you will also find how
8 teachers will be reassigned and programs
9 transferred.

10 Page 3 of the handout, as part of our
11 proposal, we are looking to invest and to support
12 students both in schools that are closed as well as
13 those that welcome students. This page outlines
14 those investments that will go into every welcoming
15 school, including air conditioning in every
16 classroom that does not currently have it, interior
17 improvements to schools, iPads for all students in
18 grades 3 through 8, and a safety and security plan
19 that includes Safe Passage and equipment upgrades.

20 In addition, there is contact information
21 for specific questions regarding special
22 populations, English Language Learners, and Diverse
23 Learner students.

24 Page 4 shows the potential boundaries if

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1 the proposal is approved.

2 Again, I would like to thank everyone for
3 your time.

4 At this time, I'm going to hand the
5 microphone over to my Chief of Staff, Stephanie
6 Donovan, who will facilitate the public comment
7 component of tonight's meeting.

8 Thank you very much.

9 MS. DONOVAN: Thank you, Tracy.

10 Again, my name is Stephanie Donovan, and
11 I'm the Chief of Staff for the Office of Strategic
12 School Support Services.

13 As Tracy mentioned, the purpose of this
14 meeting is to hear from those who are in attendance
15 regarding the proposed school action.

16 Please again note that there is both a
17 court reporter, Ms. Campbell, and a note-taker,
18 Ms. Chatman-Walls, here to record all official
19 comments that will be reviewed by the Chief
20 Executive Officer and School Board members.

21 Because we want to provide everyone who is
22 signed up with an opportunity to speak, each
23 speaker will be given two minutes to share his or
24 her thoughts.

1 Our timekeeper, Lorana Montenegro, will be
2 holding up timecards that will show each speaker
3 how much time they have remaining. Speakers will
4 see a card at the one-minute mark, at the 15-second
5 mark, and then a stop sign that indicates please
6 conclude your comments.

7 If anyone has written testimony or other
8 materials that you would like to share with the
9 Chief Executive Officer or School Board members to
10 review, please do leave copies of those documents
11 with the court reporter, Ms. Campbell, so that they
12 may become a part of the permanent record and
13 reviewed by those individuals.

14 The speaker sign-up will remain open
15 throughout the evening, but you must sign up if you
16 care to speak.

17 Please also note that the comment period
18 will last until the scheduled end time of the
19 meeting, 7:00 o'clock p.m., but not beyond that
20 time due to another scheduled meeting that will
21 take place immediately following this session.

22 As Tracy mentioned, and it bears
23 repeating, this is one of three meetings before the
24 Board considers the proposal. The next meeting

1 will be here again at Manley High School on
2 Thursday, April 11th, beginning at 5:00 o'clock
3 p.m. And then a public hearing will be held at the
4 Chicago Public Schools Central Office at 125 South
5 Clark Street on Thursday, April 25th, from 5:30 to
6 7:30 p.m.

7 If translation is required, again,
8 speakers will have their full time to speak, and
9 then our translator, Ms. Alvarez, will share a
10 summary of the speaker's comments. And I should
11 note that the summary will not detract in any way
12 from the speaker's allotted two minutes.

13 At this time, if we receive a speaker
14 list, I would like to ask that the first three
15 speakers --

16 (Off the record at 5:09 p.m.)

17 (On the record at 5:10 p.m.)

18 MS. DONOVAN: Welcome to those who have just
19 joined us. If you've not done so already and care
20 to speak, we would ask that you sign up at the
21 speaker table, which is by our registration area,
22 and then we'll gladly call you up to speak in the
23 order that you sign up.

24 We're waiting for the list of those who

13

1 have signed up to speak. Thank you for your
2 patience. The list is coming now.

3 Okay. Before we begin, just a reminder
4 for those who just joined us within the last few
5 minutes, we are here to listen to all of your
6 comments and concerns and thoughts and relay those
7 directly to our Chief Executive Officer and the
8 School Board. If you have any written materials
9 that you would like those individuals to review and
10 consider, we will gladly accept them, and I would
11 ask that you deliver those directly to our court
12 reporter who is taking a stenographic transcript of
13 every word that is spoken here today.

14 Having said that, I'd like to invite our
15 first speaker to come up, Ms. Latasha Petty. And
16 the second speaker will be Mr. Zachariah Terry.

17 MS. PETTY: Good evening, everyone. My name is
18 Latasha Petty, and I have been blessed with the
19 opportunity to teach middle school math at Bethune
20 School of Excellence since the AUSL turnaround in
21 2009. And I stand before you to share some of the
22 great things Bethune has done. Since our first
23 group has graduated, 97 percent of them still
24 remain in CPS within their third year or more

14

1 enrolled. Also, when we first took over Bethune,
2 only 36 percent of the students were proficient in
3 math, and within two years we went from 36 percent
4 to 63 percent of the students meeting or exceeding
5 in math, and that made us No. 4 of the growth rate
6 in this district of students gaining or getting
7 towards proficient. Also, some of our math data,
8 ever since 2010, we have increased each year the
9 percentage of students that meet or met their
10 target from their fall in terms of growth.

11 In 2011, we have 46 percent of our
12 students to meet their goals. And 2012, 50 percent
13 of our students meet our goals. And in 2013,
14 61 percent of our students meet their goal.

15 We have also incorporated many
16 out-of-school-time programs where teachers have
17 given up weekends as well as breaks just to have
18 the kids have a safe haven place to come to as well
19 as giving them programs that promote them socially
20 and emotionally as well. After the past three
21 years, what's happening, enrollment has also
22 increased each year. So by us being there through
23 every year, I've seen nothing but great things.
24 And our standards and our attainment are the things

15

1 that Chicago prides, and I do believe in my heart
2 that's what we have been doing since 2009, and we
3 would like to continue to do more going forward.
4 Thank you.

5 MS. DONOVAN: Thank you very much, Ms. Petty.

6 Our next speaker is Mr. Zachariah Terry.
7 I apologize. Speaker No. 2, followed by -- I think
8 I can get this, Ernest Williams will be Speaker
9 No. 3.

10 And I would ask that the speaker who will
11 be speaking next please join us behind the
12 microphone. And, also, as Ms. Petty did, if you
13 would be so kind as to state your name and your
14 affiliation and what brings you here before you
15 speak, that would be wonderful. Thank you.

16 STUDENT ZT: Hi. My name is ZT, and I'm in
17 Bethune 6th-7th split class. This classroom has
18 not only helped me academically but it's helped me
19 emotionally and physically.

20 Bethune is not only a place where we go to
21 school, it's a safe haven and home for most
22 children.

23 Bethune is a place where we go and we can
24 talk to the teachers and we can stay after school

16

1 to -- like, to get tutoring and to laugh and play
2 around, too. Like, we don't just call our teachers
3 regular teachers. They're is our mothers and
4 fathers. We treat these people like family.

5 Bethune is the best thing that ever
6 happened to me. Before I came to Bethune, I was at
7 a school where I just had to sit down, be quiet,
8 and really do nothing. And I thought the worst
9 thing that could happen was me just talking at the
10 wrong time or me doing something I wasn't supposed
11 to do. At Bethune, they teach us more than just
12 academics, they teach us life lessons. Thank you.

13 MS. DONOVAN: Thank you very much.

14 (Applause.)

15 MS. DONOVAN: Mr. Williams. Thank you.

16 MR. WILLIAMS: Good evening. My name is
17 Mr. Williams, and I have the pleasure of being the
18 principal of Bethune School of Excellence. I've
19 been with Bethune since July 1st, 2012.

20 Several things. They've mentioned all the
21 great things that are happening in Bethune. When
22 you look at your traditional neighborhood school,
23 if you look at Bethune, you read about where
24 Bethune has been with the violence that has

1 happened in Bethune, the chaos that's happened at
2 Bethune. If you were to walk into Bethune today,
3 you would see a totally different place. And we
4 know that we have to attack things sometimes one at
5 a time. And the first thing that was attacked with
6 the turnaround was the culture and the climate of
7 the school. And you would know that the school,
8 Bethune, has one of the best cultures and the
9 climates not only in the AUSL Network but across
10 the city. I came from a Level 1 school; and, I'm
11 sorry, but Bethune has a much better culture and
12 climate than the Level 1 school that I came from.
13 We have supportive adults who are working
14 tremendously hard to push the academics. If you're
15 looking at NWEA MAP scores, yes, a very low
16 percentage of our students are meeting their
17 grade-level expectations, but when you look deeper
18 into that, they're growing at high levels. That
19 means that they are learning there and that
20 learning is taking place at Bethune. So our kids
21 come to us low, but we're pushing them out high.
22 We're putting in place academic supports for them
23 as well as social/emotional supports. And I'm
24 really concerned with the community, how is that

1 transformation going to take place if Bethune is
2 closed? They are going to lose a lot of the
3 social/emotional supports they have built up going
4 to another school that is about eight blocks away.
5 Thank you.

6 MS. MARTIN-THOMPSON: Thank you.

7 MS. DONOVAN: Thank you, Principal Williams.

8 (Applause.)

9 MS. DONOVAN: Our next speaker is Terrence
10 Knight. And following Mr. Knight will be Deanna
11 Johnson.

12 MR. KNIGHT: Good evening. I know you guys had
13 a busy day. Thank you for coming down and
14 supporting our staff over there.

15 I'm going to speak in terms. I'm the
16 Disciplinarian at Bethune. Just to give you guys a
17 breakdown of what I experience day in and day out.
18 As our young lady, Miss Terry, said and Miss Petty,
19 I was there since the turnaround, year one. I see
20 so much growth in our kids socially and
21 emotionally. They've begun to reason now and
22 understand what's right, what's wrong, and making
23 the smart decisions in how to not only function
24 within our school but in society as a whole. So

19

1 now our major concern comes in is when our students
2 leave us and they transition. I'm pretty sure
3 Gregory, wherever the school is located that
4 they'll send these kids to, are going to do a
5 wonderful job with our kids. It's the
6 neighborhoods they have to cross, the environment
7 they have to be in. And in a sense we all -- we
8 always say at Bethune we know we love our babies.
9 And we have created a culture and climate there for
10 the past four years that has shown them nothing but
11 love and support. They know they can come talk to
12 you whether it's 7:00 o'clock in the morning or
13 7:00 o'clock in the evening. But my major concern
14 right now is our students being in a position where
15 they're going to be exiled, ridiculed, blamed,
16 not -- misunderstood, misled.

17 So in wrapping up, I want you guys to
18 understand that you're taking not only the students
19 away from us but our kids. In a sense, I've raised
20 them, I've seen them mature. They've grown in
21 front of me. And right now if you take our school
22 away from us, what's going to be the next step?
23 Safety, will be they supported, how is the
24 transition going to look in terms of the Safe

1 Passage? Those are all of the things I think our
2 parents will speak on in the next couple of
3 minutes, but those are our major concerns right
4 now.

5 They are moving seven blocks, is it, away.
6 I'm a little concerned with that. Thank you.

7 MS. MARTIN-THOMPSON: Thank you.

8 MS. DONOVAN: Thank you, Mr. Knight.

9 Ms. Deanna Johnson is our next speaker.

10 MS. JOHNSON: I have a son that go to Bethune,
11 and he's up in special ed, and I want to ask if at
12 Bethune School we have too many kids in one
13 classroom, what's going to happen to the kids if
14 these kids is going over to Gregory School, is we
15 going to have more than one teacher in the
16 classroom or is it still going to stay the same?
17 Because my son needs a lot of help. So I don't
18 want him to go to that school and it be overcrowded
19 and he's not going to get what he needs to get. So
20 if you're closing schools or putting kids in one
21 classroom, then some kids is not going to catch on.
22 And right now he's up in a classroom with six kids,
23 now he goes over there, it's going to be more kids.
24 So I don't see why we can't work something out that

21

1 the school stay open, because it's going to become
2 a problem with one teacher in the classroom.

3 MS. DONOVAN: Miss Johnson, on the handouts
4 that you received, you will see a direct line to
5 our Office of Diverse Learner Supports and
6 Services. I would suggest you reach out to them
7 directly and raise these issues with them.

8 MS. JOHNSON: Okay.

9 MS. DONOVAN: Thank you very much.

10 Our next speaker, Speaker No. 6, is Enix
11 Daniels.

12 MR. DANIELS: That's it.

13 MS. DONOVAN: Thank you, Mr. Daniels.

14 MR. DANIELS: Good evening. How you all doing.

15 Hello. My name is Enix Daniels. And I am
16 a father and uncle of nine students that attend
17 Bethune School of Excellence. I was and still am
18 an active parent at Bethune School. When Bethune
19 experienced transformation under the AUSL
20 management in 2009, the community and myself had
21 uncertain feelings. Despite these feelings, CPS
22 asked us to trust them and believe that Bethune
23 School would be transformed into a school of
24 excellence and that we would not experience any

1 other school actions that would impact our
2 student's stability. Now, since the turnaround, I
3 can say firsthand, transformation has happened at
4 Bethune. Our students have air conditioning in
5 every classroom, two computers labs, one mobile
6 lab, a middle school science lab that is comparable
7 to a high school lab, an art studio, musical
8 keyboarding lab, a Drumline room, a parent center,
9 three academic intervention rooms that are used to
10 provide interventions for our Tier 2 and Tier 3
11 Students, two brand-new playgrounds, teacher
12 resource room.

13 Now, what I don't understand, though, is
14 why it's closing; but, you know, I still got a lot
15 more to say.

16 Our resources provided give my kids, our
17 kids the same enrichment and intervention that
18 students in rich suburbs achieve.

19 As you can see, Bethune offers students a
20 wide variety of activities. There are no empty or
21 unused rooms in Bethune.

22 In fact, even if you took away all of the
23 enrichment rooms, there is still not enough space
24 for an additional 400 students. I encourage you to

1 keep your word that you told us in 2009 and allow
2 our students to continue to make strides. We need
3 to get our students college and career ready.

4 I also invite the Commission and the Board
5 to walk through Bethune --

6 MS. DONOVAN: Thank you, Mr. Daniels.

7 MR. DANIELS: I'll just say this.

8 -- and witness the quality and rigorous,
9 college-ready education that will happen here at
10 Bethune School. Thank you.

11 MS. DONOVAN: Thank you, Mr. Daniels.

12 MS. MARTIN-THOMPSON: Mr. Daniels, I encourage
13 you to leave your --

14 MR. DANIELS: Thank you.

15 (Applause.)

16 MS. DONOVAN: Our next speaker, Felicia Hilson.

17 MS. HILSON: Hello. How you all doing. My
18 name is Felicia Hilson. I don't have much to say,
19 but I am real sad about Bethune being -- closing.
20 Bethune is a community school. I attended the
21 school, my kids attended this school, uncles have
22 attended this school.

23 I don't understand why it's being closed.
24 As he said, we have turned around before, and they

1 kept it, and we was told that they would look out
2 for us. And I don't know what's happened. But
3 that's all I really have to say. It's family
4 there. And they have turned around as far as
5 grades, kids. Like Mr. Daniels said, a whole lot
6 of changes have been at Bethune, and we were told
7 that they would look out for us. And I just go way
8 back to when we went there I don't see why it
9 should close. It's love there. It's family.
10 Thank you.

11 MS. MARTIN-THOMPSON: Thank you.

12 (Applause.)

13 MS. DONOVAN: Thank you very much.

14 We'd like to invite Alderman Ervin to join
15 us at the microphone.

16 ALDERMAN ERVIN: Good afternoon. Again, Jason
17 Ervin, Alderman of the 28th Ward.

18 After having an opportunity to take a look
19 at the overall plan as it relates to Bethune, this
20 is not something that I can support or am in
21 agreement with.

22 As I look at the options that have been
23 placed before us as a community, sending our
24 children from Bethune to Gregory I think poses risk

25

1 to the children, number one. As I, over the past
2 weekend, took just a cursory drive through the
3 route that I think that the children would take
4 down Arthington going to the school, what I found,
5 I found a lot of dilapidated structures, I found a
6 parking lot that is totally unsecured with the old
7 Sears Roebuck, there's 7- or 8-story buildings also
8 there. Again, these are issues that we're having
9 our little ones going to walk through. These are
10 not high school students. These are kids anywhere
11 from 6 to 12, 13 years old. And to send those
12 children down that corridor I don't think is in the
13 best interests of the school, and I don't think
14 it's in the best interests of the children.

15 Furthermore, you can throw a rock from
16 Bethune to Kellman. If this was truly an issue of
17 underutilization, there are two schools that are
18 literally right next to each other, that, if
19 there's needs to bring one into the other school,
20 there are some other options. To move those kids
21 out of the East Garfield Part Community into the
22 West Garfield Park Community I don't think is fair
23 to the children, to their parents, and those that
24 have to be involved in this process.

1 Furthermore, this school has already been
2 subject to Board action back in 2009 when the
3 school was turned around under the management of
4 the AUSL. The school, granted, has not made the
5 strides and progress that it maybe would have
6 liked; however, there still -- it still has
7 undergone an action. So, again, children that have
8 been at the school, and, again, to send them
9 through another action I don't think is fair to
10 them, given the fact that they've already gone
11 through an action just a couple years ago. So for
12 those pretty much the different reasons, the main
13 reason, the one I am very concerned about is that
14 if you all close Bethune sending kids to Gregory,
15 and next year your talk about putting Kellman in in
16 that school, all hell is going to break loose, and
17 I will be the very first one to light the match,
18 because that's not fair to the kids that live right
19 in this immediate area. For them to have to go all
20 the way over to Gregory to school when someone else
21 comes in and takes over their school. It's almost
22 like they're trying to take the kids out of one
23 school and put a charter school in. I don't think
24 that's fair to the community, it's not fair to

1 students. Those students should not have to leave
2 their community. Because when you go to Gregory,
3 you move into West Garfield Park, should not have
4 to leave their community for a basic education.
5 You can bring buses out or whatever you need out,
6 but for those kids to leave their community is just
7 outright wrong. I don't believe the Board -- I
8 would not believe the Board would promote such a
9 practice. We're not talking about a school that
10 doesn't have attendance problems. We're talking
11 about a neighborhood school. And to bring those
12 kids from West -- or from East Garfield to West
13 Garfield I don't believe is fair to them, their
14 parents, or the school community.

15 We're going to have a building that's
16 sitting there that could be used, and I believe
17 will be used, but not by these kids here at
18 Bethune.

19 So, again, we want to put the Board on
20 notice that we have no expectation for somebody
21 else to come into their school, because it is a
22 viable alternative. Something needs to be done
23 with Bethune. There's some viable alternatives.
24 And Gregory, I think, is not a good alternative for

1 the children that live right here walking in this
2 area. We're talking about potentially having kids
3 walking from California all the way to Gregory for
4 their local school. That's not fair to them. It's
5 not fair to their parents.

6 If you also look at some of the other
7 school options that are around here, Jensen,
8 Kellman, there are other options for children to go
9 to, but to send those kids all the way to Gregory,
10 I think it's not right.

11 And, finally, for the Board to consider
12 taking out a school named after an African-American
13 pioneer in education I think is a travesty. Mary
14 McLeod Bethune was an educator par excellence. And
15 for a school in her name to be thwarted, I think
16 would be bad on CPS's standpoint. I think the
17 community does not appreciate that type of an
18 activity, again, for someone in the name of Mary
19 McLeod Bethune. Thank you much.

20 MS. MARTIN-THOMPSON: Thank you.

21 (Applause.)

22 MS. DONOVAN: Thank you, Alderman Ervin.

23 At this point, I don't have any more
24 speakers on the list, but we encourage any and all

29

1 of you to please go out and register, speak, come
2 share your thoughts, concerns. We're here to
3 listen.

4 Thank you.

5 STUDENT JB: I believe Bethune shouldn't be
6 closed down because it's my dream school. See, I
7 told my mom, I told my godmom that I've never found
8 a school like this.

9 For Bethune to be closed down and for me
10 to not -- to give up on my education. Because at
11 Bethune, I like, I like how the way they form
12 together and they work, they work as a team and not
13 get frustrated over something that happened.
14 Because they don't let -- they don't let effect
15 what happened yesterday happen -- let occur what
16 happened and bring it back the next day to let it
17 come on. Because when Bethune has a problem, they
18 bring the schools together and the students
19 together, and they help them solve it. That's why
20 I don't think Bethune should be closed.

21 MS. MARTIN-THOMPSON: What's your name,
22 Sweetheart?

23 STUDENT JB: J.

24 MS. MARTIN-THOMPSON: J. What's your last

30

1 name?

2 STUDENT JB: B.

3 MS. MARTIN-THOMPSON: What grade are you in?

4 STUDENT JB: 5th.

5 MS. MARTIN-THOMPSON: Thank you so much.

6 (Applause.)

7 MS. DONOVAN: I should also mention that those
8 of you who have already spoken, if you'd like to
9 speak again, we welcome that, please simply sign up
10 at the speakers' table again. We want to make sure
11 those who haven't spoken be heard; but, again, we
12 welcome additional speakers to speak again.

13 STUDENT MR: My name is MR. I have been to
14 Bethune. I went there again and went back, went to
15 another school and came back. And I've been --
16 like, Bethune is a good school. And I have been
17 in -- like, when they start off on a day, if they
18 have an issue one day, they don't bring it back.
19 They start off fresh. They come with a good
20 attitude. And they work together. And they -- I
21 guess that's all.

22 MS. MARTIN-THOMPSON: Thank you.

23 MS. DONOVAN: Thank you so much.

24 (Applause.)

1 MS. DONOVAN: Would anyone else care to share
2 their thoughts or comments? We welcome all of you
3 to sign up and please come to the microphone and
4 share with us.

5 MS. MARTIN-THOMPSON: Could we bring the
6 sign-in sheet in here?

7 MR. SMITH: That's what --

8 MS. DONOVAN: We've moved the sign-in sheet to
9 the front table here to make it easier for people
10 to just come up, sign in, and speak.

11 UNIDENTIFIED SPEAKER: Hello. How you doing.
12 I am a proud parent from Bethune School. I have
13 four kids that attend Bethune, one graduated and
14 another graduating. This is just like -- it's just
15 like a tragedy, because I went to that school. My
16 whole family was raised in that school. My kids
17 don't know no other school but Bethune. So to
18 transition then into another school, Gregory, how
19 would they know that they welcome or not? How
20 would I know if I'm welcome or not? How could they
21 transition from, as you all say, a number three
22 school to a number one school and for it to happen
23 overnight, for them to just catch on and just get
24 everything together. How could that happen?

32

1 I know I'm on the outside looking in. I just
2 thought I'd make it my business to show up to see
3 what's going on. And I'm wondering how did it come
4 to so much -- the conclusion so fast to close so
5 many schools but there's more penitentiaries and
6 upgrades in penitentiaries and everything but they
7 come to the conclusion to close these schools for
8 the kids. And I just feel I just had to say that.
9 I know my children don't go to Bethune, but they go
10 to the other school, Bethany, whatever. And it
11 bothers me because, like I said again, they closing
12 all this -- they came to a conclusion to close
13 these schools, and it's just -- it just really
14 bothers me. I know I don't got no business up
15 here, but I just had to, because my kids go to
16 Chicago schools, and it's just crazy to me to see
17 them shutting all these schools down for whatever
18 reason where half -- half of the school may be half
19 full or whatever, but the government got money to
20 support the wars and all them other things but
21 can't support the schools. And, I mean, that's all
22 I got to say, though. Thank you all. I'm sorry.

23 MS. MARTIN-THOMPSON: Thank you.

24 MS. DONOVAN: Thank you very much.

1

(Applause.)

2

MS. DONOVAN: Again, we have the sign-up sheet

3

right up here for anyone who would care to speak,

4

new or again.

5

MS. DANIELS: Good afternoon. My name is

6

Yolanda Daniels, and I work at Bethune School of

7

Excellence. Also, I'm a product of the Bethune

8

School of Excellence. I graduated in 1987. And

9

I'm a product of the building. We have been in

10

this community all our lives. My kids even go

11

there. All my cousins. This school has been a

12

generational school. So that's the only thing that

13

we knew. My parents still live across the street.

14

So this school mainly has been a part of our

15

curriculum and Bethune as well has been a part of

16

our lives. That's all the kids know, and it's

17

being taken from them. Again, in this

18

neighborhood, we all know that this is our family

19

neighborhood. It's a lot of drugs, things going

20

on, it's a lot of crime, so we're setting kids up.

21

You know, we're trying to stop the violence, but I

22

think by sending them to Gregory it's only going to

23

create more violence because now you want to put

24

them in gang territory, unfamiliar gang territory.

35

1 Kids at Bethune they feel like they're safe once
2 they come in. It's a Safe Haven for them. It
3 keeps them protected. They don't feel protected
4 out there in the streets. But they know once they
5 come to Bethune, that their school is going to
6 protect them.

7 The other thing is special education, this
8 my second year as a paraprofessional, and I have a
9 feel for every student that I been with for the
10 last two years, and I'm concerned about them
11 because we developed a relationship. It was a
12 special education. Now you're telling them to go
13 on to another school where they don't know anybody.
14 I'm very concerned about the needs the of special
15 education students, because we have these relations
16 with them, and now you're sending them to another
17 school. So I'm asking you to keep Bethune open. I
18 know that their scores are coming up, but it also
19 is a transition. So I'd just ask you to be mindful
20 of the kids, the crime. They're talking about
21 stopping the violence. You will be creating
22 violence if you send them to another school where
23 there's a high crime level in their area. I'm
24 asking you to please keep Bethune open. Give us

36

1 the additional resources we need or support,
2 somebody come in and just, you know, let us know,
3 you know, what we can do to get us up in accordance
4 with this. I ask you do not send my kids to
5 Gregory. My kids are at Bethune. I am at Bethune.
6 And we're just trying to keep Bethune open. Thank
7 you.

8 MS. DONOVAN: Thank you.

9 (Applause.)

10 MS. DONOVAN: We continue to welcome anyone to
11 speak who would like to. Your thoughts and
12 comments are very important to us.

13 If you've already spoken, feel free to
14 come back up.

15 Thank you.

16 STUDENT LG: Hey, my name is LG. I go to
17 Manley Career Academy School. And I just recently
18 graduated from Bethune Elementary School. Bethune
19 is a place that you feel like you feel welcome, you
20 feel like you at home. Before Bethune was Bethune
21 School of Excellence, I used to go there, too. And
22 it increased my reading and my math. I had long
23 planned on being on a sports team, so with them
24 they just welcomed me like I was at home. It was

37

1 like my second family. That was the second place I
2 went to. If I needed someone to talk to, they got
3 my back. But now I'm standing here asking why is
4 Manley -- I mean, why is Bethune closing? They
5 have a home with these kids. It's like when you
6 can't talk to anybody at home, you can talk to
7 Bethune. The staff, they cool with you. They got
8 your back. They increased my reading levels. And
9 I just want to say keep Bethune open.

10 MS. MARTIN-THOMPSON: Thank you so much.

11 (Applause.)

12 MS. PETERSON: Hello, my name is Robin
13 Peterson. I am a Math Plus tutor. Math Plus is
14 one of the many programs Bethune has. It's a
15 first-year program. Every 3rd through 5th grade
16 student has the opportunity to have one-on-one to
17 one-on-three tutoring in math for 45 minutes every
18 day.

19 I want to say something I think, I think
20 I've been hearing -- I just want to -- already.
21 What kind of message are we sending these students
22 by closing their school? I think we're telling
23 them you're not worth the money to keep your school
24 open, and I think that that is the exact wrong

1 message to send to these students. I think they
2 deserve to have their schools stay open. If you
3 walk through the halls of Bethune, you've already
4 heard, it's a very strong community. There are a
5 few empty classrooms, but it does not look like a
6 school that is less than 50 percent utilized.
7 There are small class sizes, and I think that they
8 could be even smaller, and that would be good for
9 the students, but right now they're benefiting from
10 the small class sizes. And as you've already
11 heard, there are computer labs, art room, music
12 room, gym, a lot of resources have been poured into
13 this school. This school has already undergone a
14 turnaround. They've gone through a lot of changes,
15 and we can already see the improvement, and to
16 close their school now would be sending the kids
17 the wrong message. Thank you.

18 (Applause.)

19 UNIDENTIFIED SPEAKER: I'm back. Okay.

20 So I was just sitting over there speaking
21 with a couple of my coworkers. We were looking at
22 the comparison of the two schools, Bethune versus
23 the school that you all plan on sending them to.
24 And the one message that I do hear being delivered

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1 to the students is it's not about performance, it's
2 not about performance. Now, we're looking here and
3 it talks about how enrollment has dropped
4 36 percent and then that the building is less than
5 half full, and I'm speaking of Bethune, and that
6 the building requires 10.5 million dollar to
7 maintain and update.

8 We look at Gregory, they say that they're
9 a Level 1 school. Okay. They have a pre-K
10 program. We do as well. They have air
11 conditioning in every classroom. We do as well.
12 Upgraded computer labs. We have two. A school
13 safety plan to provide a smooth and safe transition
14 for all students. We already have that in place.

15 So it's almost like putting it as a
16 comparison on why you should not want Bethune and
17 feel comfortable with your kids going to Gregory is
18 not a good one at all.

19 And, again, if it's not about performance,
20 because that's what our kids feel. They feel like,
21 oh, we're dumb, oh, we're stupid, because it was
22 turned around in 2009, and now the school is about
23 to close down. And I know they're not. They're
24 far from that. Our students are Level 1. So,

1 again, I was just wondering what the comparison of
2 the two. There is no distinction between the two.
3 If anything, I know that Bethune has more bullets
4 than Gregory has in terms of pros.

5 MS. DONOVAN: We continue to welcome all
6 speakers, those new and those who have already
7 spoken.

8 Thank you.

9 THE COURT REPORTER: Could you state your name
10 first?

11 MS. MARTIN-THOMPSON: Correct.

12 MR. KNIGHT: Terence Knight. I do apologize.
13 I think I missed that last time. Terence Knight.
14 I'm getting a lot of data, a lot of facts, and
15 that's very important, that's very important.

16 We do understand that we live in an age in
17 which, you know, numbers don't lie. So if you
18 don't mind me asking a couple questions, I'm not
19 sure on a couple of things. In terms of Bethune
20 after the transition, meaning our students will be
21 shipped -- I don't like that word -- transitioned
22 to Gregory, what will then happen with Bethune
23 School of Excellence? What will be the next step
24 for the building, per se, if they are not -- if we

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1 don't have the students in the building, what would
2 happen to the actual building?

3 Oh, okay. Okay. Thank you.

4 So, in retrospect, I know that it's a lot
5 of emotions in the room. It's a lot of, you know,
6 raw emotions, raw feelings at this time. I think
7 it's just more hurtful than anything else to see my
8 students sitting over there right now.

9 And, again, like I say, I deal with the
10 discipline at the school. And to see my kids grow,
11 just not academically, that's a big piece as well,
12 but socially, emotionally, it really hits home.
13 And in that process of them growing older, we
14 understand we live in Chicago, high crime, gangs,
15 drugs. They're leaving a community which I feel is
16 very well supported from parents. As you can see,
17 they came out tonight just willing to do the extra
18 to go over the top. So to send them, again, what's
19 going to happen to our parents, what's going to
20 happen to our students? Are they going to be
21 welcome? Are they going to have that same level --
22 there's no knock on Gregory or any school, there's
23 just my concern as the disciplinarian, when they
24 transition, what's the next step for our students?

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1 again to keep Bethune open.

2 MS. DONOVAN: Thank you.

3 (Applause.)

4 MS. DONOVAN: For those who are speaking for a
5 second or even third time, if you would be so kind
6 as to sign in again, just so we have a complete
7 register of who has spoken and what order they
8 were, that would be most helpful to us to maintain
9 an accurate transcript and recording of everything
10 you say and ask.

11 Anyone else? We still have plenty of
12 time.

13 STUDENT JB: My name is JB. I go to Bethune
14 School of Excellence. I came there in 4th grade,
15 and when we found out it was closing it was like a
16 big shock, because Bethune School of Excellence has
17 improved a lot over the years, as you all see with
18 our attendance and stuff.

19 I used to go through a lot, and being in
20 Bethune School is like a second family to me. I
21 really don't want it to close. And even though I'm
22 in eighth grade, I'm moving on, but I thought I was
23 going to come back and see all the people and tell
24 them what we're doing in high school and all that

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1 stuff. Now that you all are closing down, it's
2 like a real big shock. And you all sending some of
3 our sisters and stuff so far away. Like, don't you
4 all think that's, like, in a little bit of danger,
5 like, you got to go across this bridge and all
6 this, a lot of gang violence and stuff like that.
7 And there's, like, a lot of other schools around
8 here. You all sending them so far away.

9 Like I said, Bethune is like another
10 family to me. I'm so sad to see it go. And I want
11 to know what you all going to do with the school.

12 MS. MARTIN-THOMPSON: Thank you, Miss B.

13 (Applause.)

14 MS. DONOVAN: I'd also like to specially thank
15 the students and children who have spoken here
16 today. I know how difficult that is to get up in
17 front of a room and particularly speak about a
18 subject so personal, but I'm very grateful, so
19 thank you, particularly, to those students and
20 children.

21 If you've just joined us and would like to
22 speak, we have the registration, speaker
23 registration sheet at the front here. We're
24 welcoming anyone to speak or speak again.

1 (Applause.)

2 MS. DONOVAN: Thank you.

3 MS. MARTIN-THOMPSON: Thank you.

4 STUDENT DD: Good evening. My name is DD. I
5 go to Bethune. And one reason why I ask to keep
6 Bethune open is because we have good things
7 happening there. Like, some people come from a
8 hard place, and they just -- you just don't know
9 where they come from, everybody deserves a second
10 chance. Bethune is doing great things. I've been
11 in Bethune since I was in 5th grade. Now I'm in
12 8th grade. Bethune taught me a lot of things.
13 They brought me up and, to me, everybody loves me.
14 And that's all I wanted in this school. We got a
15 student ambassador program that helps connect with
16 the teachers and connect with the middle school.
17 We -- and ever since I've been to Bethune, I stay
18 in good grades. And in the previous school I went
19 to, I still stay in good grades, because of my
20 mother. But I just want to try to keep Bethune
21 open, because everybody deserves a second chance.
22 Even though I'm graduating this year, even though
23 I'm graduating this year, I just want the people
24 behind me, like the 7th grade, the 6th grade, the

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1 5th grade, the 4th, 3rd, 2nd, and 1st, to still
2 have a good time and still enjoy the experience
3 that I had enjoyed at Bethune.

4 MS. DONOVAN: Thank you.

5 (Applause.)

6 MS. MARTIN-THOMPSON: Take your time.

7 STUDENT KC: I might cry. Hello. My name is
8 KC, and I have been at Bethune for three years now,
9 and since I've been at Bethune my scores have went,
10 like, really high. And --

11 MS. MARTIN-THOMPSON: Take your time.

12 STUDENT KC: Like, as I've been there, like.

13 MS. MARTIN-THOMPSON: You're okay. It's okay.

14 You want to try again later? You can.

15 Thank you so much.

16 (Applause.)

17 MS. DONOVAN: For those who've just joined us,
18 we have the speaker registration sheet up here with
19 us. We encourage everyone to speak, even those who
20 have already shared their thoughts.

21 MS. MARTIN-THOMPSON: Hello. How are you.

22 Thank you. Good job.

23 STUDENT JJ: Hello, my name is JJ. And I went
24 to Bethune for three years. And, well, my sister

1 and my mamma and them went there, well, basically,
2 my whole family. And, well, when I came from
3 Jensen to Bethune, and I heard that Bethune was a
4 good school and they -- I heard Bethune was a good
5 school. And it kept you -- they kept you in --
6 when you -- when you felt sad, they took care of
7 you. And I'm just saying that you shouldn't close
8 Bethune, because it's -- it's a good school. I
9 just feel safe at Bethune. And it make me feel
10 like I'm at home, it make you feel welcome. So
11 that's the end of what I just said.

12 (Applause.)

13 MS. SHINE: Hello, my name is Rachel Shine. I
14 am a first-year teacher at Bethune School of
15 Excellence. I teach 6th grade and 7th grade
16 reading, writing, and social studies.

17 The thing that most impresses me about
18 Bethune is that it is a community of learners. And
19 we're not just talking about teachers teaching
20 students, but I can't tell you how much I've
21 learned about being -- I mean, to -- I can't tell
22 you how much I've learned just about teaching,
23 teaching at Bethune School of Excellence. Because
24 I've learned from the students how to be

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1 compassionate. I've learned forgiveness and trust
2 and open-mindedness from the students.

3 From my peers, I have learned so much
4 about differentiation and scaffolding but also
5 about getting up the next day and coming back
6 enthused and showing the students every ounce of
7 love that you have in your heart, and I just can't
8 imagine finding that again at another school. And
9 that's -- and aside from that, I just want to speak
10 to all of the work that we are doing in literacy.

11 Ms. Petty has been holding down the fort
12 for such a long time in making the math growth that
13 we know that our students can make.

14 In literacy, we're getting really amazing
15 things in place, working with Student Voice and
16 working with Rigors. And I just hate to see all of
17 this forward momentum that we have academically get
18 stalled and stopped by switching students'
19 environment. I mean, they already have a lot of
20 turnover with teachers, and that makes it hard for
21 us to keep that momentum going. But I feel like we
22 finally have it, and it just kills me to feel like
23 that's going get stalled again. Thank you.

24 MS. MARTIN-THOMPSON: Thank you.

1 (Applause.)

2 STUDENT ZT: Hi, again. Hello, again. My name
3 is ZT. And I am in Bethune 6th-7th split class.

4 For me, Bethune has given me more than any
5 other school I believe can give me. Bethune has
6 basically built my resume for me. After I leave
7 Bethune, I mean, I just can shoot right through
8 high school and college. I mean, by saying that,
9 Bethune has put me through programs which can go on
10 a resume, which can get me the feedback, as in,
11 they have given me the opportunity to get my own
12 group or as a mentoring group for young children.
13 I am in middle school, and with the academic help,
14 I mean, I'm getting -- I'm averaging an A or a B.

15 Like, Bethune is not only a place where
16 they can say, here, do your work, and then go.
17 They actually help us. If they see you having
18 trouble, they help you out. They ask us to come
19 after school, or we can just pop into the
20 classroom, and anything they're willing to do, just
21 stop and help us. Bethune is just a place where we
22 can just go where we don't have to worry about
23 being judged or being said no to, unless we're
24 doing something that will hurt us. Thank you.

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1 MS. MARTIN-THOMPSON: Thank you.

2 MS. DONOVAN: We have plenty of time left. We
3 have about 45 minutes. The microphone is open. I
4 see some new faces in the audience. We welcome all
5 of you to come speak.

6 MS. REED: Hi, my name is Melinda Reed. I am a
7 Mary McLeod Bethune School of Excellence student,
8 an old student of Bethune. And I was just
9 wondering why is it closing, why do our kids have
10 to go all the way far to go to school?

11 And I'm also -- my -- all six of my kids
12 went to Bethune. And my oldest daughter, she
13 graduated from there, straight As, and she's now at
14 Malcolm X College. She goes to -- she's now at
15 Malcolm X College. Still having straight As. I
16 have one over there, one over there. I mean, I
17 have six kids, like I said, and we all -- they all
18 went to Bethune Elementary, and all my brothers and
19 sisters, my whole family have. And I just want to
20 know, please don't close Bethune School of
21 Excellence.

22 Thank you.

23 MS. MARTIN-THOMPSON: Thank you.

24 (Applause.)

1 MS. GARRGICHIODO: Hi, I'm Laura Garrgichiodo,
2 special ed teacher at Bethune. It's my third year
3 there.

4 Just I would encourage you to look up the
5 statistics about special ed programs. We've come a
6 long way. We're out of Core AH. We have other
7 AUSL schools coming in to see what we're doing and
8 see how well. We have RTIs in place, and it's
9 giving our kids the support that they need. A lot
10 of kids are exiting and some kids are moving into
11 special ed, because that's what they need. But
12 then they're getting their support, and they're
13 going into inclusive settings, they are
14 outperforming some of their gen ed peers and going
15 to great high schools. Just I'm proud to be on
16 that team of special ed teachers.

17 In addition, you're closing our building,
18 but you're also affecting from 7:00 a.m. to
19 7:00 p.m. all the programs. And I don't think
20 we've gone into that yet. I'm on the student
21 council, so we are empowering students from 2nd
22 grade up to 8th grade to be leaders in their
23 classroom. They come up with ideas for events with
24 their peers, for their families. We have movie

1 nights and talent shows that bring the whole
2 community together. We have student ambassadors,
3 middle schoolers are coming up with ideas, making
4 plans, setting goals, creating a better education
5 for them. It's student driven.

6 After school, we have, of course, the
7 sports programs. We also have tutoring, we have
8 culinary arts, ballet, karate, really opening our
9 children's eyes to the possibility beyond what
10 their mother or father may do, but really to see,
11 you know, what their future might be. So while
12 they come to us to get an education and to better
13 their mind, they are bettering themselves in every
14 way. And I'm not sure if it's not on that sheet
15 what Gregory is offering them. I think the
16 families deserve to know what other programs or
17 opportunities are available to the kids. Will they
18 have student council? Will they have an ambassador
19 or mentoring program? Will they have UCAN services
20 for their traumatic experiences, to have
21 counseling? Just -- there's a lot of unanswered
22 questions, and it's not just about our tests scores
23 or our performance, but it's the whole educational
24 experience. I think that hasn't been clearly

1 stated, and I think the families deserve better.

2 So I think CPS really should get more
3 details on that sheet so families can make
4 decisions about where they want to send their kids
5 if Bethune ends up closing. Thanks.

6 MS. DONOVAN: Thank you so much.

7 MS. MARTIN-THOMPSON: Take your time.

8 STUDENT EL: Hi, I'm EL. And the reason I came
9 out to speak for my school is because I have dreams
10 of graduating from my school and moving on and
11 having a chance to come visit, visiting Bethune
12 people that showed respect for me. And they care
13 for me real much. They showed love. And they help
14 me move up my grades. My grades got better over
15 the past. Bethune helped me a lot. I'm sorry.

16 MS. MARTIN-THOMPSON: It's okay. You're fine.

17 (Applause.)

18 MS. DONOVAN: In case I haven't mentioned it
19 already, we welcome all of you to speak. If you've
20 spoken already or haven't spoken at all, these
21 comments are extremely insightful and helpful.

22 Wonderful. Thank you. And be sure to
23 sign in again. Thank you.

24 MS. ELB: Hello. My name is Bysheio Elb. And

1 the reason they said they was closing Bethune down
2 was the reason of performing 36 percent over the
3 last 10 years.

4 Over the last 10 years, we have went
5 through about, what, five different principals,
6 different groups of teachers, and it's been a lot.
7 So by them closing us down, is that a good reason?
8 Is it a good reason for them to close the school
9 down because it's not enough attendance?

10 From my -- when I walk through the
11 building, I don't see nothing wrong. They say it's
12 supposed to be 589 students that was there first,
13 then it went down to 377 students. But when you
14 walk in Bethune, it feel like it's at the capacity,
15 it feel like everyone is learning, everybody is on
16 the right track. I don't think this is a good idea
17 by closing the school. Is there any way we can get
18 us the students that we need to keep the building
19 open? Can they bring another school inside of
20 Bethune? Is there any other options besides just
21 saying we're going to close you all down, you all
22 going to Gregory? Thank you.

23 MS. MARTIN-THOMPSON: Thank you.

24 MS. DONOVAN: Thank you so much.

1 STUDENT: When we -- if you all close down
2 Bethune, I'm looking at the paper now and saying
3 that's a far distance to walk. These kids will be
4 crossing gang violence, gang violence, everything,
5 different gangs, different everything. That's an
6 area that people don't want to be in.

7 If you all close down Bethune, you are
8 really tearing apart the family, like people are
9 saying. If you close down the door, you just say
10 we are on our own now. That's -- that's a whole
11 nother matter on Independence. So we crossing
12 multiple gang, gang affiliations, and that's unsafe
13 for us. And they saying that what really triggered
14 my memory like they say Gregory has air
15 conditioning in every room, we took our air
16 conditioning out because we are trying to save
17 energy. And that's one of the reasons why that you
18 all are trying to close the school, because it use
19 too much money for CPS. And ever since I've been
20 to Bethune, we did have old computers, but now we
21 are using our money wisely to upgrade some things.
22 And we got two computer rooms that are upgraded.
23 We got a math lab, and we got us a Windows lab.
24 And we are mostly meeting every requirement of

1 Gregory. And right now I said most of the
2 principals and stuff came, came, and this really --
3 the rate probably dropped down because some of them
4 probably graduated and moved on.

5 And I'm just thinking about the money
6 that's used; and, like, I'm just saying we do got a
7 pre-K program in. And the school, we do got safety
8 and people that ensure the culture and climate that
9 make us feel welcome there. A lot of things up in
10 the school that make everyone feel welcome,
11 everyone feels connected and together. And I
12 believe that Bethune has come a long way because
13 ever since the turnaround I've been there, I heard
14 bad things about Bethune, but now people are coming
15 in to Bethune to see what is so great about
16 Bethune, and then now we got this devastating
17 feeling that Bethune is closing. And this is our
18 chance to speak, this is our chance to get up and
19 trying to say what we got to say to express how we
20 feel about the school closing.

21 Like I said, when I was -- when I came to
22 Bethune, everybody said Bethune was this, Bethune
23 have bad things, but since I came, it turned
24 around, the culture and climate, the whole

1 building, the teachers and students, they made
2 people feel welcome if they came there. And they
3 changed a lot of things. NWEA scores are going up.
4 Grades are going up. Attendance is coming up.
5 There's a lot of things they are doing at the
6 school.

7 It would be devastating because I'm
8 graduating this year, but I'm still thinking about
9 the people that's behind me, because I got a sister
10 that is in pre-K right now. I don't want her to
11 step out of her comfort zone to go to another
12 school that's so far away when she should go to a
13 school that's right around the corner where there
14 are teachers teaching her the same thing. For me,
15 it helped me get my grades right on track. In
16 Bethune, we got -- we got people come to our school
17 classroom, by our 8th grade classroom just to see
18 how everybody at Bethune is a model. They -- from
19 all the visitors, they sent these people to our
20 school, to our classrooms, because we model
21 excellence. And excellence is our standard. And
22 we just -- we just know that we are doing good
23 things at Bethune. Even though -- our school is
24 striving. We still are pushing hard to bring them

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1 up. We -- thank you.

2 MS. DONOVAN: Thank you.

3 For those of you who may have just joined
4 us, we have about a half an hour left. The sign-up
5 sheet for speaking is up here. We welcome all of
6 your thoughts and comments.

7 STUDENT KC: Hello, I'm KC again. And I have
8 been at Bethune for three years. I came there a
9 year after the turnaround. And I was looking at
10 this sheet right here, and it says that the
11 enrollment has declined 36 percent over the last 10
12 years from 589 to 377 students. And I guess you
13 all are looking at. Because Bethune scores have
14 been up from ISAT NEWA. And, like, I don't know
15 about Gregory, but I know -- I know much about
16 Jensen. Why you couldn't send them to Jensen
17 instead of Gregory?

18 And on the other side, it says Gregory has
19 air conditioning in every classroom I think don't
20 make sense. Bethune has that as well. An upgraded
21 computer lab, which we have, too. And we use our
22 computer lab. It also say Gregory has a school
23 safety plan to provide smooth and safe transition
24 for all students, which we also have.

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1 this stuff. We do, too. We took the air
2 conditioning out to save energy. We have upgraded
3 computers and everything. Our scores are going
4 through the roof. We just a family. I hate to see
5 you all just break us up because of what's
6 happening at every school. Like you all just
7 closing down some of us like we just not worth you
8 all time and spending all your money on, which we
9 -- every student, and I -- I believe is trying to
10 do their best. And we really just want to stay in
11 school and don't close down. Thank you.

12 MS. MARTIN-THOMPSON: Thank you.

13 STUDENT JJ: Hello, my name is JJ. And I'm a
14 2010 graduate of Bethune School of Excellence. I
15 say that Bethune is a good school. Like, at first
16 it kind of used to be a bad school, but it got
17 reconstituted, and it live up to the name of
18 Bethune School of Excellence. Like, it changed, it
19 got new teachers, they helped us, we stopped being
20 in more trouble. Like, it's a good school, and I
21 think you all should keep it open.

22 MS. MARTIN-THOMPSON: Thank you.

23 MS. MAYES: Hello, my name is Eiyauna Mayes.
24 And I'm a 2008 graduate of Bethune School.

1 I think Bethune should stay open because,
2 I mean, it's a community school. Like, I went
3 there, my aunt went there, my daddy went there,
4 everybody went there that I know.

5 And when we say that it's like a family,
6 we all helped each other out. I don't go there
7 now, but my little sister go there. And I know my
8 little sister love being where she at. I think it
9 should stay open. I don't know what the point of
10 you all closing down. I don't want my sister to go
11 to Gregory, I want her to stay at Bethune, so I
12 just want it open.

13 MS. DONOVAN: Thank you.

14 I see some new faces. As you can tell, we
15 have the speaker registration sheet at the front of
16 the room. Please feel free to come up, sign up,
17 share your thoughts and comments.

18 STUDENT DD: Hello, my name is DD. And I'm a
19 student at Bethune School of Excellence. We like a
20 family. We all come together as one. When you
21 break a family down, it's like breaking your own
22 family down. We learned a lot. We increased our
23 scores. And we increased our scores a lot. It's
24 like we're -- we learning much more as we go

1 through -- through the year. We -- we have
2 achieved our goals. We're -- we're trying to do
3 good things at Bethune. We're trying to make the
4 students, we trying to make everybody feel welcome,
5 each student feel welcome, each person that comes
6 to Bethune, we make them feel welcome, like they're
7 part of a family instead of them feeling like
8 they're left out, like nobody don't pay attention.
9 We make them feel like they're a family. And
10 family shouldn't be broken up. They should be
11 stay -- they should stay together.

12 MS. MARTIN-THOMPSON: Thanks.

13 MS. DONOVAN: Thank you. I again just want to
14 thank all the students for coming up here to
15 express how you feel. It takes amazing courage.

16 MS. MARTIN-THOMPSON: Very good job.

17 MS. DONOVAN: We've very grateful for all of
18 you who have the confidence and courage to come
19 speak with us.

20 MS. MARTIN-THOMPSON: Hi.

21 STUDENT: Well, again, I'm up here. But what I
22 got to say is that Bethune is nice enough to give
23 us money to doing things like to go to trips, the
24 Shedd Aquarium and stuff. Well, basically, it's a

1 good school and I like to go there. I don't feel
2 right at Gregory. And I heard good things when I
3 used to go to Jensen from my cousin and family and
4 everything. And, well, I feel like Bethune
5 shouldn't close, because it's a good school for
6 students that feel like when they don't want to do
7 things, they help them out and make them feel
8 better there, and they make them feel like a family
9 and feel like home and feel comfortable with them.
10 Like when some people don't want to perform or do
11 things, they make them feel confident to get up on
12 the stage and do things. So I want to say that you
13 shouldn't close Bethune down.

14 MS. MARTIN-THOMPSON: Thank you.

15 MS. DONOVAN: Thank you. We have about
16 15 minutes left.

17 UNIDENTIFIED SPEAKER: My name is Latoya. I
18 have been to Bethune, my whole family has been to
19 Bethune, my son is at Bethune now. I stay by
20 Independence now, by Gregory. I don't even let my
21 son come outside around there. And now you want
22 him to go from Bethune to Gregory. I know about
23 the gangs over there. My son is my heart. Keep
24 Bethune open.

1 (Applause.)

2 UNIDENTIFIED SPEAKER: Once again, proud parent
3 from Bethune. And as a community, we have
4 relationships with the churches, and the pastors
5 come in and read with our kids, speak to them, and
6 do different things with the parents. Will Gregory
7 allow our pastors to come in the building, walk
8 around, meet with our kids one on one with them,
9 you know, come to parent meetings, assemblies,
10 family nights, all the good things that we have,
11 literature nights, everything; will they be
12 allowed?

13 Will Gregory stand outside for an hour to
14 make sure all the kids are in the building, as the
15 parents do at Bethune? Will they walk around the
16 block, checking parking lots, look in vacant lots
17 and abandoned buildings to make sure the children
18 aren't in the building. And I can go on and on.

19 And the person that you all are giving
20 these messages to, when are they going to lead,
21 when are they going to speak? Thank you.

22 (Applause.)

23 UNIDENTIFIED SPEAKER: Once again, my name is
24 Dwait Sherman. A question to you all. To vacant a
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1 building at Bethune, where is it going to be? Is
2 it going to be torn down, being used for something
3 else? Because it hurts that our babies from
4 Bethune that's in that area have to walk past there
5 every day, play through that area and see their old
6 school just go to waste. They have been there for
7 a long time. You have got some that have been
8 there from pre-K on up to 8th grade. Us parents at
9 Bethune, like Miss Elb was saying, that we help out
10 a lot. We are very faithful parents at Bethune
11 School. Anything the principal asks us to do, we
12 do it. Come April, we have a green clean-up, where
13 we're going to clean around our school, clean the
14 vacant lot up. This is something we do. Is
15 Gregory going to have the same thing? No. Is they
16 going to do spring -- Spring Blink with their? No.
17 So I'm asking you all to please keep Bethune open
18 for the sake of the kids.

19 (Applause.)

20 MR. TOWNSEND: Hello. I'd like to first say my
21 name is Duvall Townsend. And I'd like to give
22 thanks to the Chicago Police Department of the
23 community. I'm a community -- I grew up on the
24 west side of Chicago. I'm the actual artist, I'm

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1 an artist of the community. What I want you to
2 know is that I have a short story, it's not long.
3 It was one day at like 4:00 o'clock in the morning.
4 I get a call through Dwayne Wade, he went to Betsy
5 Ross Elementary School on the south side. Didn't
6 -- I grew up on the west side. I didn't know
7 nothing about the south side. So I created a mural
8 for CPS. Because he, you know, he went there. So
9 I created a mural within four days, so that was an
10 opportunity to do a lot of work for CPS schools.
11 So, also, I did a mural on the third floor of
12 Bethune, and it's awesome. And I want to continue
13 on doing something for Chicago, all Chicago
14 schools, not downing no school. I'm not -- I grew
15 up not to hate no one. You know, I got a sign
16 right here, it just say keep the schools open. I
17 ain't -- I'm not only saying Bethune. It's like
18 the police, they can only do so much. I talk to
19 the gangs. I talk to them. You all have a chance.
20 I stopped doing graffiti, it was a waste of time.
21 And it's Dwayne Wade, I haven't met him yet, so he
22 saw my artwork, and there was an opportunity to
23 come in CPS and voice my opinion to the students
24 and to show them this could be you, you know.

1 going to happen to the parents who walk their kids
2 to school? We could not walk our kids from here
3 all the way to down there. Now, if our child gets
4 -- if one of our kids get sick, what's going to
5 happen? We would have to walk all the way there
6 just to pick up our kids. Because everybody don't
7 have money. And I might have money, and I might
8 have a car, but my next-door neighbor might not
9 have the money to go pick up their child, but their
10 kids is all the way a whole mile away from where
11 they live at. And, okay, if you all going to put
12 them in a school, why not put them up in school in
13 an area that they are already in? Why not -- why
14 send them all the way down there? And it's like
15 five schools in this area alone. So I just want to
16 know what's going to happen to the parents because
17 you all are not offering a parent a ride.

18 (Applause.)

19 MS. MARTIN-THOMPSON: Thank you.

20 MS. DONOVAN: We have about six minutes left.

21 UNIDENTIFIED SPEAKER: All I wanted to say is
22 if they end up doing what they want to do anyway,
23 all I ask is just don't put another school in our
24 school. It can be a YMCA, boys, back to school,

1 you know, off the street club, anything. Just I
2 don't want to see another school there, because
3 that's where they could have made it work.

4 Thank you.

5 MS. DONOVAN: Thank you.

6 MS. HILSON: Felicia Hilson, again. I'm a
7 parent, a faithful parent, volunteer as much as I
8 can. You all speaking of not having enough
9 utilization in the school, but that doesn't have
10 anything to do with a child's education. Their
11 education is very important. That parent, that
12 parent, each, we get up, we bring the kids to
13 school. Who do you know? We stand on the corner,
14 we may stand on the corner from the time they get
15 to school to maybe to 11:00 or 12:00 o'clock to
16 make sure every child gets in that school each day.
17 Then as far as them going to another school, we
18 have parents that don't even walk their kids to
19 school, what will happen to those kids? Then there
20 is gangs down there. As I just get the
21 information, there was just a lockdown there in
22 front of Gregory. So I'm up here to say again,
23 keep Bethune open. Like I said, too, utilization
24 doesn't have nothing to do with a child's

1 education. And that school is family. Thank you.

2 MS. DONOVAN: We have time for about two more
3 speakers.

4 MR. TOWNSEND: Hello, Duvall Townsend again. I
5 forgot, I'm sorry, forgot to mention, my son go to
6 Bethune, been going since pre-K. And it's also
7 because he is an A and B honor roll student and
8 never missed a day since he been there. He's
9 9 years old. And that's proven. No tardies,
10 awesome attendance, and I'm proud of him. Only one
11 son. So please keep Bethune open and try to come
12 visit. Our doors are open for other students to
13 see the opportunity of what they can receive in
14 life. It's wonderful. It's like everything up in
15 there is brand-new. It's beautiful. If you all
16 keep Bethune open, I promise you I will have that
17 mural done in two days instead of five days.
18 Thanks.

19 (Applause.)

20 MS. DONOVAN: Thank you. For our last speaker,
21 I'd like to invite Alderman Ervin back up.

22 ALDERMAN ERVIN: Again, I think that the main
23 points that what we're stating today is the
24 distance issue for Gregory, for the children going

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1 to Gregory. Secondly, the safety concerns of the
2 children having to pass from Bethune over to
3 Gregory. If you take a route down Arthington where
4 you have the old Sears building, there's a vacant
5 and abandoned building, a parking lot that's vacant
6 and abandoned, the correctional facility that you
7 have to pass is there as well. So these are all
8 points that I think the parents are stating as well
9 as those that are involved in the school.

10 Secondly, we understand that Gregory may
11 be a Level 1 school; however, it's a Level 1 school
12 that is not in their community. The community that
13 the school resides in is Garfield Park, and to send
14 children over to West Garfield Park, outside of
15 their community, for basic education, I don't think
16 is right for the children and for this community.

17 I guess the final point is that the
18 reality is that we have another school literally
19 across the street from Bethune that could very
20 easily either come to Bethune or, you know, vice
21 versa, in some type of a transition. I am most
22 concerned about sending children outside of their
23 community to be educated. There's some departments
24 that need -- some intervention that needs to be

1 done, I understand the Board has a responsibility
2 and an obligation to do that, but to send the
3 children outside of their community, not at their
4 own wish, we're not talking about back at the day
5 when parents opted to have their children bused to
6 different communities for different options. These
7 are parents that want their children to be in their
8 community to be educated, not necessarily at the
9 front door, but still in their own community. So
10 those are the points that I think we really need to
11 ring through. And as well as the fact, the last
12 point that was made about the building. I think it
13 would be a travesty and a shame for CPS to put
14 somebody else in the building of Bethune tomorrow
15 or a year later, or two years later for this
16 particular -- for another school use. We think
17 that the community could have been better served.
18 There are some options that are nearby for the
19 children without sending those kids all the way
20 over to West Garfield Park to go to Gregory School.

21 We hope that the Board will take that into
22 consideration before making their final decision
23 before the hearing officer.

24 Again, it's my understanding we will be

1 back here on Thursday night, 5:00 o'clock, so --
2 and hopefully we will continue to hear some of the
3 same themes. But, again, we will be back here
4 Thursday night to express specifically about our
5 children leaving this community. Thank you much.

6 MS. MARTIN-THOMPSON: Thank you, Alderman.

7 MS. DONOVAN: Thank you, Alderman.

8 The time is now 7:00 o'clock. Our meeting
9 is concluded. I'd like to remind you all that the
10 next meeting, like the Alderman said, will be here
11 at Manley High School on Thursday, April 11th at
12 5:00 p.m. and then a public hearing will be held at
13 CPS's Central Office on Thursday, April 25th from
14 5:30 to 7:30 p.m.

15 On behalf of all of us, we'd like to thank
16 you extremely much for your thoughts,
17 consideration, and comments today. Thank you.


18 (Whereupon, the Public Hearing
19 adjourned at 7:00 p.m.)
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24

1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)

4
5 JENNIFER CAMPBELL, as an Officer of the
6 Court, says that she is a shorthand reporter doing
7 business in the State of Illinois; 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 15th day of
15 April, 2013.

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ILLINOIS CERTIFIED SHORTHAND REPORTER

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18

Community Meeting for the Proposal to Close Bethune Elementary School

April 8, 2013 5:00pm-7:00pm

Location: Manley High School 2935 W. Polk

CPS Staff in Attendance

Tracey Martin-Thompson - Chief of Strategic School Supports, Stephanie Donovan, Chief of Staff for Office of Strategic School Supports, Warren Morgan, Principal of Manley High School

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Bethune in accordance with 105 ILCS 5/34-230. CPS officials made a presentation regarding this proposal. The speaker comments focused on a variety of topics including: the safety of the students traveling to Gregory, gang violence around Gregory, concern that children and families may not feel welcomed at Gregory, the support and sense of family at Bethune, and teacher accessibility before, during and after school. The meeting started at 5:02pm and concluded at 6:54pm.

CPS Presentation

Ms. Martin-Thompson opens the community meeting by welcoming everyone who is in attendance. She then explained that tonight's meeting was the first of three meetings, and gave the date, time and location of all future meetings. Lastly, she referenced the documents provided to each person in attendance and gave a brief explanation of the contents of each page in the packet.

Public Comment

Latasha Petty, AUSL representative

Ms. Petty stated that 97% of students remain in CPS, and within two years they got to 60% of students meeting/exceeding state standards. She said in 2013, 50% of students met their goals. She said that they have incorporated many after-school programs to support increasing student achievement.

ZT, student

She said that the school has helped her emotionally and socially. She stated that Bethune is a place where students can go to get computer access and where they feel comfortable enough referring to their teachers as "mothers and fathers". She stated that Bethune teaches students more than just academics, they teach life lessons.

Ernest Williams, Principal since July 2012

Mr. Williams described all of the school's efforts to improve culture and academic outcomes. Mr. Williams stated that he came from a Level 1 school, and that Bethune's culture and climate

is comparable to other high achieving schools. Mr. Williams talked about how students come to the school with significant academic deficiencies, but that the staff works to provide intervention and challenges students to achieve. Mr. Williams stated that the school offers social-emotional support and if Bethune closes, the students who depend on these supports will suffer. He is concerned about his students' well-being if they leave Bethune.

Terence Knight, Disciplinarian

Mr. Knight said he's seen a lot of growth in the students' achievement. He said they have begun to reason and make more positive decisions. He believes Gregory will do a wonderful job with their students, but the concern is the territory that the students have to cross. He stated that his biggest concern is the students being misunderstood, misled and a lack of support for their needs. He asked what will happen to the building.

Deanna Johnson, Parent of a Special Education student

Ms. Johnson asked what will happen for special education students if they go to Gregory. She questioned whether the school will be overcrowded or whether students will continue to receive the needed supports for their education. She stated her concern for special needs students.

Enix Daniels, Father and uncle of nine students

Mr. Daniels stated that he has been supportive of Bethune since the transition in 2009 to AUSL. He stated that CPS asked that the parents trust the transition process during this time of change, and they did. He said he doesn't understand why they are proposed for closure. He said Bethune has a science lab, like at a college and the school offers students a variety of activities. Mr. Daniels asked that the principal be allowed to continue to make strides toward improving student learning.

Felicia Hilson, Alum

Ms. Hilson said she was a student at Bethune, and many changes have occurred since the change to AUSL. She said Bethune has a lot of love, and the people are family. She believes the parents are supportive of students before and after school.

Alderman Jason Ervin

The Alderman stated that he traveled the path between the two schools and saw criminal activity including evidence of drug use and gang activity. The Alderman also stated that students would have to pass through gang territory and abandoned buildings. Alderman Ervin said Bethune has already had a turnaround action in 2009, and that he believes it is unfair for students to have to endure a closing just a few years later. The Alderman is concerned that students will not be safe traveling from East Garfield to West Garfield. He stated that there are other viable options for students at Gregory and Bethune, specifically Kellman Elementary. Alderman Ervin also stated his objection of closing a school that is named in honor of an African-American civil rights activist. The Alderman restated parent and student concerns of safety and the desire to continue to attend a community school.

JS, Student

JS said Bethune should not close down because it is JS's "dream school." JS stated that the teachers work together to make different aspects of the school work, and to work on behalf of the students.

Parent

The parent said that her only whole family went to that school, and that her children are at this school and that she attended this school. The parent questioned how CPS can be sure that students will feel welcomed at Gregory. She also questioned how CPS planned on transporting students to Gregory.

Ms. Daniels, Parent

Ms. Daniels stated that Bethune is the only schools that students know. In her opinion, sending students to Gregory is exposing students to gang violence. The parent stated that she has been working as a para-professional in special education for students and that she is concerned about special education students.

Ms. Peterson, Tutor

Ms. Peterson questioned what the message CPS was sending to students. She is concerned that the message students will receive is that they are not worth CPS's investment. She acknowledges that there are empty classrooms, but in her opinion, it doesn't seem to be half empty. She noted that there are computer labs, gym, and a lot of resources in the school. Ms. Peterson is concerned that the students feel like they're being given up on, after a recent turnaround action.

Student

The student came stated that she came as a 4th grader and is currently in 8th grade. She would like to be able to return to Bethune in future years.

Student

The student is shocked that Bethune is closing because she believes that they have made outstanding academic progress. The student pleaded to keep the school open.

Student

The student stated that Bethune deserves a second chance to succeed. The student stated that he is graduating this year, but wants other children to enjoy the experiences that Bethune has to offer. D says that if Bethune closes and the students have to travel one mile to Gregory, they will be crossing gang territory. D stated that Bethune took their air conditioners out for energy conservation. He asked that visitors from other schools come to see the excellence that is happening at Bethune.

Student

S stated that since she has been at Bethune her test scores have improved and that she is learning more. The students compared student achievement data of Bethune's to Gregory's and do not see a significant difference.

Student

The student stated that her whole family attended Bethune. She said that she came from Jensen to Bethune specifically because of Bethune's reputation as being a good school. She believes that the school should not close because it is a welcoming atmosphere.

Rachel Shine, Teacher

Ms. Shine is impressed by the culture of the school at Bethune. She stated that the school is "a school of learners." She stated that she learned from the students how to be forgiving, and how to trust others. She also has learned from her peers, especially instructional techniques such as scaffolding and differentiating.

Student

The student stated that Bethune has given her more than any school could give a student. She stated that Bethune has built her resume so she can get into college. With the academic help she is receiving at Bethune, that she is finally succeeding. The student stated that students are able to come before and after school for support. She stated that it the school culture is not judgmental and that students feel free to work together without judgment.

Special Education Teacher

She states that they have RTI in place and other educators are coming to see what they are doing with special education. She shared that they have many programs for students to participate in before and after school. She says the students are not just improving themselves academically, but also socially. Will the students get the same or better social emotional growth support at Gregory School?

Student

She has dreams of graduating from Bethune and returning to visit. She says that the teachers at Bethune care for the students.

Student

The student stated that there has been much turnover of staff in the past decade, and that when there are multiple principals and administrations, that the school is unable to make meaningful academic progress. She asked that Bethune be given a chance to succeed.

Student

The student shared that some students will stop coming to school because parents without cars are unable to provide transportation. The student said that every student is doing their best and Bethune needs to stay open.

Ms. Johnson, Alum

Ms. Johnson spoke about how much progress the school has made since its turnaround. She questioned why CPS would want to turn around a school that is in the middle of a turnaround. She asked that CPS reconsider this proposal.

Student

The student says that Bethune feels like a family. He questioned why CPS would try to break apart a family. He stated that all students that come to Bethune are made to feel welcomed and part of the Bethune family.

Devon Towns, Parent

Mr. Towns is a community member and a parent of a nine year old at Bethune. Mr. Towns is thankful for CPD's work on the west side. Mr. Towns expressed his willingness to complete art projects for Bethune if it were to stay open.

Deanna Johnson, Parent

Ms. Johnson inquired about the transportation that will be offered to students, but also wanted to know how the parents are expected to get to Gregory.

CHICAGO PUBLIC SCHOOLS
PROPOSAL TO CLOSE BETHUNE ELEMENTARY AND WELCOME
STUDENTS AT GREGORY ELEMENTARY
Public Hearing (2)

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 11, 2013,
at Manley Career Academy High School, 2935 West Polk
Street, Chicago, Illinois, commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MS. TRACY MARTIN-THOMPSON, Chief Officer,
Office of Strategic School Supports
Services

MS. STEPHANIE DONOVAN, Chief of Staff,
Office of Strategic School Support
Services

Reported by: Anna M. Morales, CSR, RMR

License No.: 084-002854

	SPEAKERS	
1		
2	Student DG	12, 46, 73
	Student KO	13
3	Brenda Sturdivant	14, 71
	Student TD	15
4	Felicia Hilson	16, 71
	Ms. Buss	17
5	Student LM	18
	Student KC	18
6		
	Tamikis Patterson	18
7	Margie Barker	22
	Shannon Jones	23
8	Delores Kirkland	24
	Bysheeon Edwards	27, 62, 72
9	Alicia Jefferson	28
	Michelle McGee	29
10	Carolyn Roberts	31
11	Beverly Waters	32
	Student VE	34
12	Student JJ	35
	Pam Olah	36
13	Student JS	38, 43, 73
	Student VH	39
14	Janet Burns	39
	Unidentified Student	40
15		
	Teresa Marks	40, 50, 75
16	Melinda Lee	42
	Student JM	43
17	Student PB	44
18	Eiyauna Mays	45
	Student DG	48, 68
19	Harry Junrous	49
	Principal Ernest Williams	51
20	Ruthie Hill	54
	Alderman Jason C. Ervin	56
21		
	Ms. Hamilton	63
22	Student JB	65
	Ms. Petty	66
23	Stanley Carothers	68
24		

1 (Whereupon, the following
2 proceedings commenced at
3 5 o'clock p.m.)

4 PRINCIPAL MORGAN: Welcome to Manley Career
5 Academy High School. My name is Warren Morgan.
6 I'm the principal here at Manley. And thank you
7 for coming out to this meeting for this hearing.
8 We hope that your voices get heard throughout this
9 process.

10 If you need to use the rest rooms, our
11 rest rooms are right outside the auditorium. Also
12 anything that you need, meet with any of my team
13 members. I have my staff here. They're in the
14 back and also throughout the hallway. And also
15 members of the climate team from downtown are here
16 as well.

17 At this time, I'm going to turn it over to
18 facilitators for the day. We have Ms. Tracy
19 Martin-Thompson, and then we also have
20 Ms. Stephanie Donovan, who are here to facilitate
21 today's hearing. Thank you.

22 MS. MARTIN-THOMPSON: Thank you, Principal
23 Morgan. Good evening, everyone. Thank you all for
24 coming. I would like to extend a special welcome

1 to those of you who have returned to participate in
2 the second of three meetings regarding this
3 community action.

4 My name is Tracy Martin-Thompson. I'm the
5 Chief Officer of the Office of Strategic Schools
6 Support Services. Tonight I will serve as one of
7 the co-facilitators for this meeting. My Chief of
8 Staff, Stephanie Donovan, will serve as the other
9 facilitator.

10 We are here on behalf of the CEO,
11 Barbara Byrd-Bennett, and the School Board to share
12 some basic information about the proposed school
13 action and to listen to your comments, suggestions,
14 and concerns. At this time, I would like to take a
15 moment to introduce the Deputy Network Chief of
16 this area, Harold Johnson.

17 I would also like to recognize any
18 principals who happen to be in the audience this
19 evening? Do we have any principals here this
20 evening?

21 I'd also like to take a moment to
22 introduce our representative from the Chicago
23 Police Department, Captain Bey.

24 And do we have any elected officials here

4

1 this evening?

2 Again, the purpose of this meeting is to
3 allow the CEO and the School Board to hear from
4 those in attendance about one specific proposal
5 under discussion for this session. The notes that
6 will be captured this evening and any documentation
7 will be shared and reviewed by the CEO and the
8 School Board. Our court reporter, Anna Morales,
9 who's sitting over there, will be recording every
10 word that is said.

11 I would also like to take a moment to
12 identify our Spanish translator, Araceli Galvan.
13 Thank you. In addition, we also have a note-taker
14 here this evening, Sherry Bushre, who will take
15 additional notes to be provided directly to the CEO
16 and the School Board. I apologize if I messed up
17 your last name, Sherry. I apologize for that.

18 As a reminder, this is the second of three
19 meetings before a Board vote. Our first meeting
20 was held on Monday, April 8th, from 5 to 7 p.m.
21 Tonight, of course, is our second meeting. And a
22 public hearing, the final meeting will be held
23 about this proposed school action at CPS Central
24 Office, 125 South Clark on Thursday, April 25th,

1 from 5:30 to 7:30 p.m.

2 We have been gathering questions from
3 these meetings and are preparing responses. Before
4 public hearings start next Tuesday, April 16th, you
5 will start to be able to view these responses at
6 cps.edu/qualityschools. In addition, the meeting
7 summaries will also be available on line at
8 cps.edu/qualityschools within five days of the
9 meeting. So the summaries from the first meeting
10 should be available very shortly.

11 There has been a common concern in all
12 meetings around safety. So we want to take a
13 moment to provide some additional and specific
14 information regarding safety and security.

15 Every welcoming school will have safe
16 passage for its children, and we will work with
17 parents before any routes are finalized. Every
18 welcoming school will get additional security, and
19 the security guard from the sending school will
20 follow students to their welcoming school. Every
21 welcoming school will receive new or upgraded
22 school safety supports such as alarms and
23 entry-screening equipment.

24 CPS will hold ongoing parent and student

1 engagement forums at welcoming schools to gather
2 feedback on school-based safety plans. In
3 addition, we are partnering with CPD to perform
4 checks of safe passage routes with Department
5 Buildings, Streets and Sanitation, and
6 transportation to identify abandoned buildings,
7 potholes, and cracked sidewalks that need to be
8 addressed so that children have a safe walk to and
9 from school each day.

10 Again, tonight, we are here to listen to
11 comments regarding the following proposed action:
12 Proposal to close Bethune and welcome students at
13 Gregory. If the proposed action is approved by the
14 School Board, current Bethune students will be
15 enrolled at Gregory Academy for the 2013-2014
16 school year unless families choose to enroll their
17 students at another school.

18 Current Gregory students will continue to
19 attend Gregory Elementary unless families choose to
20 enroll their students at another school.

21 Everyone should have received a handout
22 for this evening. If you did not receive a copy of
23 the handout, please raise your hand and someone
24 will provide you a copy. We're going to make sure

1 you get copies of the handout.

2 Before we begin the public comment
3 component of tonight's session, I would like to
4 take a moment to briefly describe the information
5 that is found in the handout.

6 On Page 1 of the handout, the map in the
7 center shows the location of all of the schools
8 involved in the proposal. On both sides of the
9 map, there is an overview of the historical
10 enrollment data as well as a summary of how
11 students in all schools involved will benefit from
12 the proposed action.

13 For specific questions regarding the
14 proposed action or any questions in general about
15 the overall school closing consolidation process,
16 please call 311 or visit the Web site
17 cps.edu/qualityschools which can be found at the
18 bottom of Page 1 of the handout.

19 On Page 2 of the handout, the box at the
20 top of the page outlines the future assignments of
21 students if the proposal is approved. The rest of
22 this page outlines many of the questions that are
23 frequently asked by families, including information
24 on how to consider enrollment in a different school

8

1 option; safety and security plan. Again, every
2 school action will receive safe passage with CPD
3 and CPS working with communities to develop safe
4 routes. And in addition, you will find information
5 about how teachers will be reassigned and programs
6 transferred.

7 Page 3 of the handout as part of our
8 proposal outlines those investments that will go
9 into every welcoming school, including air
10 conditioning in every classroom that does not
11 currently have it; interior improvements to
12 schools; iPads for all students in grades 3 through
13 8; and a safety and security plan that includes
14 safe passage and equipment upgrades.

15 In addition, there is contact information
16 for specific questions regarding special
17 populations including English language learners and
18 our diverse learners population of students.

19 Page 4 finally shows the potential
20 boundary if the proposed action is approved.

21 Again, I would like to thank everyone for
22 your time and for attending this evening. At this
23 moment, I'm going to hand the microphone over to my
24 Chief of Staff, Stephanie Donovan, who will

1 facilitate the public component of tonight's
2 meeting. Thank you very much.

3 MS. DONOVAN: Good evening. Thank you to those
4 who are attending this second community hearing for
5 the first time and those who have returned to speak
6 with us.

7 As Tracy said, my name is
8 Stephanie Donovan, and I am the Chief of Staff for
9 the Office of Strategic School Support Services.
10 The purpose of this meeting, as you know, is to
11 hear from those in attendance regarding the
12 proposed school action. As Tracy mentioned, we
13 have a court reporter, Anna Morales, and a
14 note-taker, Sherry Bushre, to record all official
15 comments that will be reviewed by our Chief
16 Executive Officer and Board Members.

17 Because we would like everyone who has
18 signed up to have an opportunity to speak, each
19 speaker will be given two minutes to share his or
20 her thoughts for comments. Our timekeeper will
21 hold up time cards that will show each speaker how
22 much time they have remaining. If anyone has
23 written testimonials or documents that they would
24 like to deliver to the Chief Executive Officer or

10

1 Board Members, please leave copies of these
2 documents either with us or with the court reporter
3 so that they may become part of the permanent
4 record for this meeting.

5 Our speaker sign-up will remain open
6 throughout the next two hours, but you must sign up
7 if you would like to speak. Please note that the
8 comment period, as I said, will last until the
9 scheduled end time of this meeting, two hours,
10 which is at 7 o'clock p.m.

11 This is the second of three meetings
12 before a Board vote as you know. The next meeting
13 will be a public hearing to be held at the Chicago
14 Public Schools Central Office, 125 South Clark
15 Street on Thursday, April 25th, from 5:30 to
16 7:30 p.m.

17 If translation is required tonight, our
18 translator, Araceli Galvan, will translate for you
19 and share a verbatim transcription of the comments
20 that you tender to us, and you will have your
21 full-time to speak. Obviously the translation will
22 not detract from any of your allotted time.

23 At this time, I do not have any registered
24 speakers in front of me, but I encourage all of you

1 -- okay. Speaker Number 1, please. Great. I
2 apologize, we do have some registered speakers. I
3 would like to call Speaker Number 1 to the
4 microphone, and would you be so kind when you come
5 up to state your name and your affiliation with the
6 school or the community? Has Speaker Number 1
7 entered the auditorium?

8 A VOICE: I'm right here.

9 MS. DONOVAN: We also have registered Speaker
10 Number 2. Speaker Number 2, DG. DG. I apologize
11 if I am mispronouncing anyone's names tonight.
12 Speaker Number 2?

13 A VOICE: He's in the hallway.

14 A VOICE: He's coming in.

15 MS. DONOVAN: Okay. Thank you. Mr. G.

16 STUDENT DG: Hello. My affiliation with the
17 school is student. I'm an eighth grade student.
18 You saw me on Tuesday. And my concern is that
19 we're doing great things, and for the past years, I
20 have been there for five years, we had teachers
21 that empowered us to stay on track, and we studied
22 all day. They was helping us, helping us study and
23 getting good grades in classes and pushing us to do
24 good and set goals for ourselves.

12

1 We had had Spark for the last couple of
2 years, and Spark was originated in California. It
3 helps kids to connect with their dream jobs, and it
4 helps us be better people in life.

5 We have -- now, this previous year, we had
6 Telehome A (phonetic) and, recently today, we had a
7 drink-and-driving thing to teach us that don't
8 drink and drive and a vision thing to show us what
9 happens if you drink and drive and what kinds of
10 things would happen if we did. That's about it.
11 Thank you.

12 MS. DONOVAN: Thank you. Speaker Number 3, KO.

13 STUDENT KO: My name is KO, and I go to Bethune
14 School of Excellence. Bethune is doing great
15 things because we had a play about bullying to
16 encourage kids about not bullying. So we have like
17 two computer labs that don't other schools have and
18 a lot of tools up there to help kids with math and
19 homework and other things like that at Bethune.

20 So we had like -- we got like cable, like
21 cable in the lunchroom for us to like look at so
22 while we like talk and eat and all that. So that's
23 pretty much about Bethune.

24 MS. DONOVAN: Thank you. Speaker Number 4,

1 Brenda Sturdivant.

2 MS. STURDIVANT: Good evening. My name is
3 Brenda Sturdivant. I'm a Local School Council
4 member at Bethune School. I've been here for three
5 years. I met with you guys downtown.

6 I think Bethune School should stay open.
7 This school has changed a lot. Bethune has so many
8 different programs like big brother -- Big Sister,
9 Big Brother, Boys to Men, self-control, special ed
10 program. Bethune also has a new computer lab, a
11 math lab, but those stay clean. Come April, we got
12 an upcoming program called the Green Team.

13 It is unfair for Bethune to be closed down
14 and the children has to travel so many blocks just
15 to get to another school and which they have a
16 school to attend. I will not be targeted to walk
17 through a danger zone just to get my children to
18 another school.

19 My children are happy at Bethune. I would
20 not lose my children just because you want to close
21 their school down. It's wrong of you to take their
22 school from them and put them in a danger zone
23 because you want to be selfish. Have a heart and
24 keep Bethune open. You are hurting the children

14

1 here at Bethune. So leave Bethune open.

2 And if you close Bethune down, how do you
3 think this going to look? When the children have
4 to stand in front of their old school that used to
5 be theirs, their school, and wait on a school bus
6 just to get to Gregory School? Thank you.

7 MS. DONOVAN: Thank you. Speaker Number 5, TD.

8 STUDENT TD: Hello. My name is TD. The fact
9 is I have been at Bethune School ever since
10 kindergarten. I think that you should keep Bethune
11 open before everything start acting a little bit
12 separated. Because a lot of people -- a lot of
13 kids are going to go through a lot of danger, like
14 the other school that -- like a lot of kids just
15 got shot and stuff.

16 And I think that Gregory should be closed
17 because a lot of kids getting shoot over there. A
18 lot of gang-bangers lined up ready for that stuff.

19 You should not close Bethune down because
20 -- I know it's not the best school in the United
21 States, but at least they got some teachers that
22 care about us and stuff at Bethune, helping us do
23 our work, homework. They be helping us do a lot of
24 stuff. Thank you.

15

1 MS. DONOVAN: Thank you, Mr. D.

2 Speaker Number 6, please, Felicia Hilson.

3 MS. HILSON: Good afternoon. My name is
4 Felicia Hilson, and I am a parent at Bethune School
5 of Excellence. I have a daughter that attends
6 Bethune. I also have two daughters that attend
7 Bethune. I also attended Bethune.

8 Bethune has great things to offer. They
9 have new computer labs. They also have math
10 computers. They have after-school programs which
11 consists of math plus tutors who are there all day,
12 even after school. They also have a program that's
13 called Cambridge which helps them prepare for
14 college.

15 So I'm asking you all to please keep
16 Bethune open. Once again, my name is Felicia. I'm
17 talking -- you all talking about closing Bethune's
18 doors, that brings the community down, more
19 violence, more crime. You also have halfway houses
20 where there are guys hanging out the window.

21 Bethune also has support groups that help
22 the students deal with self-esteem. They also have
23 a parents' room where parents are welcome to
24 research at Bethune. We are a family and a family

16

1 stays together. I'm asking you all to keep Bethune
2 open.

3 MS. DONOVAN: Thank you, Ms. Hilson.

4 Ms. Hilson, would you like to leave your testimony
5 with us?

6 MS. HILSON: I'm going to have to rewrite it
7 over, but I'll leave it.

8 MS. DONOVAN: Okay. Speaker number 7, Ms. Buss.

9 MS. BUSS: Hi. Good afternoon. I'm Ms. Buss.
10 I'm a third grade teacher at Bethune. I have been
11 teaching at Bethune for four years, since our
12 turn-around began. And I can say that it's a
13 different building. It may look like the same
14 children are there. It's night and day compared to
15 my first day at Bethune. Bethune is more than a
16 school.

17 So when you're talking about closing a
18 school, you're talking about closing a safe haven,
19 a community center, a place where the children feel
20 safe, the families feel safe, a place where people
21 are starting to care about education. And we know
22 in this country, that's not the case everywhere.

23 I'm asking you as a teacher and as someone
24 who has worked so hard for four years to more than

17

1 bring those scores up, get the children to care
2 about their education and care about themselves and
3 their future, give us the time to finish doing
4 that. We've had four years and we've made huge
5 gains. I can only imagine what we would do in four
6 more years. Thank you.

7 MS. DONOVAN: Thank you, Ms. Buss. Speaker
8 Number 8, LM. Speaker Number 8, L?

9 STUDENT LM: My name is LM. I think Bethune is
10 a great school. I don't want you to close it. I
11 don't want to go to Gregory. I have been going to
12 Bethune since I was in preschool.

13 MS. DONOVAN: Thank you. I would like to
14 return to Speaker Number 1, K. Is she ready?

15 STUDENT KC: Hello. My name is KC, and I am a
16 student at Bethune. I want to say that, once
17 again, Bethune is a great school and we try our
18 best to bring our scores up. Could you please keep
19 Bethune open?

20 MS. DONOVAN: Thank you. Speaker Number 9,
21 Tamikis Patterson.

22 MS. PATTERSON: Patterson. I'm really nervous,
23 but I'm going to do it. I think Bethune is a good
24 school because I have two boys there, D and D, the

1 young man who just spoke, my son. And ever since
2 they have been going to Bethune, they have been
3 getting straight As and straight Bs. And I think
4 Bethune is a well good school, and I think -- I
5 have a baby right here. She is in pre-K and she
6 know how to write her name and everything. She now
7 doing (inaudible) and she come home telling me --
8 how to read everything, and she's only 4 years old.
9 And I want this opportunity for her to stay at
10 Bethune so she graduate out of eighth grade, and I
11 think it would be a wonderful thing.

12 These kids travel to other places, you all
13 just don't know. If you seeing people holler about
14 their kids going to other places -- you all must
15 understand this. When somebody -- when you all
16 send somebody's kids somewhere far out and their
17 mommy at home thinking about their child every day
18 like what is they doing, is somebody hurting them
19 or something because they all the way over here,
20 the gang-bangers, they everywhere now, you see it
21 on the news 24 hours a day, it's sad out here in
22 America.

23 I think you all should leave Bethune open
24 and let the kids stay in their community where they

1 grew up and raised at. My boys weren't raised
2 here, but they have been at Bethune since they was
3 in fourth grade. And like I said, once again,
4 Bethune is a good school, excellent, and the grades
5 went up and everything. They got all these
6 programs going on for these kids. Man, it's a
7 wonderful school. I know it's a wonderful school.
8 I see it every time I see my son's report card. It
9 brings tears to my eyes because I love what I see
10 for my boy.

11 I know -- you all just need to leave
12 Bethune School open for these kids. I got a young
13 baby right here. She ain't nothing but 4 years
14 old. I don't have money to travel everywhere and
15 stuff. Bethune is right around the corner from my
16 house. Bethune is right here. You all know
17 Bethune and Fillmore. It's like a block there,
18 walk, bam, and I'm there at Bethune. If anything
19 like with the kids going on and stuff like fighting
20 or anything, any little thing, you can talk with
21 the teachers. We work together as a family and we
22 stick together. We want to stay together. Staying
23 together forever.

24 I have been born and raised around here.

20

1 We might don't have the best out here in the
2 streets, but the schools, they doing a wonderful
3 job with these kids. And we got to stick together
4 and being a family, and we're doing it at Bethune.
5 I just want you all to keep Bethune open because
6 it's going to bring tears to my eye if I have to
7 take my baby to another school.

8 MS. DONOVAN: Thank you. Speaker Number 11,
9 Emma Fayein. Thank you.

10 MS. FAYEIN: Good evening. My name is
11 Emma Fayein. I don't know how short I need to keep
12 this. I'm a single mother on the west side of
13 Chicago with three mentally disabled kids. When my
14 daughter got to this school, this was the only
15 school in the west side that evaluated her to see
16 her learning progress, which she was behind. She
17 failed in two other schools here on the west side.

18 I was in a foreclosed apartment building
19 that I just moved in. Now I'm paying somewhere,
20 payable double the rent down the street so she can
21 stay in this school. I don't know what happened
22 that they decided to close this school. This
23 school has done everything academically possible
24 that's needed here on the west side of Chicago.

1 So I don't get it. I don't understand it.
2 I don't know if I ever will.

3 Now Gregory, I don't think so. Not for me
4 and not for her either. I don't know where she's
5 going to go now. That's me having to pick up and
6 move somewhere that's safer. And I fought and
7 paying pretty much over a thousand dollars and I'm
8 a single mother. See my shirt. See where I'm
9 working at? Just to keep her in this school.

10 So I don't know what you all going to do.
11 Now I don't even know what we're going to do.
12 That's it.

13 MS. DONOVAN: Thank you. Speaker Number 12,
14 Shannon Jones. Ms. Jones? While we're waiting for
15 Ms. Jones, I would like to call Speaker 13,
16 Margie Barker.

17 A VOICE: She in the restroom. Will you come
18 back to her?

19 MS. DONOVAN: Absolutely.

20 MS. BARKER: Good evening. My name is
21 Margie Barker. I'm the program coordinator at
22 Bethune. Bethune -- I've been teaching for
23 14 years. Honestly, I've never seen the amount of
24 parents in the building every day at Bethune. The

22

1 parents are supportive there. Bethune is a safe
2 haven for the kids. We offer quality programming
3 in the after-school. Some students may have to
4 leave and walk their younger siblings home and come
5 back for programming. I'm not sure how that would
6 pan out if they moved to another area.

7 We have adult programming in the building.
8 So parents are there getting involved. They take
9 classes also. So they're in the building.

10 I mean, the support system is there. It's
11 in place. And a move would disturb that
12 tremendously. And we know that in order for our
13 students to achieve, it takes a village. And at
14 Bethune, it's a village. You have parents, staff.
15 You have other people that's involved in the
16 community. And it really truly is a family, and
17 it's a really good feeling. It's a warm feeling in
18 the building. It would just be a shame if you
19 closed Bethune. Thank you.

20 MS. DONOVAN: Thank you. I would like to
21 return to Speaker Number 12, Shannon Jones.

22 MS. JONES: I didn't write nothing down. I
23 went to Bethune when I was younger. My sister also
24 graduated at Bethune, went to college from Bethune.

1 Bethune School shouldn't be shut down
2 because it's an excellent school. The kids have
3 gotten better. My daughter cried when she found
4 out that they was going to shut Bethune down. The
5 males there and the females there, they are
6 entrepreneurs. They teach the kids. They sit down
7 and listen. They just don't. They help them
8 learn. They're concerned. They care.

9 It's a good school and it shouldn't be
10 shut down. They have built it up for them to get
11 better. They have put lot of computers in there,
12 put a lot of stuff in there for the kids to learn
13 better. They shouldn't turn it around.

14 When they had the strike -- when they had
15 strike, they took kids out of the school. Then
16 they had to raise money for the school and then
17 take them back out of the school. It make no
18 sense. They should keep Bethune open. Bethune is
19 an excellent school. The kids are in there
20 together. They speak together, and we are family,
21 and Bethune shouldn't be shut down.

22 MS. DONOVAN: Thank you. Speaker Number 14,
23 Delores Kirkland.

24 MS. KIRKLAND: Hello. My name is

1 Delores Kirkland. I didn't prepare for this or I
2 would be in my hair.

3 I got three kids that go there. One
4 graduated. He's a junior now. When he first
5 started going to that school, it was terrible. I'm
6 not going to lie. If you all want to close Bethune
7 down, it should have been four years ago, before
8 they turned it around, before (applause) got there.

9 I remember when my son started -- he's 17.
10 He's 6 foot 11. He was in fourth grade. He was
11 the tallest one in the classroom, and I said he get
12 it from his momma. But, anyway, we had teachers
13 telling us to pay for these trips for these kids
14 and the kids weren't even going on the trips. I
15 said, well, where's my money? Well, we don't know.
16 We think the principal is stealing it.

17 So I said, okay, I'm going to get you out
18 of Bethune and send you somewhere else. When I was
19 just about to do that, I said, okay, they are going
20 to turn around. Well, we're going to take our
21 chances. When I say they did a turn-around, they
22 did a 100 percent turn-around because I love
23 Bethune School.

24 I moved out west, further in K town, and I
25

1 told the school, I said, I can't afford to transfer
2 my kids because they not going to get the education
3 that they have been getting since they started at
4 Bethune with this turn-around. So I pay every
5 month out of my pocket for all four of my kids to
6 get to school. And you do the math, how much bus
7 fare is. I didn't have a car at the time. Just so
8 my kids could get to school. They said, well, you
9 not homeless, you can't get the hardship program.
10 So we can't get you any bus card. It don't matter.
11 I'm going to do what I got to do to get my kids to
12 school.

13 I'm going to try to make this quick. But
14 I think you all should keep Bethune open, and I'm
15 very, very upset that I got to think about putting
16 my kids in a school called Gregory. I used to live
17 in that area. That's a terrible school. They sent
18 us to it right across the street.

19 I feel so safe that when I'm at work, I
20 could call that house and tell my kids or I could
21 call Bethune and say, Ms. Smith, can you page for D
22 and tell him to walk home, and I know they're going
23 to keep him safe walking home.

24 So if you can do anything, take what these

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1 parents are saying into consideration and take what
2 these kids are saying because our kids do love
3 Bethune School. And when I say they did a good job
4 in turning the school around, they did a real good
5 job in turning that school around. And that's why
6 I say you all should keep Bethune open.

7 MS. DONOVAN: Thank you. Speaker Number 15,
8 Bysheon Edwards.

9 MS. EDWARDS: Hello. How are you doing? First
10 of all, I would like to say, the reason that they
11 say they was closing Bethune down, I don't feel
12 like that's a strong enough reason to close the
13 school down because they said it's not enough kids.
14 What about the 377 kids that are learning something
15 there? What about their future? I just don't
16 understand it.

17 And before you send someone down to
18 Gregory School, they need to ride around the
19 school. Behind Gregory School, they are selling
20 PCP. It's all type of drugs and things that go on
21 in that area. Before you send someone down to a
22 school, you need to check the area out.

23 As long as I have been at Bethune, I grew
24 up in the area, there was no drug selling out

1 there, never been an arrest out there. You can do
2 the math. Look back at the paperwork. Before they
3 do anything.

4 Our kids come to school, some of them
5 don't have uniform. They provide them, what you
6 all call loaners, clean uniforms to send the kids
7 to class so that the day can go on so they could
8 all feel the same. And Bethune is a good school.
9 I'd just hate to see it close down and try to let
10 another school in because that's what's going to
11 happen. They are going to let another school come
12 right there because -- they not having meetings for
13 the community to say it if we do close the school
14 down, what do you guys want right there? What
15 should be right there if it's just all about
16 closing?

17 And I don't think because it's not enough
18 kids that the school shouldn't be closed. Thank
19 you.

20 MS. DONOVAN: Thank you. Speaker Number 16,
21 Alicia Jefferson.

22 MS. JEFFERSON: Hello. My name is
23 Alicia Jefferson. It just hurt me to even -- they
24 want to even close Bethune School down because I

28

1 had three kids go to Bethune. I've been going to
2 Bethune for like over 19 years faithfully every
3 day, but since they said that they was going to
4 close the school down, it's like I don't even be at
5 the school no more.

6 And that was my daughter, D. Her grades
7 are improved and she did a whole 360. I do see a
8 change in Bethune since it's turned around. And I
9 just want Bethune to stay open.

10 MS. DONOVAN: Thank you. Speaker Number 17,
11 Michelle McGee.

12 MS. McGEE: Good evening, everyone. This is
13 really emotional for me, but one, I'm like Felicia,
14 I attended Bethune. I graduated from Bethune from
15 eighth grade. I went from kindergarten to eighth
16 grade. My oldest son went from kindergarten to
17 eighth grade. Now he's a student here at Manley
18 and about to graduate from high school. I have
19 another one that's in Bethune now. He's in sixth
20 grade.

21 And as far as academics, I'm not for sure
22 about other kids, but my child is an honor roll
23 student. He won a trip to go to Washington, D.C.
24 Those trips were dedicated to the kids for

1 academics, attendance, and behavior. Those were
2 the ones that was granted to go. So as far as
3 academics, those kids are on track.

4 As far as attendance, I believe the kids
5 are on track. It might not be a full school, but
6 they better. They much better. And I think it
7 would be a good quality for him to say he was able
8 to graduate from Bethune.

9 And like a lot of these parents said, I've
10 been a part of this neighborhood all my life, and
11 to send him from walking two blocks to school to
12 Bethune to walking almost six to get to Gregory in
13 that environment is a terrible, terrible mistake.

14 So for me, for all of these kids, please
15 leave Bethune open. I think it will be an
16 injustice to close it. Let those kids stay where
17 they are comfortable. They feel proud to be a
18 Bethune -- used to be Tigers, now they're Bears.
19 Like I said, I used to go -- when I went, it was
20 Bethune Tigers, but it's Bethune Bears now.

21 Anyway, I think it should stay home. Let
22 them have the opportunity to keep growing the way
23 they are. Thank you.

24 MS. DONOVAN: Thank you. Speaker Number 18,

30

1 Carolyn Roberts.

2 MS. ROBERTS: Hello. My name is
3 Carolyn Roberts. I have nine grandkids at Bethune,
4 nine, from preschool all the way up to eighth
5 grade. And my daughter, my sons, they both, all
6 three of them, graduated from Bethune School.

7 It would be a hard thing if you all moved
8 all these kids, take them somewhere else. It would
9 be a hurting thing. I've been at Bethune just
10 about -- all my kids' life just about. And some
11 parents can say that I help taught them at Bethune
12 School.

13 I'm a grand parent of 12 kids. All of
14 them go to Bethune. One is going to go to Bethune
15 when she get -- she turns three next week and
16 hopefully she be able to go to Bethune.

17 Bethune is a great school. I work there.
18 It's a great school, and these kids need help.
19 They don't need to be spread every which way. We
20 are a community. We need our kids around us so we
21 can see which way they going or what they doing.

22 My grandkids now is honor -- they get As,
23 Bs. They're on honor roll. Even my 4-year-old,
24 he's on honor roll. And I want you all just to

1 keep Bethune open because Bethune is nice. I don't
2 know. It might not be that crowded, but it's a
3 learning school, and that's what we need. We need
4 to learn. We need people who are going to help us,
5 and our kids need help. Kids getting As and Bs at
6 Bethune School. Don't close it. We don't need it
7 closed.

8 MS. DONOVAN: Thank you. Speaker Number 19,
9 Beverly Waters.

10 MS. WATERS: Hi. My name is Beverly Waters.
11 I'm a grand parent of two students. One is a
12 student now that's in sixth grade at Bethune.
13 Okay.

14 My kids' grand babies started going to
15 Bethune in 2009. That's when it was a turn-around
16 school. Before -- I lived in the neighborhood for
17 over 32 years. Before you had kids that went to
18 Bethune, you didn't even know that they went there
19 because they were ashamed, because Bethune was not
20 striving like it's doing now. Since 2009 when they
21 became a turn-around school, you have kids that's
22 proud to say that they are Bethune students.

23 I know -- they're talking about sending
24 kids to Jensen. I know of at least eight plus

1 students that transferred out of Jensen into
2 Bethune because Bethune is striving and working
3 with the kids. You have kids at the school that
4 like on Christmas breaks, spring breaks, you have
5 dedicated teachers that's opening the school for at
6 least three days out of that week on spring break
7 so the kids could have someplace to go.

8 I don't see Gregory, I don't see Jensen, I
9 don't see Kellman, I don't know see any of these
10 schools in the neighborhood opening their doors
11 when these kids are out and they're talking about
12 safe haven for these kids. Okay.

13 Another thing, you're talking about
14 sending these kids almost seven blocks away. If
15 they provide bus transportation, that's just during
16 regular school hour. What about after-school
17 programs? They don't provide bus transportation
18 for after-school programs. These kids are in
19 danger already of going during the daytime. So you
20 know doggone well you're going to have a lot of
21 kids not taking advantage of these after-school
22 programs because the schools are too far for them
23 to go.

24 You're talking about daylight savings

1 time, okay. Yes, it's dark. So these kids are not
2 going -- you don't want them out on the street in
3 the neighborhood. And there are schools that are
4 safe at now which is Bethune in their area, okay,
5 it's a safe haven. They can go there.

6 Talking about going to Gregory -- my
7 grandson is seven blocks away. It's no way. He's
8 crossing three main streets, Kedzie, Homan, Central
9 Park to get to Gregory School. And like I said,
10 bus service, bus service will be okay during the
11 regular school hours, but you want these kids off
12 the street. So none of them is going to go to
13 school for the after-school programs.

14 Then you got these babies, pre-schoolers
15 to first grade, second graders, these blocks are
16 longer than their age.

17 MS. DONOVAN: Thank you.

18 MS. WATERS: If something is not broken, don't
19 try to fix it. Bethune is not broken.

20 MS. DONOVAN: Thank you. Speaker Number 20,
21 VE.

22 STUDENT VE: Hello. My name is VE. I
23 graduated from Bethune School of Excellence in 2010
24 which was the first graduating class. Since

1 Bethune became a turn-around school, I think it
2 grown -- made a lot of growth. And I actually have
3 one brother and a lot of cousins that go to
4 Bethune.

5 And all I want to say is please don't
6 close Bethune because I want my cousin and my
7 little brother to get the same education that I
8 got. Thank you.

9 MS. DONOVAN: Thank you. Speaker 21, JJ.

10 STUDENT JJ: Hello. I'm JJ. As V stated, I
11 graduated from Bethune in 2010 and I got a very
12 good education there. I have been to three grammar
13 schools, and I could say Bethune was the best
14 grammar school. It was the only grammar school
15 that I participated in extra-curricular activities,
16 like it was a really good school and I think
17 Bethune is a family. They do more for the students
18 than any other grammar school do.

19 And like I don't think that they should
20 have to go to another school because when I go to
21 school every morning, I see a whole bunch of
22 children walking to school by themselves because
23 the school is in their neighborhood, and it
24 wouldn't be right for them to have to walk all the

1 way down the street because it's not safe.

2 I believe you should keep Bethune open
3 because it's a neighborhood school and all
4 neighborhood children go there and they get a very
5 good education there. Thank you.

6 MS. DONOVAN: Thank you. Speaker Number 22,
7 Pam Olah.

8 MS. OLAH: Hello. My name is Pam Olah. I've
9 lived in the community for nine years. Nine years
10 ago, I moved here for various reasons and looked up
11 and saw so many children and opportunities to do
12 things for a community which I'm in the progress of
13 doing.

14 I understand the financial aspect of
15 closing schools and I understand that that's
16 necessary. There's also a morale issue, too. If
17 you have ever been in an organization or a company,
18 a school university, and there's less than half
19 people that should be there, it's a real drag on
20 morale. You think that no one else wants to be
21 there, why should we try.

22 But we got four facilities, maybe even
23 five -- I think it's four grade school facilities
24 in our neighborhood. I don't -- also I wanted to

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1 say, interrupt myself here, that I don't see the
2 performance noted on Bethune as I do the Gregory
3 comparison, but look at Collins High School. Its
4 attendance was way low, the high school in the
5 park, and they brought in a charter like school.
6 So you got third of the kids wearing ties and
7 really assessing their grades and the other high
8 school students at Collins. It's a real morale
9 booster.

10 My point here is that Bethune is so smack
11 in the middle of our community that to send these
12 kids so far away where some of the guardians and
13 parents walk them, that means a 14-block walk which
14 means dropping the kids off so much earlier or not
15 being able to assist their children to school.

16 And I think a better solution might be to
17 consider to bring a charter school into Bethune or
18 consolidate another grade school so that you got
19 the attendance up at Bethune where their continued
20 progress, from what I'm seeing, from my research,
21 their performance has greatly increased at Bethune.

22 So you can make the financial savings and
23 increase the morale by closing maybe a school
24 that's across the street from Roosevelt and

1 bringing it over or maybe one of the charter
2 schools would be willing to come into Bethune so
3 that -- instead of sending our kids out of the
4 neighborhood, possibly we could bring some of the
5 schools together so we can fill up Bethune so that
6 we could -- instead of looking at a closed
7 building, which is going to also be horrific for
8 morale in the community, to make use of this
9 facility, continued use of this facility in a
10 better way. Thank you.

11 MS. DONOVAN: Thank you. Speaker Number 23,
12 JS.

13 STUDENT JS: Hello. My name is JS, and I have
14 been going to Bethune for three years. And I have
15 my ups and downs, but like I do more work. But
16 Bethune is like one of the only schools that love
17 their students nonstop. But if they close our
18 school, our school down, it's just like that love
19 won't spread anymore.

20 Students -- like some people in my class
21 have been going to Bethune since pre-K, and I
22 wonder how they will feel if their school would
23 close down?

24 So I beg you, don't close our school down.

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1 MS. DONOVAN: Thank you. Speaker Number 24,
2 VH.

3 STUDENT VH: Hi. My name is VH, and I'm an
4 eighth grader at Bethune School. And I wanted to
5 say that why you all closing down our school? It's
6 a lot of kids like to go there. They love the
7 school. They have been there since they were
8 little, than going to Gregory. Most parents don't
9 have cars, don't have bus fares to put their kids
10 on the bus.

11 And like the teachers is going to miss
12 their students and stuff. I just wanted to say
13 please, please, I'm begging you all not to close
14 Bethune School for everybody in the school and me.
15 Thank you.

16 MS. DONOVAN: Thank you. Speaker Number 25,
17 Janet Burns.

18 MS. BURNS: Hi. I did want you all to know,
19 please don't close Bethune down. My daughter has
20 been there since she was 4 years old. But the
21 teachers, I love them all, and they let the
22 students know how they appreciate them. They even
23 have student of the month, let them know they
24 appreciate them. They have meetings. They give us

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1 our gift, and they give generous time for
2 ourselves. They appreciate us. I appreciate them,
3 too. I love the students and the parents and the
4 teachers at the school. They are nice people.
5 They help the kids. They take their test scores,
6 they improved. The school turned around a lot. I
7 love it. They help the kids. They show them. If
8 they get in trouble, they punish them in a nice
9 way. They try to show them how to act towards each
10 other, and everything. I love Bethune School.
11 Please don't close it down.

12 MS. DONOVAN: Thank you. Is there a
13 Speaker 26? I have Speaker 27 here.

14 UNIDENTIFIED STUDENT: I want to know why you
15 all closing down our school and what three steps do
16 people closing our school have to take to be
17 closing it? My sister still go there. She's in
18 pre-K. I can't travel far really, and I want to
19 know how -- it's a long way from our house. We
20 live on Fillmore, and Gregory is like 18, 20 blocks
21 away from our house. And then I want to know how I
22 get my little sister to school. That's it.

23 MS. DONOVAN: Speaker 27, Teresa Marks.

24 MS. MARKS: Hello. I'm a parent of JM. It

1 took me 43 years to get that baby. I had her at
2 43, and this is the second school she ever been to.
3 And my baby really enjoyed this school and she came
4 a long way with her grades and everything.

5 I think it's very unfair to the kids that
6 do them and the teachers and classmates and other
7 kids that go there to have to be moved out of their
8 comfort zone to somewhere else that they don't know
9 nobody, don't know the teachers. And all the
10 teachers know all the students and the parents.

11 So I think it's very unfair to have that
12 school to close on them like that when it's doing
13 good. And I think, give them another chance. I
14 mean, give them five more years and see what
15 happens. Let our kids graduate from there. They
16 have been going there since they have been going to
17 school. Let them graduate from their school that
18 they know, not somewhere they don't know and don't
19 know the peoples, don't know the kids. And they
20 know these teachers and these teachers do good with
21 them. Give them a chance. That's all the parents
22 want. Give them a chance. Thank you.

23 MS. DONOVAN: Thank you. We have at least
24 another hour left. We encourage those of you who

1 haven't yet spoke to sign up to speak. Those who
2 have already spoken, you're more than welcome to
3 speak again as long as you register and sign up.

4 Good news. You don't have to go back into
5 the hallway to re-register. You can see this
6 gentleman right here.

7 Melinda Lee.

8 MS. LEE: Hello. My name is Melinda Lee. I
9 graduated from Bethune in 2007. I'm currently in
10 college attending for my degree right about now.
11 I'm really lost right now because you guys are
12 talking about how many students are up in school,
13 and it's like time is invested in the violence
14 instead of closing the schools.

15 Gregory is a dangerous school. I have a
16 brother and sister that's now attending Bethune
17 right about now and are really lost. I feel like
18 Bethune should be open. From 2007 and to now, the
19 school has advanced in a lot of levels, computer
20 labs, going out for their business, what they want
21 to do with their career. I feel like Bethune
22 should be open because it would be beneficial to
23 the people in the neighborhood.

24 And Gregory, it's just not a good school.

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1 Thank you.

2 MS. DONOVAN: Thank you. Please, we welcome
3 all of you to speak, and a special thank you to the
4 students who have spoken here and the graduates.
5 It's not easy to get up in front of a crowd and
6 stand in front of a microphone and speak about a
7 something so personal and dear, and we're really
8 appreciative of your courage and confidence in
9 sharing how you feel with us, and for the people
10 who came back tonight.

11 MS. MARTIN-THOMPSON: If you want to sign up
12 and speak, you do not have to go back out in the
13 hallway.

14 MS. DONOVAN: JM.

15 STUDENT JM: I feel like you all shouldn't
16 close down Bethune because Gregory probably don't
17 have what we think or they probably don't have
18 teachers that will listen to you if you get in
19 trouble or give you time to do your work. That's
20 all I have to say.

21 MS. DONOVAN: Thank you. JS.

22 STUDENT JS: Like, okay, I came up a couple of
23 minutes ago, but now I'm like serious serious.
24 It's just like -- it's so sad to see these people's

1 school close down now because as long as they be
2 going to school here, the people who graduated, the
3 people who graduated a long time ago, and I know
4 Mary McLeod, this was her school. I know she
5 wouldn't want it to close down.

6 And it's just like they trying to close
7 down our schools, but for what, though? What? We
8 don't have enough students in our schools, but
9 those students who are in our school now, they
10 still need to learn. Kindergartners to pre-K, they
11 need to learn a lot. They need to be able to grow
12 up and say that they went to Bethune, not I was
13 growing up and Bethune closed down on me. These
14 kindergartners wouldn't want their school to give
15 up on them like that, the people in the school to
16 give up on them like that.

17 And some people who live far from Gregory,
18 it's not safe walking down those streets. Kids can
19 get like -- kids like six -- like newborn babies or
20 kindergartners, they get shot for no apparent
21 reason. It's just -- that's it.

22 MS. DONOVAN: Thank you. PB.

23 STUDENT PB: My name is P. I think Bethune
24 shouldn't close because we'd go to a different

1 neighborhood and different gangs and everything in
2 that neighborhood. And over there by Gregory, like
3 I used to live over in that area. At night, police
4 used to always ride down that way. I don't think
5 it's safe for people like us going all the way down
6 there in a bad neighborhood. There's like a lot of
7 different other gangs that's over there. The gang
8 members over there where we at, like they know us
9 and stuff, they don't do nothing to us. So that's
10 why Bethune should stay open.

11 MS. DONOVAN: Thank you. Eiyauna Mays.

12 MS. MAYS: My name is Eiyauna Mays. I went to
13 Bethune and I graduated in 2008.

14 I hear a lot of people when they get up
15 here say before they turned around it was bad. To
16 me, it wasn't bad. So I don't appreciate that.

17 But I feel like Bethune should stay open
18 because it is a neighborhood school. Like they
19 came here, they changed the named, and I feel like
20 they shouldn't have changed the name. It should
21 have stayed Mary McLeod.

22 But, anyway, Bethune back then, it was
23 great. People all know about today because I don't
24 go there. My little sister go there. I know she

1 went from Jensen to Bethune, and when she went to
2 Bethune, her grades improved. She like who she
3 around. She have fun. She come back home telling
4 us about her tutors all the time.

5 So I think Bethune should stay open. And
6 by you all saying that they not -- it's not a lot
7 of people in the building, maybe that's a good
8 thing because when other schools have so many kids,
9 a lot of kids don't get attention. A lot of kids
10 don't get taught like other kids. Everybody not on
11 the same level.

12 So maybe in a bad way you all saying that
13 this -- maybe in a bad way you all saying that it
14 is not utilized, but in a good way, some of these
15 kids come here and they get a great education by
16 being such a small school and that. That's all I
17 got to say.

18 MS. DONOVAN: DG.

19 STUDENT DG: This my fifth time coming up here.
20 I'm very supportive. I'm just really thinking
21 about we having concerns about gang violence, and
22 that's why I think the main folks should be over
23 there. Bethune's whole staff has been making us
24 feel safe and comfortable, and any time -- it's a

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1 good thing to us. And they have been providing so
2 many things.

3 Like one of the parents said, the college
4 ready program is like -- they took three days out
5 of their time when they supposed to be on their
6 vacation like us, and they took that time just to
7 teach us, give us some extra things to work on to
8 improve our scores. NWEA comes around, we study
9 for it. It's just a lot of things that we've been
10 doing and progressing.

11 I really think the main focus should be on
12 gangs. I really think my little sister should get
13 the same education that I have been getting taught
14 for the last 12 years, ever since I made the fifth
15 grade. I really think that my sister should just
16 -- not just for my sister, but all the students
17 should get the right education they deserve instead
18 of going out of their comfort zone and going to
19 another neighborhood that people don't -- they
20 don't know and get their lives tapped away in.

21 There's a lot of things on my mind that I
22 really want to say, and I just don't understand why
23 you all closing -- trying to close Bethune.

24 Bethune has come from the bottom, and now they're

1 at the top. It's just been a really good thing
2 I've been doing at Bethune, and I thank Bethune a
3 lot for giving me the education that I got, that I
4 deserve because at my old school, Hirsch, they
5 wasn't doing what Bethune is doing now. They
6 wasn't giving us -- they was giving us the right
7 education like every school should do, but they
8 wasn't giving us good things, connecting with us
9 more, making sure we come to school on time, make
10 sure we dress warm, making sure we on progress, on
11 task, and I just think you should keep Bethune
12 open.

13 MS. DONOVAN: Thank you. DG.

14 STUDENT DG: I want to know that you all going
15 to be offering transportation and everything for
16 schools that we have to go to, any school that our
17 parents would take us if they do. But I don't want
18 you all stop Bethune from being open.

19 I want to leave my concern. I think it's
20 everybody's concern. What would you all think if
21 the gang in Gregory, because I know there's a gang
22 there because it's all throughout Chicago, I want
23 to know what they think and what you all think what
24 would happen if anybody walking around? But if

1 Bethune go over there, what would you all think
2 would happen? They start fights every day, getting
3 people off the street just starting violence.

4 And what you think? I want to know what
5 you think. I be just walking around in the
6 neighborhood and they think like I'm in a gang or
7 something like that, and they'll just do anything,
8 jump me or anything. That's it.

9 MS. DONOVAN: Thank you. Harry Junrous.

10 MR. JUNROUS: Good evening, Bethune family,
11 panel. My name is Harry Junrous. I have a son in
12 eighth grade at Bethune.

13 I would like to see you keep the school
14 open. I don't know whether what I say would have
15 any bearing on that, but what I would like to say
16 to the parents, you must understand everything is
17 political. Every decision that is made that
18 affects your life is a political decision. So we
19 have to look at this thing politically.

20 The Mayor is going to want to be
21 re-elected. Maybe we'll make more progress if we
22 put him back next two years when he run for mayor.
23 Maybe we'll make progress. It's a political
24 reason. So keep that in mind. Thank you.

1 MS. DONOVAN: Just to reminder for those of you
2 who would like to speak, you may see Mr. Harris in
3 the front row here to register and join us at the
4 microphone. Teresa Marks.

5 MS. MARKS: I just want to ask one thing. I
6 just left from up here. Would it be harder for
7 Gregory to come over to Bethune than Bethune to go
8 to Gregory? I mean, is Gregory doing better than
9 Bethune? Or is it about the same? What?

10 Why can't they make some kind of
11 compromise with this? You know, they closing so
12 many schools down, why Bethune got to be and them
13 kids got to take their chance going somewhere else?
14 Why can't they send Gregory students over to
15 Bethune? Maybe they would help them out, pull
16 their grades up better like Bethune is doing with
17 our kids.

18 I don't think our kids should be taken out
19 of their comfort zone. I really don't. So is
20 there some way we can talk to the peoples that's in
21 charge of Gregory and Bethune, see which school is
22 doing the best and then, you know, go from there,
23 decide from there, you know, whichever school doing
24 the best, giving out the best students and doing

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1 grades and stuff at a better level? Then if
2 Bethune don't come up to the par, then send them to
3 Gregory. But if Bethune beating out Gregory, then
4 you send Gregory over there to Bethune. I think it
5 would work out like that.

6 MS. DONOVAN: Thank you. Mr. Harris went to
7 get more cards to register speakers. Mr. Harris
8 has returned. Please feel free to come up and give
9 him your name and speak to the crowd.

10 Mr. Williams, Ernest Williams?

11 Principal Williams.

12 PRINCIPAL WILLIAMS: Again, my name is
13 Principal Williams. I really was not going to come
14 up here and speak tonight, but at the request of
15 several students who wanted to hear from me, I'll
16 speak again tonight.

17 What our goal has been at Bethune is to
18 build a community of learners and leaders. And
19 that is what you have seen and expressed here
20 tonight. And our concern at Bethune as adults is
21 not what is going to happen to us, but really what
22 is going to happen to our kids, how is the learning
23 and the leading that they have been partaking in at
24 Bethune, how is that going to be manifested as

1 they're being moved, as you heard, about seven to
2 eight blocks. Just from Bethune, it's seven to
3 eight blocks. There's some students who live
4 further, and so they're walking further.

5 What is that going to mean for the parents
6 who walk their children to school as you've heard
7 or who walk to the school every day to volunteer?
8 What happens when children get sick? What happens
9 when those parents cannot get all the way to
10 Bethune? We have parents who are disabled,
11 grandparents who are disabled. How are they going
12 to get all the way to the other school to get their
13 kids?

14 Another issue that we would like to be
15 raised is that we tell our kids and we've told our
16 parents that this is not about their academic
17 performance. This is about the utilization of the
18 building. But when you look at everything, it
19 makes it seem like it's about academic performance.

20 So let's talk about space utilization at
21 Bethune Elementary School. If we were to have an
22 additional 400 students, our building would be
23 overcrowded. We could not house an additional 3 to
24 400 kids. That would mean we would need to take

1 away our computer labs. That would mean we would
2 need to take away our resource rooms for special
3 needs students. That would mean we need to take
4 away our RTI rooms for students who are not in
5 special ed and some who are getting special
6 resources like math plus tutoring and LLI. Will
7 those programs continue at the other school?

8 Students are being pulled in small groups
9 because we know that some of our students have some
10 academic challenges. And so we know that
11 one-on-one or one-to-three personalized instruction
12 is what's going to help them to make their academic
13 gains. Is that going to cross over?

14 So when you talk about utilization, all
15 those things that make a school function, all those
16 things that make a school a community are now gone.
17 You're talking about taking away a parent room
18 where parents come in to volunteer to give -- they
19 sort out materials for us. We receive materials
20 from the Board that have to go home. They sort
21 those out. They sort out supplies. They have
22 workshops throughout the day.

23 All of these resources would be gone if we
24 met this capacity that has been set forth.

1 I ask the commission to strongly look at
2 the school utilization of Bethune and to take a
3 visit to Bethune and see actually what is going on,
4 to see actually how the rooms are being used in
5 Bethune. Thank you.

6 MS. DONOVAN: Thank you, Principal Williams.

7 Our next speaker is Ruthie Hill.

8 MS. HILL: Hi. My name is Ruthie Hill. First
9 of all, I would like to say it's definitely an
10 emotional thing to see the kids get up here and
11 pour their hearts out of how the school means so
12 much to them and how they learn so much and the
13 little things that they're talking about, talking
14 about commutes, the things that they're concerned
15 about and the violence in the area.

16 My kids attended the school three or four
17 years ago, and that was before they were doing the
18 turn-around. So I took them out of school and
19 transferred them to a charter school which they
20 told me, okay, well, they have better education,
21 they have smaller class sizes. They have a lot of
22 different activities to offer for these students.

23 In comparison, it's like those things, of
24 course, they were offered in the beginning, but

1 yet, still, they weren't there like they should
2 have been. It took a lot of things away because
3 they were focused on math and reading. And the
4 kids didn't have a computer lab. They didn't have
5 the art programs. They took away the music
6 programs. Even though they said they had these
7 smaller class sizes, these kids still had these
8 issues.

9 Also, that school as well wasn't as
10 welcoming and open, you know, and comforting to
11 come into with a lot of parents. They shut a lot
12 of parents out.

13 So in that, I'm saying that Bethune in
14 itself, you know, when I first transferred my kids
15 back to this school -- which was recommended to me
16 saying that this school has progressed in the
17 academics as far as everything. So I transferred
18 my kids back to this school, and when I came into
19 the school, the atmosphere was much welcoming. It
20 was warm. It was -- certain programs that they
21 offered like they had computer labs. They have
22 libraries. They have certain music things and arts
23 that they present to the kids and a lot of
24 different programming. So in comparison, this

1 charter school which was supposed to be the better
2 school didn't have the offers for my kids.

3 So another thing, I just want you all to
4 be able to give Bethune a chance to like grow more
5 and the kids to be able to flourish in the things
6 that they're doing because they need those basic
7 things like art and music because that's
8 encouraging to them.

9 Just please, you know, consider what we're
10 saying and keep Bethune open. Thank you.

11 MS. DONOVAN: Thank you. We have at least
12 another 30 minutes. For those who would like to
13 speak for the first time or again, simply come up
14 to Mr. Harris in the front row.

15 Alderman Ervin.

16 ALDERMAN ERVIN: Thank you. I apologize. I
17 left one hearing coming over to another, two things
18 going on at the same time.

19 As I stated at the first meeting, this
20 consolidation of two schools from two different
21 communities is not good for the children for
22 Bethune School. I initially talked about the route
23 that the children would have to travel down
24 Arlington or Polk Street, neither of which is a

1 positive impact for some child wanting to learn.
2 We're not talking about 16-year-olds, 17-year-olds,
3 14-year-olds. We're talking about 6-, 7-, 8-,
4 9-year-old children that we're subjecting to this
5 having to leave their own community to go somewhere
6 else for a basic education.

7 The sad part of this is that if it was so
8 necessary to consolidate, there's a school that you
9 could throw a rock to from Bethune across the
10 street that would allow children to at least stay
11 in their own communities.

12 Be that as it may, sending these children
13 to Gregory into a different neighborhood around
14 people they don't know, around situations they're
15 unfamiliar with, having to travel through vacant
16 and abandoned buildings, lots, parking structures,
17 7-, 8-story buildings is not fair to the children
18 of Bethune.

19 Furthermore, what about the parents, the
20 parents that walk their children to school? They
21 may themselves have some geographic challenges,
22 can't go past a certain street all because we want
23 to get our kids educated, putting their lives at
24 risk.

1 So this is bigger than just the children.
2 We have to think about the adults that are caring
3 for the children. We have to think about the
4 childcare. We have to think about a myriad of
5 things.

6 And the real part that gets me is that
7 there's a school, if this was something that was
8 absolutely necessary, there's a school. I can
9 throw a rock from Bethune to another school,
10 elementary school that's busting at the seams, that
11 has the same or better academic performance as
12 Gregory; but, yet, we want to send children from
13 East Garfield Park all the way over to West
14 Garfield Park. That's not fair to these kids.

15 On top of that, we look at Chalmers and we
16 look at all of the schools in this immediate area.
17 Between Chalmers, King, and Bethune, there will
18 literally be no schools over here with the
19 exception of one and Jensen. And these children
20 here live much closer to Jensen than they do to
21 Gregory. It's in their community. They're
22 familiar with this.

23 But, again, be that as it may, this is the
24 wrong action for the children of Bethune, for the

1 Bethune School community. This is not the correct
2 action that will bring about a positive academic
3 impact for these kids. You talk about iPads. We
4 talk about technology. We talk about air
5 conditioning. That's like somebody that walks up
6 to me and says that, you know, I pay my child
7 support. Guess what? That's something you're
8 supposed to do. Our children should have the
9 technology. They should be able to go to classes
10 not sweltering. They should have these things
11 already, not necessarily be bought off with these
12 types of things which you should already have.

13 When one talks about you take a person
14 that's been in a desert for a long time and you
15 hand them a saltine, and they will tell you it's a
16 Ritz. It's not because they don't know the
17 difference. It's because they haven't had
18 anything.

19 And to do this to these people is
20 insulting to their intelligence. It's insulting to
21 me as an elected official in the community that I
22 represent, and I believe that CPS needs to change
23 the course of this dynamic of sending children
24 outside of their communities for basic education.

1 Nobody is talking about sending kids from East
2 Garfield to the near west side. We're sending kids
3 from East Garfield further out.

4 And that question was raised before and
5 I'll raise it again. Why are we sending our
6 children further west when we have quality schools,
7 in some cases, better schools, that are further
8 east?

9 This community here in North Lawndale is a
10 historic community. This community of East
11 Garfield Park, too, is a historical community. To
12 ship our children further west I think rips at the
13 character of the communities that have been built
14 and for the parents and for the grandparents and
15 the great-grandparents.

16 I played basketball on the court of
17 Bethune when I was a kid when my father worked as a
18 police sergeant in the 11th District. And to
19 remove the identity of an African-American female
20 who, by all accounts, was one of the first great
21 educators in this country, whom a university in
22 Daytona Beach is named after to a school that
23 doesn't have a historic African-American identity
24 for African-American children I think is not right.

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1 I think that these kids need to stay in
2 their communities. I think the CPS needs to step
3 up to the plate and do its job to provide the
4 adequate resources and materials that the children
5 need so that they can be a success and not a
6 statistic.

7 I am concerned that these kids won't go to
8 Gregory. I am concerned that the kids made decide
9 to just stop at Kedzie or Central Park or Homan and
10 just hang out. Is that what we want for our
11 babies? I know I don't want it for my children and
12 I don't think you would want it for your children;
13 all of these barriers that have been put in place
14 to keep our kids from getting what they need.

15 Only thing that this state has built and
16 helped built are penitentiaries. And we in a
17 civilized society need to be focusing more on
18 trying to nurture and help our children. This
19 policy and moving these kids outside of their
20 community does not do that. I think it hinders
21 their ability to be successful. It robs them of
22 their community identity, and it says where I live
23 is not good enough for me to make it. I don't
24 agree with that.

1 So, again, I humbly ask that you all
2 reconsider the action that has been proposed for
3 Bethune Elementary School and truly evaluate and
4 look at what is best for the children, what is best
5 for the community, and what is best in total for
6 their upbringing and their self-esteem. Thank you
7 very much.

8 MS. DONOVAN: Thank you, Alderman Ervin.

9 Anyone who would like to speak may
10 register with Ms. Harris in the front row here.
11 Bysheon Edwards.

12 MS. EDWARDS: I just had a question. I wanted
13 to know if what we are saying, the words don't make
14 it through and they decide to do what they want to
15 do, if 377 students was to enroll in Gregory,
16 wouldn't they be overcrowded? How many students
17 does they have in their building currently?
18 Wouldn't one school be overcrowded if all of our
19 students went down to Gregory?

20 Apparently, Gregory must be underutilized
21 if they are willing to welcome 377 students that's
22 already getting an education already. Wouldn't
23 that building be overcrowded?

24 I just don't understand when you have

1 Jensen who itself is a block that's not even -- a
2 whole school that is not even in the area when they
3 could accept Bethune? Why is it that the kids from
4 Bethune can go to Jensen instead of the kids all
5 the way from King was accepted to Jensen. It
6 doesn't make sense. Thank you.

7 MS. DONOVAN: Thank you. Our next speaker is
8 Ms. Hamilton.

9 MS. HAMILTON: Good afternoon, everyone. My
10 name is Ms. Hamilton. My name is Ms. Hamilton. I
11 am a teacher at Bethune. I have been teaching
12 there since the turn-around in 2009.

13 And the main purpose for me coming up
14 today, I've been resisting for a while, is for my
15 students. A lot of times our mission at Bethune is
16 to raise proactive and positive citizens. And in
17 my lessons, I teach my kids to stand up for their
18 rights.

19 And my students came up today, and I'm
20 really proud of you all because you let them know
21 that you have a voice and you're worth listening to
22 and your community is worth fighting for. And
23 that's the type of citizens that we want to raise
24 in our society today.

1 I'm not only a CPS teacher, I'm a product
2 of CPS schools, and when I -- I grew up in
3 Englewood, and when I was in Englewood, my schools
4 were not good schools. Fortunately, my parents
5 were able to provide transportation to get me to
6 better schools. But when I went to those same
7 schools that were better then, they're all failing
8 schools. But I still got a quality education. I
9 still made it out of Englewood. I still went to a
10 division one college, and I came back to a
11 community that was being -- failing for over 30
12 years to provide a great education for my students.
13 Their numbers show it.

14 I have kids that I have seen since they
15 were in third grade, now sixth graders, and I've
16 seen what they have learned, and I know where
17 they're going to be and where they're heading now.
18 And giving up on them at this moment and letting
19 them know that because they don't have the accurate
20 stanine scores or they don't meet the CPS
21 requirements and saying that's okay to close their
22 school is sending the wrong message to our kids.
23 It's letting them know that failing is (applause.)

24 And at our school, we try for a hundred

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1 percent, and failure is not an option in our
2 school. We do things to make sure that we are not
3 leaving any kid behind. And sending this message
4 saying your school is not successful, go someplace
5 else is not -- that's not the message that Bethune
6 is providing them. That's not the message that I
7 provided to them the minute I decided to join that
8 team because I didn't want to go into a Level 1
9 school. I had options. I wanted to go somewhere
10 where I knew I could make a difference and teach
11 kids who have been left behind for as many years as
12 I have been in existence.

13 MS. DONOVAN: Thank you. JB.

14 STUDENT JB: At Bethune we might not have a lot
15 of students, but we have enough confidence in
16 ourselves to be the school that we are because, at
17 Bethune, a family that plays together stays
18 together, and that's what keeps us a family as one
19 and one that doesn't separate apart. It stays
20 together like glue. Two peas in a pod don't mix
21 without like courage and love, and that's what they
22 do at Bethune. They encourage you to take one more
23 step on and that's what keeps me going.

24 MS. DONOVAN: Thank you. We have approximately

1 20 minutes. Anyone who would like to speak for the
2 first time or again may see Mr. Harris in the first
3 row to register.

4 Ms. Petty.

5 MS. PETTY: I came up on Monday to deliver
6 facts and things to you all. I didn't have a big
7 crowd like this. I am Ms. Petty, the middle school
8 math teacher at Bethune School of Excellence.

9 As I sat back and I listened to my current
10 students, my previous students, it just hurts my
11 heart because these babies are up here begging for
12 their education. They're begging for something
13 positive. With all the negativity that's going on
14 in the world today, their main focus is to stay in
15 school and to do well no matter what's going on
16 around them. They want to come to a place that's
17 considered safe.

18 As I told you all on Monday, that's what
19 we do. We make that place safe for them. We give
20 up all of our extra time for them. We come to
21 school early and stay late, not for us because
22 sometimes when I walk through the door at 7 o'clock
23 in the morning, I got two to three students right
24 behind me trying to come in as well. They need

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1 somewhere to go, not just for education, but
2 someone to help teach them life skills as well as
3 the parents. We provide services for the parents
4 as well because we don't care just for the kids,
5 just for the parents, we care for this community.

6 And that's what we said before. We expect
7 nothing less than excellence at that school. And
8 as I told my babies, I'm praying that Bethune will
9 stay open. I'm constantly praying that Bethune
10 will stay open. And as before, we all said that
11 when we first came into Bethune and turned the
12 school around, our model was to set Chicago on
13 fire, and that's what we've done.

14 Yes, last year, we may have went back a
15 little, but what school have not. I don't think
16 that's the reason to close us because it has
17 nothing to do with utilization. And just like one
18 of the parents stated, the school that our kids are
19 going to got the same number of students that we
20 have as well. So tell me a better reason why our
21 kids should have to travel all the way over there
22 away from their home?

23 MS. DONOVAN: Thank you, Ms. Petty.

24 Mr. DG.

1 STUDENT DG: I want you all to know that I have
2 been at Bethune since it turned around and it's
3 been great for us and we've been growing and
4 growing and developing.

5 One of the things is we all a family, and
6 I want you all to know, how do you all think the
7 teachers are going to feel? How you think the
8 teacher is going to feel -- I mean, I want to know
9 where our teachers will be going. I want to know
10 -- I want to know how the teachers are going to
11 feel waking up in the morning and seeing the
12 students that they aren't seeing -- that they want
13 to see, want to look at them and get them back on
14 track instead of just leaving, instead of just
15 leaving our community where we grew up at and where
16 we know a lot of people, where other people --
17 other people. That's it.

18 MS. DONOVAN: Thank you. Stanley Carothers.

19 MR. CAROTHERS: Good afternoon. Again, it is
20 good -- first of all, let me address my Bethune
21 family. It is good to see every last one of you
22 out here this afternoon. Thank you for coming out
23 to show CPS that we care about our school, number
24 one. We really do.

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1 My name is Stanley Carothers. I was the
2 original dean at Bethune School in 2009. I am now
3 the operations director at Bethune School. In
4 2009, again, we came around. I can't stand here
5 and actually say save our school because you did
6 that already. So I can stand here and ask you to
7 give our students something that works. Because
8 what's on paper, it doesn't work.

9 You want our students to walk seven
10 blocks. And you have heard the facts. The
11 principal came up. You heard our facts. We have
12 air conditioning in every classroom. We got a lap
13 top card. We got a second lab. We got a band. We
14 got everything that the school that you're sending
15 us to have.

16 So I need to know why you're sending them
17 there in the first place because it's not clear.
18 That's number one. It's not clear. You can't give
19 me those answers, I know that. But you tell
20 Barbara Byrd-Bennett, as a CPS employee, we deserve
21 to know.

22 Also, again, Ervin, he was hitting it in
23 the ballpark. He's there. If you have to move us
24 again, the adults, we're going to be okay. We went

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1 to college. We have degrees. We're going to be
2 okay. Our focus is not going on us. I'm not going
3 to stand here and say save our school because of
4 me. I say it because I see 377 kids coming out to
5 our front door every morning and they need
6 somewhere to go. Seven blocks away, that's not it.

7 Kellman School you can throw rocks at. If
8 you must do a change on school reform, give our
9 kids a better option. To send them seven blocks --
10 we won't walk seven blocks as adults. So to ask a
11 3-, 4-, 5-year-old to walk seven blocks, that's
12 impossible.

13 So, again, communicate is what we do. We
14 are a family. We care about our school. And if
15 I'm not at Bethune and this decision goes on, I'm
16 going to still follow my kids, but I need to know
17 while you transition me somewhere, while they're
18 transitioning they're going to be safe.

19 And seven blocks down the street -- we
20 have the sergeants come by Bethune and say, this is
21 how a school should look. Sergeant Parks was just
22 there two days ago saying, wow, this is how a
23 school should look. We don't call 911. We don't
24 need 911. We need you to give us answers.

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1 Again, thank you. Thanks to my family for
2 coming out, but ask CPS to put something on paper
3 that works because this is not going to work.

4 MS. DONOVAN: Thank you, Mr. Carothers.
5 Brenda Sturdivant.

6 MS. STURDIVANT: Once again, my name is
7 Brenda Sturdivant. I do want to say, walking from
8 Bethune to Gregory is far. I'm grown. I'm scared
9 to walk there myself. And that's knowing my kids
10 walking down there, you got abandoned buildings
11 where the old Sears used to be at. I'm not taking
12 my kids nowhere else. You tell Emanuel and Barbara
13 to leave Bethune alone. Keep it open.

14 MS. DONOVAN: Thank you.
15 Ms. Felicia Hilson.

16 MS. HILSON: Once again, my name is
17 Felicia Hilson. As we showed you all, we showed
18 you the old and we came with the new.

19 As I said and I explained earlier, about
20 the halfway houses and the guys hanging out the
21 windows, pedophiles. As I explained to you all the
22 things that they have at Bethune.

23 My daughter also has a tutor at Bethune.
24 She's not only a tutor, she's a mentor. She's a

1 teacher that sent home notes that only -- not only
2 inspires her, it inspires me. It improves her
3 self-esteem.

4 Another thing, speaking of historic, that
5 is a historic school. That name is a building that
6 lives on and on. So you telling me you're going to
7 tear down something -- and I'm just asking you
8 again to keep Bethune open.

9 MS. DONOVAN: Thank you. Next speaker,
10 Bysheeon Edwards.

11 MS. EDWARDS: Hello. As I sit down and I
12 realized and I sit back and I think, it's not about
13 the school. It's about the community. It's about
14 where we at. They are not just only going to take
15 the school from us. What's next? They want the
16 community. I know us a nice area on Arlington
17 Street at night, when you drive past there, it look
18 beautiful right there.

19 It's not just about the school, because if
20 the kids are learning, you shouldn't care how many
21 students in the building as long as they're getting
22 an education. It's not about the school. At the
23 end of the day, it's more than that because if it
24 was about underenrollment, why you can't send other

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1 kids to Bethune? It's more enrolled. The doors
2 are open. We are welcoming. But our kids are not
3 welcomed down at Gregory. Thank you.

4 MS. DONOVAN: We have about eight more minutes.

5 I would like to encourage anyone who would
6 like to speak to come on down and see Mr. Harris to
7 register. Our next speaker is JS.

8 STUDENT JS: I already told you my name, but
9 for those of who weren't listening, my name is JS.

10 I'm telling you right now, our school
11 should not be closed down because all of them in
12 the back, they are participants and teachers. We
13 got the principal here. We got the vice principal.
14 And they -- as they look at Bethune, they see a
15 role model for all schools.

16 If they close our school down, it's just
17 like where are they going to go? Where are they
18 going to go? Gregory is a bad school. And that's
19 why I don't want to go there. But some of these
20 kids might want to go there, but it's just like
21 it's a bad school for me. So please don't close
22 our school down.

23 MS. MARTIN-THOMPSON: Our next speaker is DG.

24 STUDENT DG: This is a question for

1 Rahm Emanuel. Come to our school. See how good we
2 is. See what we progressing in and see how good
3 Bethune is running. See the good things that come
4 back from Bethune. And now you try to close our
5 school.

6 I want to know how -- what type of person
7 is that to see how this school is progressing and
8 now all this time you probably been around the bus
9 doing something else and thinking about, oh, I have
10 kids in the school, just close Bethune down. It
11 just don't make sense to me how you close a school
12 that is doing good and having good things -- having
13 good people come in. Spark came here. There's a
14 lot of things going on at Bethune that we just
15 don't want it shut down now.

16 I just want to know, why, Rahm Emanuel,
17 why? Why is you taking down our schools like this?
18 Because to them, Bethune is a home for me, and I
19 have been at that school for four years, and I have
20 been seeing a lot of good things happen with
21 Bethune.

22 And I just want to know why is you closing
23 down this good school that's been doing things to
24 help us, help kids? You had an education before.

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1 Why won't you let the other kids get their
2 education in their own community school that they
3 have? Thank you.

4 MS. MARTIN-THOMPSON: We have time for one more
5 speaker. We have time for one more speaker. Our
6 next speaker is Teresa Marks.

7 MS. MARKS: As I sit here and I listen to all
8 the students and the teachers and I just looked at
9 that chair and said, do not use. Well, these
10 teachers at Bethune, they letting our kids use
11 them, and we, as parents, appreciate.

12 I love them teachers to death. My baby
13 was having a problem at school, and the principal
14 and the vice principal, even some of the classmates
15 took time to listen to what was going on with my
16 child and came and talked to me and let me know
17 every step of the way they weren't going to
18 tolerate that, and they didn't. Bethune did not
19 take no nonsense. You either go in there to get
20 something or you leave there. It's as simple as
21 that. And it's a wonderful.

22 Like the teacher said, the kids can come
23 there at 7 o'clock in the morning and the doors is
24 open to them. They would be there till 5:30,

1 6 o'clock in the evening. And when them kids come
2 up out of there, the crossing guards, whoever they
3 be, they be right there on them, on them streets.
4 They make sure them kids get across. They got to
5 come up. They make sure them kids get home. And
6 if a child is not at home, the teachers would not
7 only come out and help you look for that child,
8 they'll find out where she at or where he at.

9 And I think, you know, let our school be.
10 They are not in slavery no more. We got a right
11 for good education for our kids. Some of the
12 parents and grandparents didn't get it, but Bethune
13 is giving it to our kids. Let them give it because
14 a lot of teachers don't care, and Bethune care.



15 I didn't have people that cared when I was
16 going to school, but my baby got a chance and she's
17 loving it. And they make me feel good to see that
18 they care about my child and love to stand there
19 and listen to a teacher when I didn't get that. I
20 didn't get no support from school or nothing. But
21 my baby getting it and all the kids that go to
22 Bethune get it. You can go and talk to a teacher,
23 the principal, even the cafeteria lady. You can
24 even talk to her; the janitors.

1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF W I L L)
4

5 ANNA M. MORALES, as an Officer of the
6 Court, says that she is a shorthand reporter doing
7 business in the State of Illinois; 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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Illinois Certified Shorthand Reporter

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Community Meeting for the Proposal to Close Bethune Elementary School

April 11, 2012: 5:00 to 7:00 p.m.

Location: Manley High School, 2935 W Polk St.

CPS Staff in Attendance

Tracey Martin Thompson - Chief of Strategic School Supports

Stephaney Donovan – Chief of Staff, Office of Strategic School Supports

Herald Johnson, Deputy Chief of Schools – Garfield-Humboldt Elementary Network

CPS Presentation

Ms. Martin-Thompson summarized the overall process of the meeting and advised that this was the second of three meetings regarding the school action. She summarized the proposal. The audience was provided an overview of the handouts.

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Bethune Elementary, in accordance with 105 ILCS 5/34-230. There were about 83 community members in the audience and 50 speakers, although several parents and students spoke more than once. The speakers' comments focused on a variety of topics including the following:

- Concerns over safety and the distance required to walk to Gregory
- Highlights of the progress that the school has made since 2009 after the turnaround
- The historical importance of the school and what it represents to the community
- Safe haven that the school provides for students and the community
- Concern that programs at the school will be discontinued including SPARK, Don't Drink and Drive Program, and Homework Help
- Addition of computer labs has been very beneficial to students
- Claim that school has gone through transformation over the past few years
- Parents and community involvement has drastically increased in the past few years
- Questioned what would happen to the Bethune building after the school is closed
- Concern that younger kids will have to walk longer blocks
- Many parents do not have cars and are therefore unable to take their students to school
- The historic nature of the community is being threatened by removing the memory of Mary Jane McLeod Bethune

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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

**Proposed Closure of Mary McLeod Bethune Elementary School
Statement of Benjamin Felton, Portfolio Planner**

April 25, 2013

Good evening, your Honor. My name is Benjamin Felton. I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since July 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as a teacher at CPS. I then joined the Tennessee Department of Education, where I focused on teacher and principal recruitment and contributed to the development of the department's five-year strategic plan. I have a Bachelor of Science from Vanderbilt University.

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

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.

Bethune is currently located at 3030 West Arthington Street. Bethune is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 377 students in pre-kindergarten and kindergarten through eighth grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab 14.

The enrollment efficiency range is plus or minus 20% 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 35 total classrooms within the Bethune facility. Approximately 76-77% of this number is 26, the number of allotted homerooms. Twenty-six multiplied by 30 yields the ideal enrollment of the facility, which is 780. As such, the enrollment efficiency range of the Bethune facility is between 624-936 students.

As I stated, the enrollment of Bethune, as of the 20th day of attendance for the 2012-2013 school year, is 377. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Bethune be welcomed at John Milton Gregory Elementary School, or Gregory. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Gregory's enrollment efficiency range as defined by the CPS Space Utilization Standards.

Gregory has 40 total classrooms. Approximately 76-77% of this number is 30, the number of allotted homerooms. Thirty multiplied by 30 yields the ideal enrollment of the facility, which is 900. As such, the enrollment efficiency range of the Gregory facility is between 720-1080 students. Gregory currently has 330 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 Bethune and Gregory, green-hashed lines showing the enrollment efficiency range of the Gregory facility, and a circle representing the combined projected enrollment for 2013-2014. Bethune's current enrollment of 377 students and Gregory's current enrollment of 330 students combines to a total of 707 students, which is below the efficiency range of the Gregory facility. Further, the projected enrollment of Bethune for the 2013-2014 school year is 402 and the projected enrollment for Gregory for next year is 316, for a total of 718, which is also below the enrollment efficiency range of the Gregory facility. Thus, there is enough space within the Gregory facility for students from both Bethune and Gregory.

CPS will provide transportation in the form of shuttle buses for all returning students who are reassigned to Gregory. The shuttle bus will provide transportation to and from the Bethune School and Gregory School locations until all current Bethune students graduate from the welcoming school.

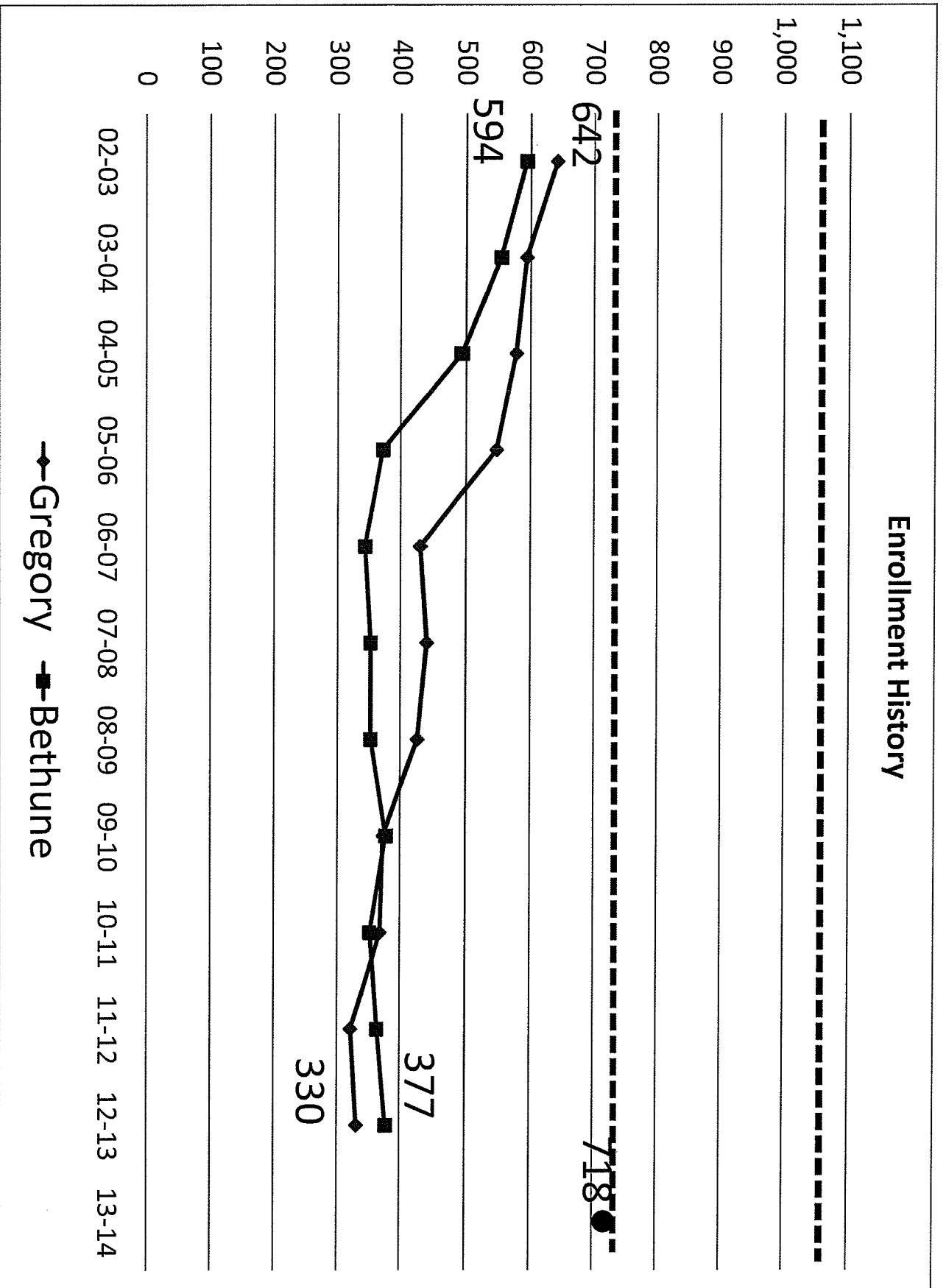
If Bethune is closed, the CEO is also proposing that Bethune's attendance area be reassigned to Gregory, located at 3715 West Polk Street and Jensen Elementary Scholastic Academy, located at 3030 West Harrison Street at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight

at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacities of these schools, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Wanda Washington, who will discuss the performance of Gregory and highlight the proposed transition efforts.

Thank you, your Honor. This concludes my statement.

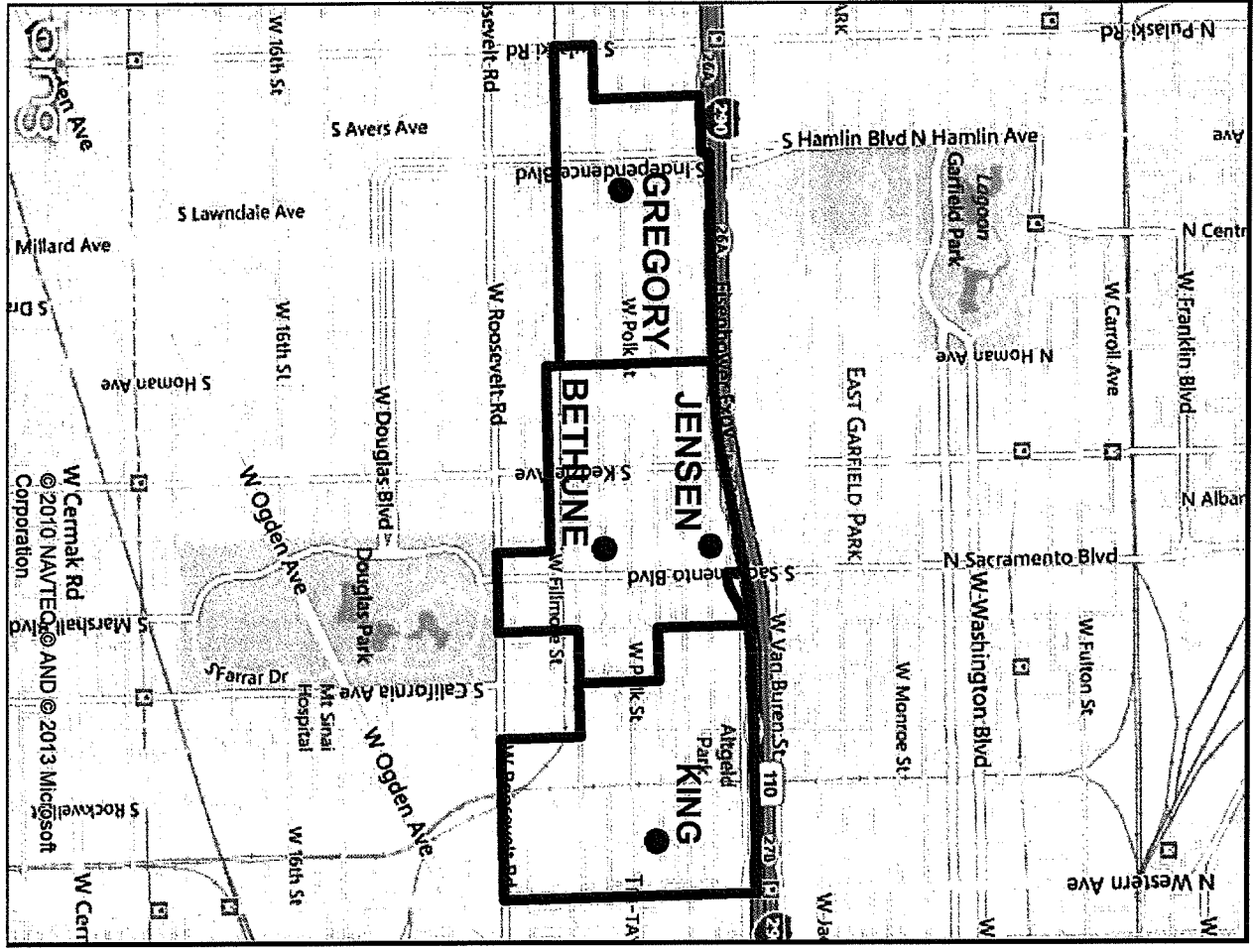
Enrollment History



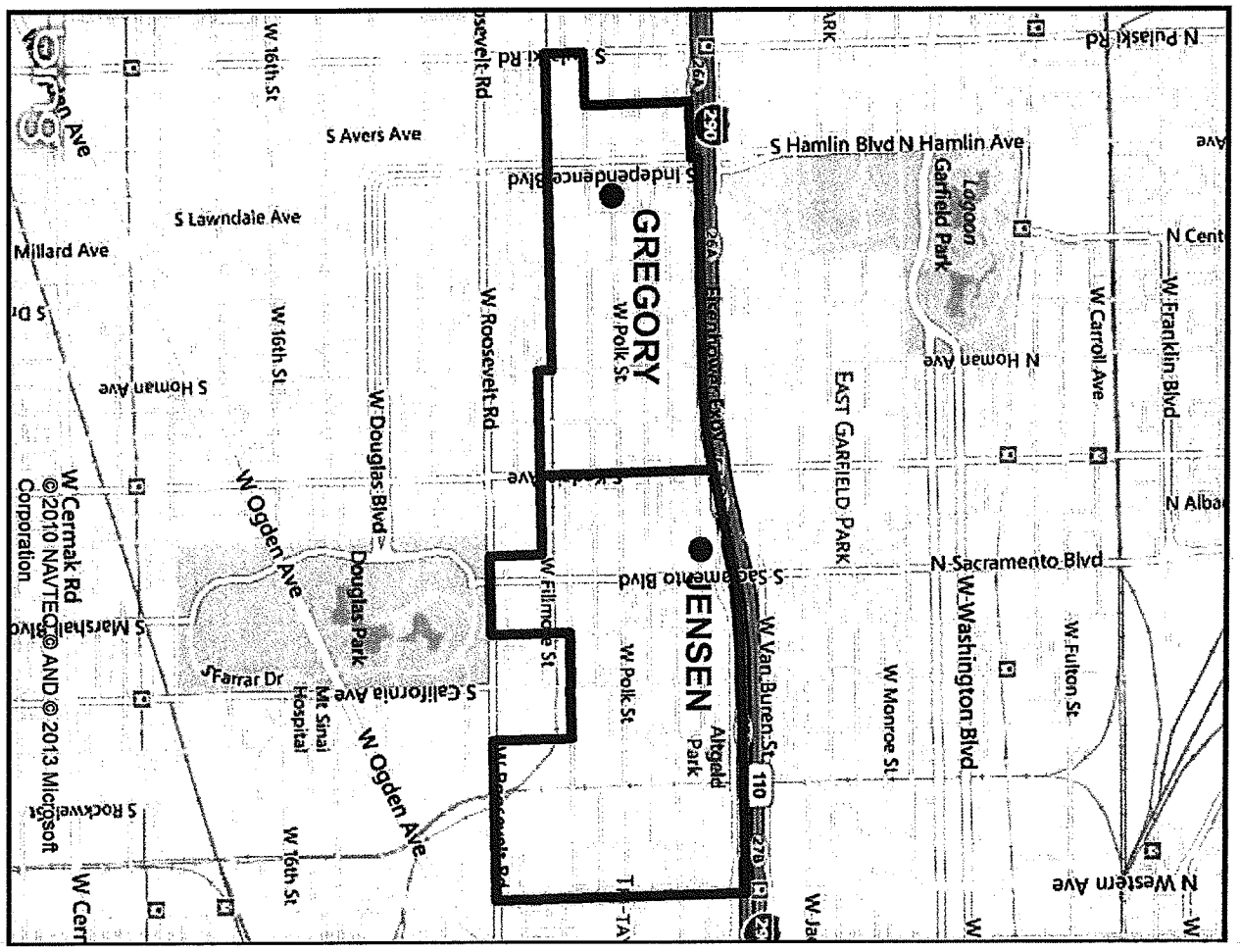
23

Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



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CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Mary McLeod Bethune Elementary School

Statement of Wanda Washington, Chief of Schools for the Garfield-Humboldt Elementary Network

April 25, 2013

Good evening, your Honor. My name is Wanda Washington. I am the Chief of Schools for the Chicago Public Schools, Garfield-Humboldt Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Gregory is within the Garfield-Humboldt Elementary Network and I am responsible for the support and oversight of Gregory on behalf of the CEO. I have been the Chief of Gregory since September 27, 2012.

By way of background, 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 bachelor's in mass communications from Illinois State University and a master's in educational leadership from Concordia University.

As you have already heard, Bethune fits the criteria of the Chief Executive Officer's Guidelines for School Actions because it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Bethune students will be welcomed by Gregory, located at 3715 West Polk Street. The facility at 3715 West Polk Street has enough space to welcome the Bethune students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Bethune students are welcomed by the Gregory administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Bethune received a Level 3 rating based on its performance during the 2011-2012 school year, while Gregory 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 25. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports, as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at Bethune during the remainder of this school year and at Gregory 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 1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Gregory administration and the community to designate specific intersections for safe passage supports.

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

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Bethune maintain academic rigor for the remainder of the school year and ensure a smooth transition to Gregory. PTCs are former principals, or other administrators with significant experience, who will be a resource for the administration and ensure continuity of support for faculty and students.
- Second, the Gregory administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.

- Third, I will set aside dedicated time to hold office hours on May 1, 8, and 15 between 1:00 p.m. and 3:00 p.m., at 2908 West Washington Boulevard to welcome families and students affected by this action to discuss concerns and educational options.
- Fourth, principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used for middle school teachers to attend the Network's High School Readiness Conference, or to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

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

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Gregory 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 Bethune 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. As my colleague Ben Felton mentioned, shuttle bus transportation to and from the Bethune and Gregory locations will be provided for all returning Bethune students attending Gregory until they graduate. These additional supports are described in more detail in the draft transition plan, located in your binder at tab 1.

In conclusion, Bethune is underutilized, the combined enrollment of Bethune and Gregory students at the 3715 West Polk Street facility will not exceed the facility's enrollment efficiency range, and Gregory is a higher performing school. The CEO

believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

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

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Performance Policy



2012 Elementary School Performance Policy Report

Mary McLeod Bethune Elementary School

School ID: 610365

Network: AUSL Schools

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					42.2% (0 points)	+0.1 (1 point)	1 of 6
ISAT Math Meets/Exceeds %					64.7% (1 point)	+11.1 (3 points)	4 of 6
ISAT Science Meets/Exceeds %					33.4% (0 points)	+2.4 (1 point)	1 of 6
ISAT Composite Exceeds %	1.9%	3.0%	4.7%	5.0%	4.9% (0 points)	+1.8 (1 point)	1 of 6
8th Grade ISAT Composite Exceeds %	1.5%	2.9%	1.6%	7.1%	4.4% (0 points)	+5.1 (2 points)	2 of 6
Adjusted Attendance Rate					94.4% (2 points)	+2.7 (3 points)	5 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-2.1	2nd	0 of 3
Value-Added Math	-0.8	19th	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating	15 of 42 (35.7%)	17 of 42 (40.5%)	15 of 42 (35.7%)
Performance Policy Points Earned	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	48.4% (2012)	52.7% (2011)	42.4% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend



Definitions

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

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	80.0% or more	3 points	6.0 or more	3 points
	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
ISAT Science Meets/Exceeds % (Ceiling = 90%)	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
	Less than 50.0%	0 points	Less than 0.1	0 points
ISAT Composite Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
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
Attendance Rate (Ceiling = 95%)	25.0% or more	3 points	6.0 or more	3 points
	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
Value-Added Reading	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
	Less than -1.0	0 points		
Value-Added Mathematics	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

***Notes on Probation:**
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Performance Policy



2012 Elementary School Performance Policy Report

John Milton Gregory Elementary School

School ID: 609954

Network: Garfield-Humboldt Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %					76.0% (2 points)	+4.9 (2 points)	4 of 6
ISAT Math Meets/Exceeds %					85.9% (3 points)	+12.9 (3 points)	6 of 6
ISAT Science Meets/Exceeds %					88.4% (3 points)	+14.1 (3 points)	6 of 6
ISAT Composite Exceeds %	 12.0%	 16.3%			28.6% (3 points)	+15.0 (3 points)	6 of 6
8th Grade ISAT Composite Exceeds %	 3.2%	 10.6%	 10.4%	 9.6%	10.0% (1 point)	+1.5 (1 point)	2 of 6
Adjusted Attendance Rate					95.3% (3 points)	+0.9 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.1	46th	1 of 3
Value-Added Math	+1.2	88th	3 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating	34 of 42 (81%)	35 of 42 (83.3%)	32 of 42 (76.2%)
Performance Policy Points Earned	Level 1	Level 1	Level 1
Performance Rating	83.1% (2012)	80.7% (2011)	71.6% (2010)
ISAT Composite Meets/Exceeds %	83.1% (2012)	80.7% (2011)	71.6% (2010)
Probation Status	Not on Probation	Not on Probation	Not on Probation

2012 Elementary School Performance Policy Legend

Definitions

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

Scoring

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

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

***Notes on Probation:**
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.