

**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF
KATE S. BUCKINGHAM SPECIAL EDUCATION CENTER**

**TUESDAY, APRIL 23, 2013
COMMENCING AT 5:30 P.M.**

**HON. CHERYL STARKS
HEARING OFFICER**

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2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Kate S. Buckingham Special Education Center and Moses Montefiore Special Elementary School dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Kate S. Buckingham Special Education Center
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 Kate S. Buckingham Special Education Center and Moses Montefiore Special 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 about April 11, 2013 and April 17, 2013
6. Public Notice of Hearing and Community Meeting by Newspaper Publication in the Chicago Sun-Times on or about Monday, April 1, 2013

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8. 105 ILCS 5/34-200 ("Definitions"), effective July 13, 2012
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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
Kate S. Buckingham Special Education Center
9207 S. Phillips Ave.

Parent or Guardian of a Student at
Moses Montefiore Special Elementary School
1310 S. Ashland Ave.

Re: Proposed Closure of Kate S. Buckingham Special Education Center

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 Kate S. Buckingham Special Education Center (Buckingham). I am also recommending that Moses Montefiore Special Elementary School (Montefiore) serve as the dedicated welcoming school for students at Buckingham 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 Buckingham, located at 9207 S. Phillips Ave., at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Buckingham had 35 students enrolled on the 20th day of attendance, but has the capacity to serve 65 students. Buckingham students will be welcomed by Montefiore, located at 1310 S. Ashland Ave. While the closure of Buckingham is not related to performance, it is important to note that Montefiore 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. Your child's IEP calls for a separate special education school. The OSES will work with you to ensure you are also aware of nonpublic options.

Public Comment on this Proposal

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

Community Meeting 1

Saturday, April 06, 2013
12:30pm-2:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 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 Buckingham.

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 stylized "H" at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN

For the Proposed Closure of Kate S. Buckingham Special Education Center

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 Kate S. Buckingham Special Education Center (Buckingham). This decision is based on the underutilization of Buckingham, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Moses Montefiore Special Elementary School (Montefiore), 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

Buckingham is a city-wide special elementary school located at 9207 S. Phillips Ave., in the Skyway Elementary Network of CPS. Buckingham currently serves 35 students in K-8th grades. CPS is proposing to close Buckingham based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Buckingham students will be welcomed at Montefiore, located at 1310 S. Ashland Ave. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Buckingham and Montefiore, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

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 Buckingham. 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
- 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 Buckingham, and ensuring a successful transition to Montefiore 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, Buckingham students will be welcomed at Montefiore, which is a higher performing school. To ensure Buckingham students receive high-quality academic instruction throughout the transition, Buckingham and Montefiore 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 Buckingham maintain academic rigor in the classroom and ensure a smooth transition to Montefiore. The PTC will follow students to Montefiore 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 Montefiore 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, Buckingham and Montefiore 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. Montefiore 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 Buckingham 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 Buckingham will continue to be provided instructional support in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Montefiore, 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 Montefiore 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 Montefiore, provide observations of classrooms when school has resumed, and train Montefiore staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Montefiore, targeting training based on the unique population of the students in the school.
- Montefiore is minimally 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 Buckingham STLS students may choose to attend Montefiore or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Buckingham 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 Montefiore staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Montefiore 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 Montefiore 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 Diverse Learners Support and Services will be working with families to identify the location of the student’s school and the family should expect a placement letter.

Transportation

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

V. Information Regarding Choice of Schools

For students whose IEPs require that they receive supports and services in a separate building, there are nonpublic options that are able to implement the IEPs. OSES will work with families to outline these options.

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

Saturday, April 06, 2013
12:30pm-2:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 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, PSAT composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or
- (3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
- (4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAT composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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



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

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
Kate S. Buckingham Special Education Center
9207 S. Phillips Ave.

Administrators, Faculty, Staff, and LSC Members
Moses Montefiore Special Elementary School
1310 S. Ashland Ave.

Re: Board of Education Proposed Closure of Kate S. Buckingham Special Education Center

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 Kate S. Buckingham Special Education

Center (Buckingham). 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 Buckingham, located at 9207 S. Phillips Ave., at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Buckingham had 35 students enrolled on the 20th day of attendance, but has the capacity to serve 65 students. Buckingham students will be welcomed by Montefiore, located at 1310 S. Ashland Ave. While the closure of Buckingham is not related to performance, it is important to note that Montefiore 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.

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 Buckingham 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

Saturday, April 06, 2013
12:30pm-2:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 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 Buckingham.

Further Questions and Concerns:

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

Sincerely,

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

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN

For the Proposed Closure of Kate S. Buckingham Special Education Center

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 Kate S. Buckingham Special Education Center (Buckingham). This decision is based on the underutilization of Buckingham, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Moses Montefiore Special Elementary School (Montefiore), 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

Buckingham is a city-wide special elementary school located at 9207 S. Phillips Ave., in the Skyway Elementary Network of CPS. Buckingham currently serves 35 students in K-8th grades. CPS is proposing to close Buckingham based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Buckingham students will be welcomed at Montefiore, located at 1310 S. Ashland Ave. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Buckingham and Montefiore, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

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 Buckingham. 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
- 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 Buckingham, and ensuring a successful transition to Montefiore 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, Buckingham students will be welcomed at Montefiore, which is a higher performing school. To ensure Buckingham students receive high-quality academic instruction throughout the transition, Buckingham and Montefiore 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 Buckingham maintain academic rigor in the classroom and ensure a smooth transition to Montefiore. The PTC will follow students to Montefiore 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 Montefiore 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, Buckingham and Montefiore 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. Montefiore 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 Buckingham 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 Buckingham will continue to be provided instructional support in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Montefiore, 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 Montefiore 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 Montefiore, provide observations of classrooms when school has resumed, and train Montefiore staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Montefiore, targeting training based on the unique population of the students in the school.
- Montefiore is minimally 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 Buckingham STLS students may choose to attend Montefiore or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Buckingham 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 Montefiore staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Montefiore 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 Montefiore 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 Diverse Learners Support and Services will be working with families to identify the location of the student's school and the family should expect a placement letter.

Transportation

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

V. Information Regarding Choice of Schools

For students whose IEPs require that they receive supports and services in a separate building, there are nonpublic options that are able to implement the IEPs. OSES will work with families to outline these options.

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

Saturday, April 06, 2013
12:30pm-2:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 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, PSAT composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or
- (3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
- (4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAT composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

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

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

- y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
 - z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy
 - aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School
 - bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center
 - cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School
 - dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
 - ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy
 - ff. Ignance Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignance Paderewski Elementary Learning Academy
 - gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School
 - hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
 - ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute
 - jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School
 - kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School
 - 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 Academies, Kwame Nkrumah Charter Academy, The Montessori School of Englewood, and Chicago Talent Development Charter High School were mailed to the charter school address on or about March 21, 2013 in connection with the following proposals:
- a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
 - b. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
 - c. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
 - d. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
 - e. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
13. On information and belief, letters addressed to the board members for Noble Street Charter Schools and KIPP Chicago College Prep Public Schools were sent via electronic mail to the Noble Street Charter School board president and KIPP Chicago College Prep Public Schools board president on or about March 21, 2013 in connection with the following proposals:
- a. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
 - b. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
 - c. Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School

VERIFICATION BY CERTIFICATION

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


JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

- A. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.
- B. I am currently employed as the Chief of Staff for Public and Community Affairs at the Chicago Board of Education.
- C. In connection with the proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, I sent notices to each school's State Senator, State Representative, and Chicago City Council Alderman. The notices were sent via electronic mail and included attached Notice Letters, dated March 21, 2013, and Draft Transition Plan.
- D. The following electronic mail messages were sent on March 21, 2013:
 - 1. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
 - 2. In connection with the proposal to phase-out and close Crispus Attucks Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dumkin 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 Natashia 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 Natashia L. Holmes of the 7th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
9. In connection with the proposal to close John Calhoun North Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
10. In connection with the proposal to close Miriam G. Canter Middle School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25th District of the Illinois Legislature, Alderman William D. Burns of the 4th Ward of the Chicago City Council, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.
11. In connection with the proposal to co-locate Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.
12. In connection with the proposal to co-locate a new Noble Street Charter School campus with George H. Corliss High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
13. In connection with the proposal to close Edward C. Delano Elementary School and relocate Genevieve Melody Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
14. In connection with the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School, I sent notice to the following elected officials: Senator Iris Y. Martinez of the 20th District of the Illinois Legislature, Representative Deborah Mell of the 40th District of the Illinois Legislature, Alderman Timothy M. Cullerton of the 38th Ward of the Chicago City Council, and Alderman Margaret Laurino of the 39th Ward of the Chicago City Council.
15. In connection with the proposal to co-locate Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, I sent notice to the following elected officials: Senator Patricia Van Pelt of

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

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

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

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

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

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

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

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

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

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

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

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

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

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

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

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

VERIFICATION BY CERTIFICATION

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


JASON VAN PATTEN

Ad Number: 525660-01
 Client Name: EXTRA SPACE STORAGE #0730
 Insertion Number:
 Advertiser:
 Section/Page/Zone: Classified/042/
 Size: 2x56.00
 Description: COOK COUNTY
 Color Type: B&W

Public Hearings
 Belmont-Cragin Elementary School at 2456 N. Mango Ave. with Northwest Middle School in a shared facility located at 5252 W. Palmer St. Should this action be approved, Belmont-Cragin Elementary School and Northwest Middle School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Thursday, April 11, 2013 from 5:00pm-7:00pm at Prosser High School, located at 2148 North Long Ave. A public hearing will be held on Saturday, April 20, 2013 from 11:30am-1:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534063

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON 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
 NOTICE IS HEREBY GIVEN that, two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Richard T. Crane Medical Preparatory High School, located at 3815 N. Kedzie Ave. with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School located at 2245 W. Jackson Blvd. Should this action be approved, the three schools will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 3:00pm-5:00pm and Saturday, April 13, 2013 from 3:00pm-5:00pm at Whitney M. Young Magnet High School, located at 211 S. Laflin St. A public hearing will be held on Saturday, April 20, 2013 from 2:00pm-4:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public

Public Hearings
 comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534067

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF LEIF ERICSON ELEMENTARY SCHOLASTIC ACADEMY
 NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Leif Ericson Elementary Scholastic Academy, located at 3600 W. 5th Ave. Should the Board of Education approve this proposal, returning Ericson students will be welcomed at Charles Sumner Math & Science Academy Elementary School (Summer), located at 4320 W. 5th Ave. Community meetings will be held on Saturday, April 6, 2013 from 12:30pm-2:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at Manley High School, located at 2935 West Polk. A public hearing will be held on Tuesday, April 23, 2013, from 8:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534047

Public Hearings
CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF GARFIELD PARK PREPARATORY ACADEMY ELEMENTARY SCHOOL
 NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Garfield Park Preparatory Academy Elementary School. Should this action be approved, all returning Garfield students will be welcomed at Michael Faraday Elementary School, located at 3250 S. Monroe. Community meetings will be held on Saturday, April 6, 2013 from 12:30pm-2:30pm and Thursday, April 11, 2013 from 7:30pm-9:30pm at Whitney M. Young Magnet High School, located at 211 S. Laflin St. A public hearing will be held on Friday, April 26, 2013 from 8:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534050

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF WILLIAM H. KING ELEMENTARY SCHOOL
 NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of William H. King Elementary School, located at 740 S. Campbell Ave. Should this action be approved, all returning King students will be welcomed at Jensen Elementary Scholastic Academy (Jensen), located at 3030 W. Harrison St. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Thursday, April 11, 2013 from 7:30pm-9:30pm at Whitney M. Young Magnet High School, located at 211 S. Laflin St. A public hearing will be held on Friday, April 26, 2013, from 5:30pm-7:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534053

Public Hearings
 scheduled to receive public comment on the proposed co-location of Kipp Middle School Campus with the Hope College Preparatory High School in a shared facility located at 5515 S. Lowe Ave. Should the Board of Education approve this proposal, Kipp Middle School Campus and the Hope College Preparatory High School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 12:30pm-2:30pm and Saturday, April 13, 2013 from 3:00pm-5:00pm at TEAM Englewood Community Academy High School, located at 8201 S. Stewart Avenue. A public hearing will be held on Saturday, April 20, 2013 from 11:30am-1:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534074

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF HORATIO MAY ELEMENTARY COMMUNITY ACADEMY AND RELOCATION OF GEORGE LELAND ELEMENTARY SCHOOL
 NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Horatio May Elementary Community Academy (May) located at 512 S. Laverne. Should this action be approved, all returning May students will be welcomed at George Leland Elementary School (Leland), Leland will be relocated to the current May facility, located at 512 S. Laverne Ave. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Thursday, April 11, 2013 from 5:00pm-8:00pm at Austin High School Campus, located at 231 N. Pine Avenue. A public hearing will be held on Thursday, April 25, 2013, from 5:30pm-8:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534075

Public Hearings
 will be held on Saturday, April 6, 2013 from 12:30pm-2:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at John M. Harlan Community Academy High School, located at 9552 S. Michigan Ave. A public hearing will be held on Tuesday, April 23, 2013 from 5:30pm-7:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534055

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF KWAME NKURUMAH ACADEMY ELEMENTARY SCHOOL WITH WALTER Q. GRESHAM ELEMENTARY SCHOOL
 NOTICE IS HEREBY GIVEN that, two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Kwame Nkrumah Academy Elementary School, located at 901 E. 95th St. with the Walter Q. Gresham Elementary School in a shared facility located at 8524 S. Green St. Should the Board of Education approve this proposal, Kwame Nkrumah Academy and Walter Q. Gresham Elementary School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 3:00pm-5:00pm and Saturday, April 13, 2013 from 3:00pm-5:00pm at Harlan High School, located at 9552 S. Michigan Avenue. A public hearing will be held on Saturday, April 20, 2013 from 2:00pm-4:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534075

Public Notices
O'HARE AIRPORT TRANSIT SYSTEM, INC. REQUEST FOR QUALIFICATIONS & STATEMENT OF INTEREST
 Production of W-Beam, A36 Steel

The O'Hare Airport Transit System, Inc. (OATS) is accepting responses from qualified firms, interested in manufacturing a wide flange beam (W-Beam), approximately 160mm H x 280mm W. The W-Beam will be cold rolled and shall consist of A36 steel. The W-Beam will be used as the running surface for the O'Hare ATIS. The production would be approximately 116,000 linear feet delivered in 60', 40' and 30' lengths. Final Scope of Services and Contract Bid Package documents will be available to qualified respondents on Monday, April 22, 2013. Qualified firms must be able to provide engineering services, material analysis, and 3rd party QA/QC certifications. Firms that want to be included in a qualification based competitive bid process should send a letter of introduction, including qualifications to:

Mr. John F. Sisco - CEO
 O'Hare Airport Transit System, Inc.
 REF: RH01RFQ
 PO Box 66513
 Chicago, IL 60666

Responses must be received no later than Monday, April 15th, 2013 at 2:00PM. Questions must be submitted in writing to Miguel Santana: 773-601-1815, msantana@ohareats.com. Pub: 03/31, 04/01, 04/02/2013 528565

Public Notices
CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF LUKE O'TOOLE ELEMENTARY SCHOOL WITH THE MONTESSORI SCHOOL OF ENGLEWOOD CHARTER
 NOTICE IS HEREBY GIVEN that, two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Luke O'Toole Elementary School, located at 6550 S. Seeley Ave. with the Montessori School of Englewood Charter in a shared facility located at 7033 S. Honore St. Should the Board of Education approve this proposal, Montessori Charter - Englewood and Luke O'Toole Elementary School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Saturday, April 13, 2013 from 12:30pm-2:30pm at Englewood High School Campus, located at

TO PLACE A CLASSIFIED AD IN THE CHICAGO SUN-TIMES, CALL 312-321-2345 OR VISIT SUNTIMES.COM/CLASSIFIEDS

Formerly cited as IL ST CH 122 ¶ 34-18



Effective: July 13, 2012

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

Common Schools

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

→→ 5/34-18. Powers of the board

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

signed to such personnel;

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

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;

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

29. (Blank);

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

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Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

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

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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. Brenan, 1898, 52 N.E. 314, 177 Ill. 194, 69 Am.St.Rep. 222. Schools 55

Formerly cited as IL ST CH 122 ¶ 34-18

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

4. Delegation of powers

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

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

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

5. Maintenance and development of schools

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

6. Budget

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

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

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

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

7. Employment contracts

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

8. Bus contracts

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

9. Subdistricts

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

10. Curriculum

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

11. Textbooks

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

12. Discipline of students

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

13. School property, use of

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

14. Racial discrimination

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

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

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

15. Desegregation plans

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

16. Religious instruction

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

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

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

17. Fraternities or sororities

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

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

18. Lay-offs

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

"Employees," as used in statute empowering school board to lay off employees, embodies all persons who work for and are compensated by public schools, including tenured teachers. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 147,10

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

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

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

Tenured teachers were properly notified of their termination, as was required under due process clause and school board's layoff policy; terminations were not "for cause," so as to trigger hearing procedures contained in tenure statutes, and teachers conceded that they received written notice of termination from board within the prescribed 14-day period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied, appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part, reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Constitutional Law 4202; Schools 147,34(1)

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

Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

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

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

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

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

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

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)

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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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▣ School Action and Facility Master Planning

→→ 5/34-225. School transition plans

§ 34-225. School transition plans.

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

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

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

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

(2) options to enroll in higher performing schools;

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

(4) the provision of appropriate transportation where practicable.

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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

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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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Chicago Public Schools Policy Manual

Title: SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE
2011-2012 SCHOOL YEAR
Section: 302.6A
Board Report: 10-0728-PO4
Date Adopted: July 28, 2010
Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

POLICY TEXT:

I. Purpose and Goals

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

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

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

II. Scope of the Policy

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

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

III. Definitions

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

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

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

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

Achievement Level 1: Shall mean the rating for:

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

Achievement Level 2: Shall mean the rating for:

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

Achievement Level 3: Shall mean the rating for:

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

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

ISAT: means the Illinois Standards Achievement Test.

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

PSAE: means the Prairie State Achievement Examination.

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

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

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

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

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

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

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

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

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

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

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

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

B. Determinations

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

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

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

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

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

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

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

1. ISAT Mathematics – 6 possible points

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

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

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

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

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

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

2. ISAT Reading – 6 possible points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Attendance – 6 possible points

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

B. High School Indicators, Standards and Scoring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. **ACT Score – 6 possible points**

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

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

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

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

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

4. PSAC 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 PSAC reading results averaged from the two most recent school years. To determine current status, the school's PSAC 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 PSAC 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 PSAC 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 PSAC reading assessment automatically earn 1 point regardless of improvement.

5. PSAC 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 PSAC mathematics results averaged from the two most recent school years. To determine current status, the school's PSAC 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 PSAC 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 PSAC 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 PSAC 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 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

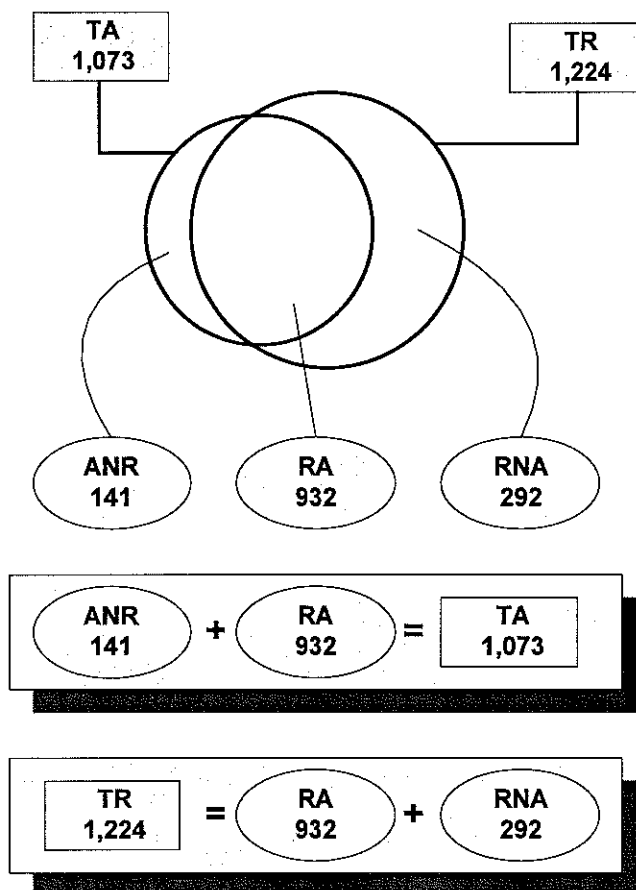
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

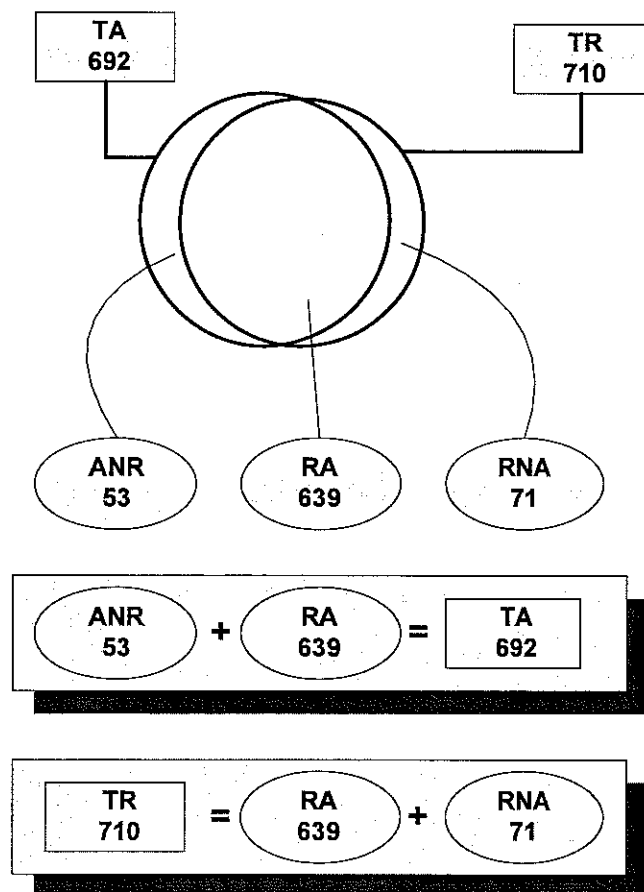
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

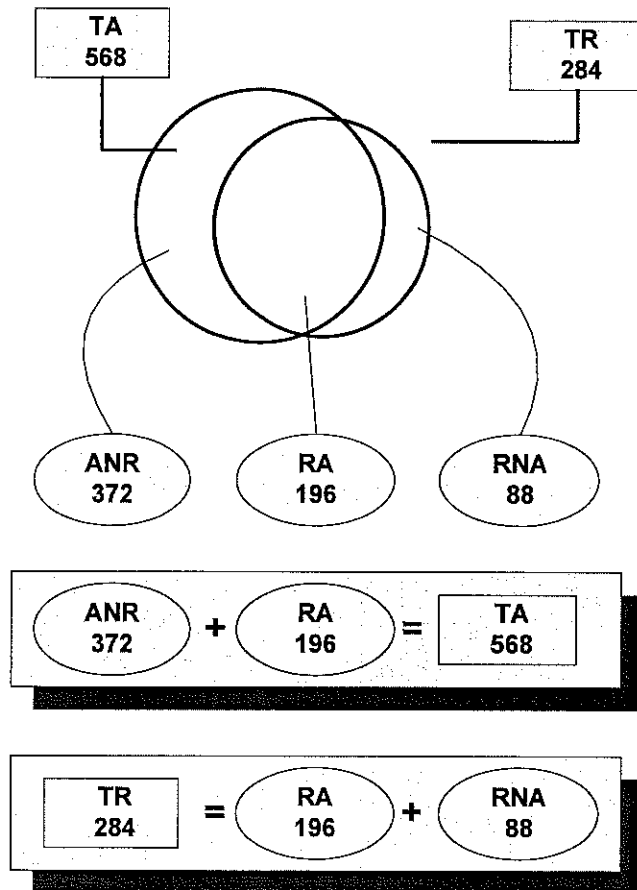
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

Example – School C



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

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

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

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

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

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

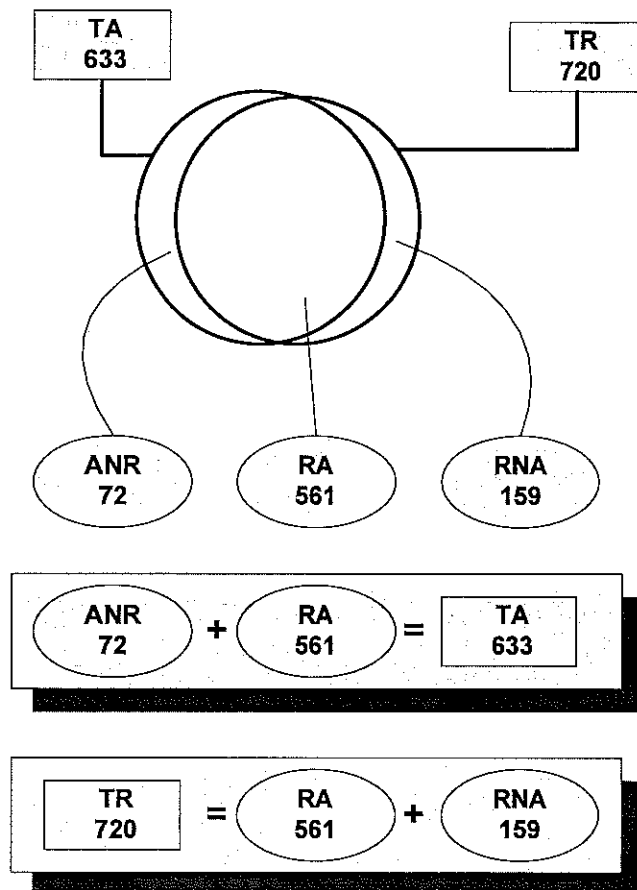
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

Example – School D



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

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

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

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

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

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

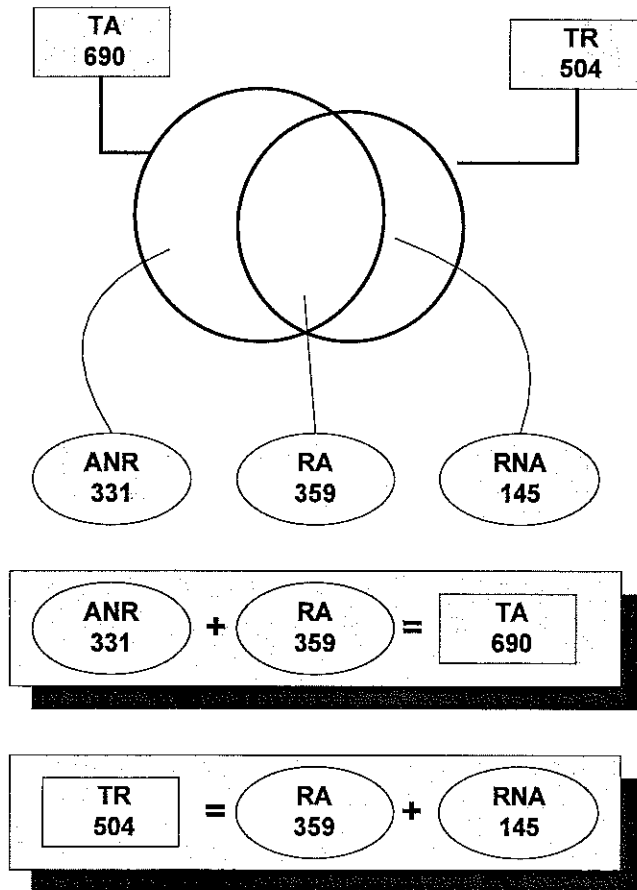
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

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

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

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

Example – School E



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

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

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

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

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

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

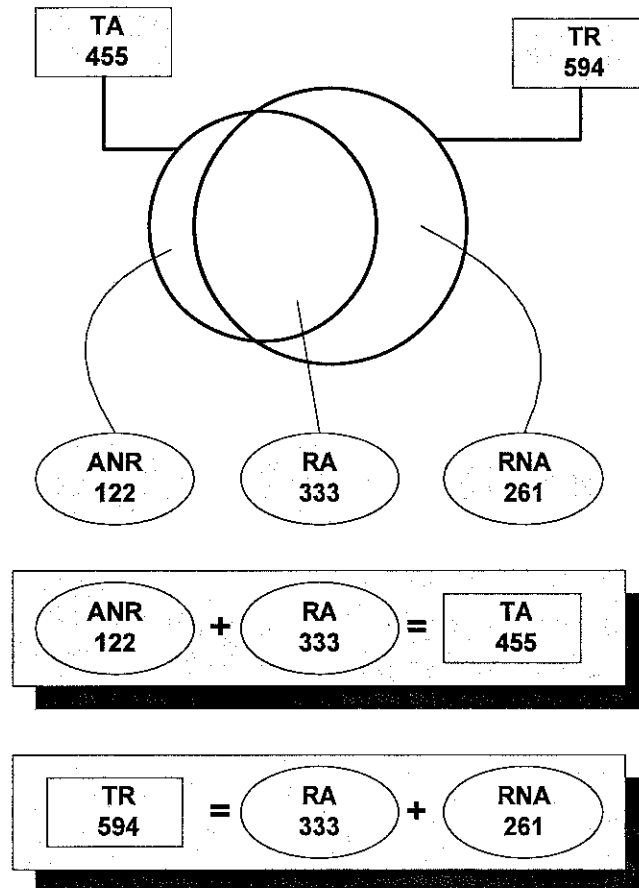
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

Example - School F



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

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

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

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

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

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

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

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

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

Summary

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

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

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

6. Underutilized-actual / underutilized-notional

[Example—School F]

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

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

Space Utilization

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

Grade Alignment

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

2. Constraining Factors

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

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

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

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

3. Additional Information to Consider

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at:

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

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

END OF DOCUMENT

THE CHICAGO PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

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

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

SB630 COMMUNITY MEETING
BUCKINGHAM/MONTEFIORE

April 6th, 2013

12:30 a.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 6th, 2013, at the hour of 12:30 o'clock p.m.

PRESENT:

DR. MARKAY WINSTON, Chief Officer over Diverse Learner
Supports and Services
MS. ANNETTE GURLEY, Chief Officer of Teaching and
Learning
MR. LATANYA McDADE, Chief of Schools for the Skyway
Network
MS. THYATIRIA TOWNS, FACE Manager
CAPTAIN WEDSTER, CHICAGO POLICE DEPARTMENT

1 MS. GURLEY: Good afternoon. First of all, I
2 want to thank you for coming to today's community
3 meeting, and I would like to start by introducing
4 the people that you will be seeing on the stage and
5 in the audience today assisting with the meeting.

6 I am Annette Gurley, the new Chief of
7 Teaching and Learning for Chicago Public Schools;
8 and also facilitating this afternoon's meeting is
9 Dr. Markay Winston, and Dr. Winston is the Chief of
10 the new offices of the Diverse Learning Support
11 Services.

12 Harrison Peters, who is the Chief of the
13 Network, I'm sorry, of the Skyway Network, I'm
14 sorry, the Lake Calumet Network, who will be with us
15 a moment ago, and he will be joining us again.

16 I would like to ask at this time if there
17 are any principals in the audience. Okay, if you
18 could stand and just be recognized.

19 Also, we have with us this afternoon
20 Ms. Clarice Berry, who is the president of Chicago
21 Principals and Administration Association.

22 The purpose of today's meeting is to allow
23 CEO Byrd-Bennett and the Board Offices to hear from
24 you on the proposal to close Buckingham and welcome

1 those students in Montefiore.

2 Here today to take copious notes is court
3 reporter, Pam Marzullo. We will also have sign
4 language interpreters Barbara Williams and Carmen
5 Sanders. We also have CPD Captain Daly, and a
6 Spanish translator sitting in your midst, Mr. Arturo
7 Carillo.

8 Is there anyone that I did not acknowledge
9 that is here working for CPS today?

10 MR. KUBALANZA: My name is Ron Kubalanza,
11 k-u-b-a-l-a-n-z-a. I'm here form the Offices of
12 Diverse Learning Supports.

13 MS. GURLEY: This is Ron Kubalanza. He's here
14 from the Offices of Diverse Learning Supports. For
15 those of you, that is a new title for that office,
16 but it was formerly known as the Office of
17 Specialized Services.

18 You should have received, when you came
19 in, two handouts. If you did not receive the
20 handouts, if you could raise your hand, we'll make
21 certain that we get them to you. One should look
22 like this, and there should be another for the
23 proposed action. Am I correct? I'm sorry, yours is
24 a one-pager, and it looks like this.

1 The handouts are important because the
2 handouts describe the proposed action; and then on
3 the back side of the handout, it explains to you the
4 investments that are going to be made in the
5 welcoming school.

6 In this instance, the welcoming school is
7 Montefiore. I would like to reiterate we are here
8 today to listen to you on your concerns, your ideas
9 about the proposed action. Again, the proposed
10 action is the closing of Buckingham and to welcome
11 those students into Montefiore.

12 With that said, I would like to bring
13 Dr. Markay Winston, and she will begin calling
14 people from the speaker's list. If you have not yet
15 signed up, we will be here for two hours. This
16 session is scheduled from 12:30 to 2:30.

17 So, if you have not yet signed up, and you
18 would like your thoughts to be captured, we
19 encourage you to go to the registration desk and
20 sign up so that we can share your thoughts.

21 All notes of these meetings will be taken
22 back to CEO Byrd-Bennett. Thank you.

23 DR. WINSTON: Thank you, Chief Gurley. Again,
24 I just want to say thank you to everyone who is here

1 today, and we're going to give you a chance to
2 introduce yourself and your titles, as you come up
3 to speak. There are just a few ground rules that I
4 want to go over with you before we get started.

5 As Chief Gurley has indicated, the purpose
6 of this meeting is to hear from those that are in
7 attendance; and that there is both a court reporter,
8 who is capturing every remark that is being stated
9 today, as well as the CPS note taker over here, for
10 a report that is going to be going directly to CEO
11 Byrd-Bennett, as well as to the office.

12 The court reporter can only capture the
13 speaker's remarks if there is no additional noise
14 notes. Please respect each speaker, so that their
15 voice can be heard, and that their comments can be
16 recorded.

17 Because we want to give everybody a chance
18 to speak, each speaker that has signed up will be
19 allowed two minutes to speak and to share their
20 thoughts. You will only be allowed to sign up one
21 time and to speak one time.

22 The timekeeper will be holding up time
23 cards to let you know how much additional time
24 remains, during the course of your two minutes. If

1 you happen to have written testimony or written
2 speeches, please make sure that you leave a copy of
3 that with our timekeeper, so that he can make sure
4 that our court reporter has that so that it becomes
5 a part of our permanent record.

6 Please note also that during the course of
7 our two hours, that speaker sign-ups will remain
8 open throughout the entirety of the meeting, but you
9 must sign up if you would like to speak.

10 The comment period will last until the
11 schedule end time of this meeting, but not beyond,
12 due to the fact that we do have another meeting
13 scheduled immediately following this meeting.

14 For those of you who need to know, there
15 will be a second meeting. The next meeting is
16 scheduled for Friday April 12th, from 7:30 to
17 9:30 p.m. at this same location. As well, there
18 will be a public hearing, and the public hearing
19 will occur on Tuesday, April 23rd, from 5:30 to
20 7:30 p.m.

21 Is there anyone in the audience that
22 requires language translation? If so, we do have
23 our translator here. I wanted to make sure if you
24 have that need, he will be available to assist us.

1 Without further ado, I'm going to go ahead and begin
2 calling out the names.

3 What I will do is I will call them in
4 groups of three. As your name is called, if you
5 don't mind coming over to this side of the
6 auditorium, so that you can be prepared to speak
7 immediately following the folks that speak prior to
8 you.

9 We will begin with Victoria Jackson,
10 followed by Dr. Otis Taylor, followed by Kathy
11 Murray. What I would ask is that when you come to
12 the microphone, please be sure to state your name
13 and your affiliation with the school, and speak as
14 clearly and concisely into the microphone so that
15 the court reporter and our recorder can capture all
16 of the information. So, all your comments around
17 remarks will be available for the School Board.
18 Thank you.

19 Ms. Jackson.

20 SPEAKER: I am Victoria Jackson. I am a
21 teacher at Buckingham Special Education Center. I
22 am also the union delegate. I have been there nine
23 years.

24 Buckingham holds a dear place in my heart.

1 Like I said, I've been there nine years. Some of
2 the factors that I wanted to bring out was, number
3 one, underutilization, and how it is out of our
4 control.

5 The way the students come into Buckingham
6 or enrolled into Buckingham, they come from schools
7 from all over the city. They have to be referred by
8 agency SASS. At that time the child may be at a
9 regular school. They may be in a special ed
10 classroom.

11 They may have an IEP; but if their
12 behavior warrants, then the teacher, the
13 disciplinary team, they all have to get together and
14 determine that this child will be placed into a
15 therapeutic day school.

16 At that time the information is sent to
17 SASS, and then the child is referred to Buckingham.
18 Now, as far as underutilization, that is out of our
19 control. It is not like the children can walk off
20 the street or in the neighborhood school. They have
21 to be referred.

22 So, to say we are underutilized is just
23 simply not true, because it's out of our control.
24 If we can accept a child, this child is sent to us,

1 referred to us, then we receive the child. Dr.
2 Taylor, our principal, has not turned in his tenure
3 at Buckingham, has not turned down one child. So,
4 again, it is out of our control.

5 It is not like, you know, there were kids
6 that were living in the neighborhood and they are no
7 longer living there. It's nothing like that.

8 I also wanted to point out that the Board
9 has been saying that we have this great deficit, and
10 that the reason for closing some of these schools is
11 because of budget and not having enough money.

12 DR. WINSTON: Go ahead and finish your
13 sentence.

14 SPEAKER: Busing will be a great issue because
15 we have children coming as far as 120th south and
16 now they're going to go all the way to 13 South
17 Ashland. That is going to be even more money as far
18 as busing is concerned.

19 DR. WINSTON: Thank you, Ms. Jackson. We
20 appreciate your comments. Thank you very much.

21 Dr. Otis Taylor, followed by Kathy Murray,
22 followed by Tracy Jordan.

23 SPEAKER: Good afternoon. I'm Dr. Otis Taylor.
24 Good afternoon, I'm Dr. Otis Taylor, principal of

1 Buckingham Special Education Center. I am the
2 principal at Buckingham for past four years.

3 You know, when this first came up
4 underutilization, I thought our school would be
5 looked at because of issues Ms. Jackson just brought
6 up.

7 Our students are referred to us, meaning
8 that I get calls all the time from parents all over
9 the city and my fellow principals asking, "How do
10 you get a student referred into Buckingham? How
11 does that happen?"

12 I said, "The Office of Specialized
13 Services, they make the determination whether the
14 child comes here." Just yesterday I had a call
15 asking to refer a student to our school. We got 11
16 students in our school up until December. So, from
17 September to December, 11 students.

18 Now all of a sudden we're cut off. We're
19 seven students away from being utilized by your
20 equation. So why are you sending the students?
21 Where are they going? That's my question.

22 Secondly, I want to say this, over my
23 tenure at the school, Buckingham students are very
24 talented. We have locker rooms, field trips. We

1 brought in teachers in technology.

2 To take these students away from our
3 school and send them somewhere else I think would be
4 disrespectful to them, not only disrespectful, but
5 as an educator, as a human being, I think this
6 change would be very detrimental.

7 I think CPS is doing a good job as far as
8 the transition teams, but just for our kids, change
9 is very difficult for them. So again, I just want
10 to reiterate we're not underutilized. We have been
11 utilized.

12 So, please, reconsider this. We've been
13 to every one of these meetings. We need to rethink
14 this. Thank you.

15 DR. WINSTON: Thank you. Kathy Murray,
16 followed by Tracy Johnson, followed by Clarice
17 Berry.

18 SPEAKER: I am Kathy Murray from the Chicago
19 Teachers Union. We feel as though moving kids
20 across the city in special education services is
21 cruel. It is extremely, extremely unkind to these
22 kids and these families that have enough challenges
23 on their plates.

24 To close a school like Buckingham and near

1 north, and ship them all in one halfway meeting
2 place down at 13th and Ashland, we do have kids
3 coming from as far as 123d Street, that is what
4 these teachers told me today, 123rd Street to 13th
5 street will be the new school.

6 That is unheard of. You've got children
7 with severe needs, and they are not being met down
8 at 13th Street. They could be met on the south side
9 closer to their homes. This commute for these kids
10 is going to be ridiculous.

11 Not to mention this is budgetary. Where
12 is the money coming from the I-Pass now that all the
13 kids grades three to eight are going to be
14 receiving, and all these new initiatives that are
15 rolling out?

16 I thought the schools were closing because
17 of a budget crisis. The message from CPS continues
18 to change. Now it's because they are going to be
19 better schools for these kids. They are just
20 telling you this to sugar coat it and make the
21 parents accept it. It's not true.

22 They are going to bus all the kids and
23 ship them to this new school, and they will not be
24 providing any new services. You're lucky if the

1 teachers and the aides will be following the kids.

2 Okay?

3 So, continue to speak up, and I encourage
4 every parent and every teacher and every
5 paraprofessional that is here today to sign up and
6 come up to speak, because this is the time to get it
7 all on paper and on record and how you feel.

8 DR. WINSTON: Thank you. Tracy Johnson,
9 followed by Clarice Berry, followed by John
10 Travaglini.

11 SPEAKER: Hello. My name is Tracy Jordan. I
12 am the parent of two twin boys that are in
13 Buckingham, and I'm also a parent volunteer.

14 I first want to say my children have shown
15 improvement since they've attended Buckingham far
16 from where they were at before, but my biggest
17 concern is a fear of regression if they are allowed
18 to go in an environment where the number of students
19 triple, and plus their behaviors are far worse than
20 what they are dealing with already.

21 The environment that they are in right now
22 is quite intimate. For me, for them, that is the
23 place they need to be, though I am looking into
24 other options for them as well. Going that far for

1 them, I just don't see that benefiting them.

2 Also, again, to be in an environment where
3 other students are coming from all over the place,
4 you got different emotional behaviors, and things of
5 that sort, and I think it's going to cause a problem
6 with my children.

7 And as far as the I-Pass go, I would
8 prefer that you find -- use that money to find a
9 tutor who scores a 30 on an ACT, or whatever, some
10 test, to tutor these kids so they can reach their
11 academic levels because the I-Pass is not going to
12 do too much for them.

13 We parents can do that stuff with them at
14 home. We're looking for them to get their education
15 while they are in school, and that's what's most
16 important to me.

17 DR. WINSTON: Thank you, Ms. Jordan.

18 SPEAKER: Good afternoon. Welcome to Chicago.
19 I haven't had an opportunity to meet you.

20 My name is Clarice Berry. I am currently
21 the president of the Chicago Principals and
22 Administrators Association. This afternoon I am
23 here to support this school, which we know well.

24 I've spent some time, a couple of days, in

1 that school, know the principal very well, was a
2 former special education teacher in my career, and
3 have a child who has special needs. So, I have an
4 intimate knowledge, both on the side of providing
5 service, and also from the perspective of a parent.

6 I'm going to not even bother to say how
7 appalled I am at these school closings. I think
8 it's on the record, but I do want to make sure there
9 is some history and background of how we've come to
10 this dreadful situation.

11 Chicago Principals Association, along with
12 the Teachers Union, some legislatures and some
13 community activists saw this issue coming in 2009.
14 We went to the administration and asked for them to
15 have a rational reasonable closing policy. That did
16 not happen.

17 After we got no cooperation, we went to
18 Springfield and created legislation that is now --
19 as a matter of fact, this hearing is a part of that
20 legislation. We require that each school that was
21 closed get three hearings, not those cattle calls
22 that many of you have been to that was paid for by
23 Walmart and CPS.

24 Anyway, I just want to say that these

1 closing closings would be completely unnecessary if
2 Chicago Public Schools had a best practice
3 facilitation facility plan for ten years the way
4 many of the other school districts in this nation
5 do.

6 You cannot have these ad hoc schools,
7 charter schools, and other private schools popping
8 up without planning. This would not be happening to
9 these schools and to these students, if there had
10 been a plan, if they had sat down with the
11 stakeholders in this, and we had worked together in
12 a partnership.

13 I am very sad for this school, for these
14 families and particularly these children who got
15 caught up in CPS's negligence. Thank you.

16 DR. WINSTON: Just as a friendly reminder, for
17 those of you who happen to have written remarks that
18 you would like to make sure are part of the
19 permanent record, please share those with the
20 timekeeper, and he will make sure the court reporter
21 has them as well.

22 We have John Travaglini, followed by
23 Carolyn McNeil.

24 SPEAKER: Welcome, everyone. My name is John

1 Travaglini. I've been a public servant for many
2 years. I'm a Chicago police officer. However, my
3 comments are not related to, nor am I spokesman for,
4 the Chicago Police Department.

5 I am here because my wife works at
6 Buckingham, and equal to that people are all the
7 good staff, all the good people that I have seen at
8 Buckingham.

9 When I first heard of the situation, I'm
10 usually a guy it stays in the background. I really
11 took a strong interest, went to the meetings, had a
12 chance to go to the schools. So, I'm just giving
13 you a little different perspective.

14 I saw a very home environment. I saw
15 almost like a family environment. As a matter of
16 fact, a family environment. A saw connections
17 between the teachers and students, and those are
18 very precious, because along with gaining their
19 education and becoming a strong student, these bonds
20 and these opportunities also creates excellent
21 students.

22 And these students have additional needs,
23 emotional needs, disabilities, and these teachers
24 and staff go far beyond what is expected; and I want

1 to say how very proud of my wife, I'm very to proud
2 of Dr. Taylor and Vice-Principal Nele (phonetic),
3 and all the staff. I think you are the best and
4 greatest. Thank you for your time.

5 DR. WINSTON: Thank you. Please state your
6 name and affiliation.

7 SPEAKER: Good afternoon.

8 DR. WINSTON: Speak directly into the
9 microphone, please.

10 SPEAKER: Good afternoon. My name is Carolyn
11 McNeil. I am the clerk at Buckingham school. I've
12 been a clerk at Buckingham for about 15 years. I
13 love my job. I love the students.

14 We are an open school, and we cannot
15 stress how, if specialized services would have sent
16 the students, every in June you know we have
17 graduates, and Specialized Services knows our
18 enrollment and how many students graduating.

19 So, all schools that are sending students
20 specialized services because of their behavior,
21 there should be a grouping of those students.

22 And if they would look at a list, knowing
23 if we had ten kids graduating, they need to send us
24 ten children; and if they didn't, there should be an

1 explanation why.

2 So, if you balance, if you check and
3 balance things, our school would not be
4 underutilized. We need to keep Buckingham open
5 because as said before, we are a family school.
6 With that, there are some students that don't have
7 family connections.

8 We provide everything for these students,
9 everything; and if you move them to Montefiore,
10 number one, everybody complains about the bus, how
11 long it takes for a child to get to Buckingham, then
12 it's going to be even worse even on a snow day.

13 If it takes an hour for them to get to
14 Buckingham, how long is it going to take to get to
15 Montefiore, two hours? Is that safe for a student?

16 Would you want your child on a bus on a
17 snowy day in traffic two hours? Come on, the kids
18 will never learn anything in school. They will
19 never be able to do anything with that stress.
20 Don't put the stress on the children.

21 If we believe in children first, let's act
22 like that. Keep Buckingham open, and keep our
23 school going. Thank you.

24 DR. WINSTON: If there are any members or

1 participants in the audience that would like to have
2 their voices heard, please go to the registration
3 table and sign up, and we will make sure we
4 recognize and give you our two few minutes so you
5 can speak. We need to get the list from out front.
6 Thank you.

7 Our next speakers will be Mary Mason,
8 followed by Tiffany House, followed by Jonathan
9 Jordan. If you could please line up over here
10 behind the microphone, we'll be able to proceed.

11 Again, please state your name, your
12 affiliation and speak very closely and directly into
13 the microphone. Ms. Mary Mason, is she in the
14 audience? Please come forward.

15 SPEAKER: Hi. My name is Mary Mason. I'm a
16 parent, as well as a grandmother, as well as a great
17 grandmother.

18 DR. WINSTON: Speak into the microphone.

19 SPEAKER: Sure. As I said before, I'm a
20 grandmother, great grandmother. I'm here on behalf
21 of my great grandson, which is a student at
22 Buckingham.

23 I've never seen him behave in the manner
24 he has in these recent months going to Buckingham.

1 He has finally become a family member. When I say
2 "family member," his whole personality, his demeanor
3 has changed, so which means they have taught him how
4 to be a family member.

5 Now, his biggest concern that I've heard
6 since about the closing of the school, he is
7 worried, I mean virtually literally worried of going
8 to a new school. I had to try to ease his mind last
9 night when bringing him home with me to spend the
10 night.

11 I live in the suburbs, way in the suburbs,
12 but I thought it was necessary for me to come today
13 to voice my opinion, to let you know this is really,
14 really hard on the students; and if these children
15 have emotional issues, what's going to happen to
16 them?

17 What is going to happen to those emotions,
18 if those emotions are set in place, and the school
19 has helped them, the administration, the teachers,
20 the counselors have helped these children to get
21 where they are, what's going to happen to them when
22 they have to make this move?

23 Are the kids really, really being taken
24 into consideration? Are they really? Give it some

1 thought. If a child is doing good today, why make
2 them take a move that will make them do bad
3 tomorrow?

4 I'm not hoping this will happen, but I
5 know when children have emotional issues, moves,
6 changing the setting is hard on them, very, very
7 hard; and in return, what it does it takes the whole
8 environment, their way of being, it just changes
9 everything. It makes it bad for everybody.

10 So, I really wish you all would think
11 about keeping that school open, because that school
12 is doing a fantastic job with a little boy that
13 seemed like there was no hope for him. I thank you
14 for hearing me out.

15 DR. WINSTON: Thank you, Ms. Mason. Tiffany
16 House, followed by Joshua Jordan, followed by
17 Jonathan Jordan.

18 SPEAKER: Can you hear me okay?

19 DR. WINSTON: A little closer, please.

20 SPEAKER: Is that better? Is that better?

21 DR. WINSTON: She needs to hear you so she
22 captures every word.

23 SPEAKER: My name is Tiffany House. I am a
24 parent of a student that attends in Buckingham, and

1 my journey has been a rough one.

2 My son has went from his home school in
3 Chicago Public Schools to I've tried the charter
4 school and that was, like, the worst. They told me,
5 you know, they can meet my son's needs. I showed
6 them my EIP which says that he's supposed to be in a
7 small classroom setting with a paraprofessional, and
8 you are changing that.

9 He was at Amandla Charter School, and they
10 isolated my child with one paraprofessional, not
11 even his teacher, which made his behavior change
12 drastically. My son went from being, like, a
13 problem to now he's being hospitalized. It was just
14 awful.

15 I have seen a drastic tremendous change
16 since he has been at Buckingham. I was one of those
17 parents that tried to bring my son up there before
18 all the hospitalizations and stuff; and I saw this
19 secretary here, and the clerk, and she said, "You
20 just can't come here."

21 I brought my son on a tour so he could
22 know what to expect, like this is what you are
23 looking forward to. This is what your future is
24 going to look like, if we don't change things, but

1 he needed that. It was a change.

2 He ended up there. He was one of the kids
3 that was referred by SASS, even leaving a Amandla
4 Charter School. I say -- I mean, you know, we got
5 these people at Amandla who are not qualified to
6 teach our special education. They say, "Yes, we can
7 do it."

8 They got a him a paraprofessional, but
9 then, "He's too much of a problem. We got to put
10 him in another school," but his funds stayed there.
11 The funds for the paraprofessional remained there.
12 It did not follow the student.

13 I say get rid of these charters schools
14 and put more money into these public schools that we
15 need for our kids.

16 DR. WINSTON: Thank you, Ms. House. Joshua
17 Jordan, followed by Jonathan Jordan, followed by
18 Tally Jacobson.

19 SPEAKER: My name is Joshua Jordan, and I
20 attend Buckingham School, and I am in the fifth
21 grade.

22 My school is a good school. I should be
23 able to stay, and I think my father -- it should be
24 a closer school by my house, so my father can go to

1 closer meetings.

2 DR. WINSTON: Jonathan Jordan, followed by
3 Tally Jacobson, followed by Mak Bienaime.

4 Hello, Jonathan, speak very closely into
5 the microphone.

6 SPEAKER: Hello. My name is Jonathan Jordan.

7 DR. WINSTON: A little louder, sweetheart.

8 SPEAKER: Hello. My name is Jonathan Jordan.

9 I attend Buckingham School, and I am in the third
10 grade. Buckingham should not be closed because it
11 is a good school, and it helps me calm down.

12 DR. WINSTON: Thank you. Tally Jacobson,
13 followed by Mak Bienaime.

14 SPEAKER: Good morning, everyone. My name is
15 Tally Oz Jacobson, because most of the staff and
16 parents know me, because my last name is Oz. I am
17 the counselor and case manager at Buckingham. I
18 have been with Buckingham for five years now.

19 Buckingham has truly set its place in my
20 heart. These kids have really shown so much
21 tremendous improvement since they have been here. I
22 have not seen them change as much as I read their
23 previous placement, and what their social histories
24 were, and what they were coming in with. You don't

1 see any of that there.

2 They do have their issues. They do have
3 their problems. They it's like a whole new kid.
4 With the underutilization, I go to my meetings with
5 other case managers, and they are constantly telling
6 me how many kids they are ready to send here.

7 "We are working on these kids, and we are
8 ready to send them"; and then I don't get the call
9 or E-mail telling me, "We have them ready for you."

10 I know a lot of them get placed in the
11 private setting, and I just wondered how much money
12 is being put in those private schools that can
13 actually be utilized in our school that actually
14 needs it.

15 We are a really small school. I
16 understand that there is budget and money problems.
17 I come from a financial background, and I understand
18 that there is those issues within the city; but this
19 school is so small, and we are a family, and we are
20 important to everyone here. I just think it's
21 important to continue that.

22 I do fear what's going to happen to our
23 students when they do have to move on, and they
24 don't get the resources and what we've been able to

1 provide for them.

2 We do get to do a lot of things because we
3 are a small school, and the things that we have
4 instilled with our behavior modification program, I
5 just see all that being lost in a bigger setting,
6 because we really can truly deal with the individual
7 and reward our students for all the positive
8 behaviors that they do exhibit in our school with
9 field trips, socials, a lot of different types of
10 events that they look forward to.

11 They challenge us on it. They know that
12 program. If we do something that we shouldn't do,
13 they call us out right away. They've really adapted
14 to it. It's really shown such progress with these
15 kids. It's really important that they need to
16 continue to receive the services at Buckingham.
17 Thank you.

18 DR. WINSTON: Thank you.

19 SPEAKER: Hello. My name is Mr. Mak, and I
20 teach second through fourth grade at Buckingham, and
21 this is my first year of teaching. The thing I'm
22 most worried about is the safety of my kids. I have
23 ten kids in the classroom.

24 DR. WINSTON: Excuse me, I think there are a

1 few folks in the audience that are speaking, and the
2 court reporter cannot hear Mr. Mak's testimony and
3 his comments.

4 So, if we could decrease the speaking,
5 that will be very help if you. Mr. Mak, would you
6 like to continue?

7 SPEAKER: Yes. I have ten kids. It's tough,
8 but for me, personally, it's tough just teaching
9 those ten kids by myself and my classroom aide.

10 I think they're going to get lost in the
11 bigger classroom, bigger system. I don't think they
12 will get the services that they need.

13 I had a couple new students come to me in
14 second grade, they don't know how to write their
15 names, couldn't recognize letters, couldn't
16 recognize letters or anything.

17 Now they can at least write their first
18 and last name and just say the alphabet and
19 recognize them. I think if they go to a bigger
20 school, then it just probably go backwards. Thank
21 you.

22 DR. WINSTON: Thank you, Mr. Mak. Do we have
23 any oral folks in the audience who would like to
24 sign up and get registered, so we can have an

1 opportunity it hear your remarks?

2 If you have not signed up yet, please
3 let's get you signed up. The sheet is coming. The
4 registrations list is coming.

5 Are you Ms. Carrie Patterson?

6 SPEAKER: No.

7 DR. WINSTON: Are you Nikki Roberts?

8 SPEAKER: No, I'm Delores Samuels.

9 DR. WINSTON: What is your name?

10 SPEAKER: Delores Samuels.

11 DR. WINSTON: And you signed up in front?

12 SPEAKER: Uh-huh.

13 DR. WINSTON: Okay. I'll tell you what, Ms. --

14 SPEAKER: Samuels.

15 DR. WINSTON: My apologies, Ms. Samuels,
16 Delores Samuels, followed by Carrie Patterson,
17 followed by Joshua Garcia.

18 SPEAKER: Hello. My name is Delores Samuels.
19 I have a child going to Buckingham School. When my
20 child was transferred from the public school, he was
21 reading the second grade. He's in the seventh
22 grade.

23 So, why would you take and send him all
24 the way across town from 92nd and Phillips all the

1 away to 13th and Ashland? I don't believe, I tried
2 to find out before this meeting, I don't believe we
3 have students traveling that far for an education.

4 You know, he has a behavior problem, a bad
5 one. I know the Board probably doesn't have any
6 children like this, but it's my cross to bear, but
7 all I'm asking the Board is don't close his school.
8 Help him.

9 I fought a good fight, I think, but I
10 really believe that closing the school will be
11 terrible. I've been on the south side. Troubled
12 children find troubled means. I'm talking about the
13 gangs over there. I'm talking about the drugs over
14 there.

15 They have enough on the south side to
16 contend with. Then to take and go all the way over
17 there, we take and put up with these kids because
18 they are ours, but I'll sure the Board can take and
19 pick up a few of them records and see how troubled
20 these kids are, how many times they've been put to a
21 hospital, how many times they've been to SASS, how
22 many times the police has came to the school to take
23 them out of the school.

24 Help us. We need your help to say "No."

1 Thank you.

2 DR. WINSTON: Thank you, Ms. Samuels. Carrie
3 Patterson, followed by Joshua Garcia, followed by
4 Diantha Garcia. My apologies.

5 SPEAKER: Good afternoon, everyone. I am a
6 parent.

7 DR. WINSTON: Could you please state your name
8 and affiliation, please?

9 SPEAKER: My name is Carrie Patterson. I am a
10 mother of a seventh grader at Buckingham. Let's be
11 clear on something, first of all, I am originally --
12 I have live out south, but I'm from the west side of
13 Chicago. We call it K town where I'm from a from.

14 Coming up over there, we always recognized
15 Montefiore as a bad-boy school; and, I'm sorry,
16 Montefiore is not an option for my son for a few
17 reasons.

18 First of all, we moved into the 100s
19 because of the area and location where we had -- I
20 saw somebody get punched six times across the street
21 from my house.

22 So, I'm choosing to move my children
23 somewhere they don't have to worry about getting
24 caught in the crossfire every time you step outside,

1 or worry about me getting shot, if I step outside.

2 With that being said, I don't think CPS
3 took into consideration -- you did not take into
4 consideration the safety, especially of special-ed
5 children. I had to fight to get my son in
6 Buckingham. I had to fight to get him in
7 Buckingham, because constantly getting suspended and
8 everything, because the school where he was was not
9 helping him.

10 They did not identify how to help him.
11 So, I had to fight to get him in there. So, now
12 that I've got him in there, he has made some
13 success. My son hasn't been to Hartrove Hospital in
14 the last two-and-a-half, I want to say three years
15 now, because he has made progress because of
16 Buckingham, and because of me staying on his behind.

17 I just can't imagine what this city is
18 going to be like. First of all, summer is coming,
19 first of all, and all CPD in the world is not going
20 to stop all this BS that's going on, because first
21 of all, as long as there is poverty, there's always
22 going to be crime. That is just the bottom line
23 with that.

24 The second thing is I cannot imagine what

1 is going to happen in August with all of these
2 schools, when you all choose, because of the
3 decision you all made to close all these schools
4 down, what's going to happen in August and forward
5 going when children who want to learn, their
6 education is going to be disrupted because now the
7 teacher has to contend with problem students that
8 you all are have brought in from other schools.

9 DR. WINSTON: Ms. Patterson, can you please
10 conclude?

11 SPEAKER: At the end of the day, Montefiore is
12 not an option for not only my child, it's not an
13 option for any other students at Buckingham. Even
14 though both schools are special ed schools,
15 Montefiore is a gladiator school compared to
16 Buckingham.

17 If anything happens to those children,
18 particularly mine, because of this negligent
19 decision that you all made to close his school down,
20 there is not enough CPD in the world that is going
21 to stop me from snapping; and his blood, and the
22 rest of those kids' blood, will be on you all's
23 head. That is just the bottom line.

24 DR. WINSTON: Thank you, Ms. Patterson. Joshua

1 Garcia, followed by Diantha Garcia, followed by
2 Nikki Roberts.

3 SPEAKER: Hello. My name is Joshua Garcia, and
4 I think you should not close Buckingham School,
5 because before I got to Buckingham, I was fighting
6 teachers, fighting kids every day going on.

7 Now that I'm here, I've been able to
8 control my anger, haven't been getting Fs and Ds on
9 my report record card, haven't been fighting a lot.

10 I haven't been -- well, I haven't been
11 cussing at teachers, fighting with teachers. I've
12 been good, and I'm still learning.

13 I'm saying if you all close this school
14 down, and we go to Montefiore, it's going to be
15 badder, and it's still going to be a bad influence
16 on the children, because the way the kinds act is
17 not nice. They fight every day, and we can't defend
18 ourselves.

19 DR. WINSTON: Thank you, Joshua. Diantha
20 Garcia, followed by Nikki Roberts.

21 SPEAKER: Good afternoon. My name is Diantha
22 Garcia, the parent of Joshua Garcia. I'm president
23 of the local school council at Buckingham.

24 First of all, I am going to try to keep my

1 composure, because I really need you to hear what I
2 have to say without tears. This child came to me as
3 a special package. Okay? We are an adopted family.

4 We didn't know the problems that he had
5 before he came. He fought. I don't know if anybody
6 knows what fetal alcohol syndrome is. Okay? A lot
7 of these kids that are in Buckingham in special
8 schools are special-needs children; and what you
9 guys are about to do to them is going to take them
10 back to day one.

11 They can't stand, they can't tolerate
12 change. They can't do it. My tears were dry, our
13 tears are dry. Tomorrow the sun is going to go come
14 out, the moon is going to come out, the world is
15 going to keep turning; but for these kids, it's
16 different. They can't take this.

17 Montefiore, Buckingham, any special-needs
18 school that's here, you close any school down, what
19 makes you guys think all this combining of schools,
20 it's going to bring out the worst in some kids? We
21 haven't even caught -- there's not a net wide enough
22 to catch the kids that are already in trouble.

23 You're closing schools down that are
24 needed. Okay? It's only three. How many kids are

1 in our system? It's only three. Why are we
2 fighting for Buckingham? We shouldn't be fighting
3 for any special-needs school, none.

4 I understand that there is -- we have
5 problems as a state money-wise, but this should not
6 be the solution, not this school, not this one. I
7 have other kids that are in special needs that are
8 in different schools; but this one right here, he
9 needs that standing.

10 This is not like any other. If we in IEP
11 and all this other stuff and all this, no, this
12 school is special.

13 DR. WINSTON: Ms. Garcia, could you please
14 conclude your comments?

15 SPEAKER: Please do not remove this school. I
16 could bear it, the teachers can bear it, these kids
17 can't. Thank you.

18 DR. WINSTON: Thank you. Nikki Roberts,
19 followed by Marcell Wiggins.

20 SPEAKER: Hi. Good afternoon. My name is
21 Nikki Roberts. My son, he's a sixth grader. I
22 wasn't prepared to speak today, but I just got
23 emotional, and I had to say something.

24 We relocated back to Chicago

1 year-and-a-half ago. When my son was transferred
2 into Buckingham, I did not know what to expect. I
3 brought him to that school on the first day of the
4 meeting on his birthday, May 16th. He was so
5 impressed with what he heard, he didn't even want to
6 go celebrate his birthday. He wanted to start class
7 that same day.

8 He says, "Mom, I want to get to know these
9 people. I want to get going." I was so proud of
10 that; but to my dismay, he had a rough start at it.
11 We had to keep talking him up and building him up,
12 to get him to go back every day, because he wasn't
13 prepared for what he was facing every day.

14 It's been a whole year now. I went to my
15 son's EIP this past Tuesday, and those teachers and
16 the counselors have told me that my son is being
17 cooperative, he's been helpful, he's being friendly.

18 Yes, he's still having his breakdowns, but
19 he's more acclimated there than he's ever been
20 anywhere; and that makes me smile inside that these
21 people have taken my child underneath their wing,
22 the same way me and his father have and his family
23 has, that he feels that he does have another place
24 where he wants to go every day.

1 I can't talk about the negative about the
2 busing, about the area of Montefiore, but I do
3 understand that kids feel territorial. Those kids
4 that are already there, I don't know how welcome
5 they are going to be to our kids coming over there
6 in their spot, to begin with.

7 So, that's going to be another area that
8 they're going to have to fight and deal with every
9 day. So, yes, I agree with every single parent here
10 that those kids are going to be starting all over,
11 and that's not fair to them, and I can't watch my
12 son go through that.

13 He has fought a long way to get to where
14 he is at. Please consider keeping his school open
15 for my child, and everybody else's child in here.
16 It's only 40 of them, but they are 40 of the
17 precious things that we have right now, and we need
18 this school. We honestly need this school. Thank
19 you.

20 DR. WINSTON: Thank you, Ms. Roberts. Marcell
21 Wiggins.

22 SPEAKER: Hello. My name is Marcell Wiggins.
23 I don't think Buckingham School should close up
24 because I'm improving in Buckingham. I might not be

1 improving in Montefiore, so that's why I don't think
2 it should be closed down.

3 DR. WINSTON: Thank you, Marcell. Do we have
4 any other folks in the audience who have not yet
5 registered to speak that would like to speak?

6 We want to make sure that your comments
7 are heard so that we can share that information with
8 our CEO Barbara Byrd-Bennett, as well as with the
9 School Board. Major Riley, please come forward.

10 SPEAKER: Good morning. My name is Major
11 Riley. I'm a sixth grader. I represent Buckingham
12 School. Before I got to Buckingham School, my
13 behavior wasn't good. It wasn't for a regular
14 school.

15 Ever since I've been at Buckingham, I have
16 changed. I had a paraprofessional who helped me.
17 It wasn't like I get in trouble, and then I have to
18 go to Hartrove and work it out. I never was
19 pressured.

20 They helped me out with my questions, and
21 the school is very good. I think if I go to a
22 different school, I have to start all over. I
23 worked hard to get where I am.

24 DR. WINSTON: Thank you, Major. Do we have

1 anyone else in the audience that has not yet signed
2 up or registered to speak? I see a few folks who
3 haven't yet spoken.

4 So, if you would like to take this
5 opportunity to do so. As a friendly reminder, for
6 those of you who continue to have questions, if you
7 look at the sheet that was provided to you, you'll
8 find the 311 number, the website, as well as
9 information on specific and relevant departments
10 that can answer some of the questions that you are
11 raising.

12 One other thing, just to make sure you are
13 reminded of, the second meeting will be held on
14 Friday, April 12th, from 7:30 to 9:30, and that will
15 be here at Harlan. In addition, the hearing will
16 occur on Tuesday, April 23rd, from 5:30 to 7:30 at
17 125 South Clark at the central office.

18 Just as a friendly reminder, our community
19 meeting will continue until the time expires at
20 2:30. So, if you have some additional comments, if
21 you have a comment to make, and you have not yet
22 spoken or addressed the microphone, please register
23 and sign up to do so. We will be here until 2:30.

24 MS. GURLEY: Again, just to make sure that

1 we're clear, for anyone who hasn't yet, the sheet
2 that has "Skyway" in the upper left corner, it says
3 the next meeting is Thursday, April 12th.
4 April 12th is Friday. So, the next meeting is
5 Friday, April 12th. Please make that correction,
6 Friday April 12th in this same location.

7 DR. WINSTON: If I could get your attention.
8 Thank you very much. We have Maria Affinita who
9 would like to speak.

10 Please state your name and your
11 affiliation.

12 SPEAKER: Hi. My name is Maria Affinita.

13 DR. WINSTON: Please come closer to the
14 microphone.

15 SPEAKER: My name is Maria Affinita. I'm the
16 art teacher at Buckingham. This is my first year at
17 Buckingham, and at first I was a little apprehensive
18 wondering how it would be to work in a therapeutic
19 school. I have friends who had worked in
20 Montefiore, and they were not happy there.

21 So, I was concerned when I went to
22 Buckingham. My experience there has been so
23 wonderful, so warm, the parents are friendly and
24 kind, and the children are just amazing. There is

1 nothing like, you know, I'm imagining.

2 They are really good children and smart
3 children, very intelligent children, and they really
4 try hard in their activities. I really hope you
5 don't take Buckingham away from them, because it has
6 really changed them in many ways, as I heard them
7 say; and the experience of working there has been
8 amazing for me, as a teacher, and a good experience.

9 Also, I remember when I first went to
10 Buckingham, I went to one of the first meetings with
11 the teachers, and I heard Dr. Taylor saying, "We try
12 to give them things here at Buckingham that they
13 can't have at a regular school."

14 And they may not be able to be on the
15 football team or basketball team at another school.
16 They may not be able to on a specific sport or get
17 certain awards, but here at Buckingham, they have
18 the opportunity, they have a chance; whereas, in a
19 regular school, they wouldn't have those chances.

20 And I found that very touching, and that
21 was something that stayed with me the entire time.
22 Thank you.

23 DR. WINSTON: Thank you very much. I just want
24 to take a moment to acknowledge our Chief Latanya

1 McDade, who is here as well.

2 Do we have any other participants in the
3 audience who would like to sign up and speak? If
4 so, let's get registered, because we want to make
5 sure that we hear your voice, and that your voice
6 becomes part of the permanent record that would, in
7 fact, be shared with our CEO Dr. Barbara
8 Byrd-Bennett, as well as with all of our School
9 Board Members. Please make sure your voice is
10 heard.

11 MS. GURLEY: Again, there are some people who
12 have not yet spoken. We will remain for the full
13 amount of time, which is 2:30. So, if you have not
14 spoken, and you would like to speak, please sign up.
15 We will be here. So, please sign up.

16 DR. WINSTON: Hold on one second. Kevin, we're
17 now ready for you. We're now ready for you. Go
18 ahead, please.

19 SPEAKER: I'm Kevin Washington, and I attend
20 Buckingham School. I'm in sixth grade. I just
21 really don't want the school to close down, because
22 I have so many experiences with my friends. I've
23 been to so many field trips. I've been myself
24 advanced and been working on my goals to control my

1 anger.

2 Mostly the experience for me and my
3 friends, the trips I've been making, and I'm working
4 on my goals to control my anger, because I have been
5 working on them. Basically I like all the teachers,
6 everything that we basically do.

7 DR. WINSTON: Thank you, Kevin. Do we have any
8 other speakers? We will be here until 2:30. If we
9 have any other speakers who have not yet spoken,
10 please feel free to sign up. We definitely want to
11 make sure your comments are heard.

12 We have a couple more folks that have
13 signed up to speak. If you could give them their
14 time and attention, we would appreciate it. Our
15 next speaker is going to be Valerie Travaglini,
16 followed by Steve Hyman.

17 SPEAKER: Good afternoon. My name is Valerie
18 Travaglini. You've already heard from my husband,
19 John. I'm a general ed teacher at Buckingham,
20 Special Education Center.

21 If you ask me how many children I have,
22 I'll say, "40, one at home and 39 in school." So,
23 special ed, I also have my degree in special ed, but
24 part of my job as a general ed teacher is to sit in

1 on the IEP.

2 Now, for those of you that don't
3 understand IEP meetings, everybody in special ed has
4 an IEP, and individualized education plan. Right
5 now, you don't sound like you're really attaining to
6 that.

7 You're trying to put together three
8 schools with students with individualized education
9 plans into one. To me, that sounds like a general
10 education school, not a special education one.

11 I've heard on the news people talking
12 about problems with gangs when they go to school in
13 the general ed settings, but what about when you're
14 putting students together with severe emotional
15 problems from all different parts of the city
16 together in one school?

17 To me, that doesn't sound like you're
18 individualizing anything. That is just a general
19 let's put them all together and save money. To me,
20 you're doing a very -- a great disservice to the
21 student. You are not thinking of them as
22 individuals at all. Thank you.

23 DR. WINSTON: Thank you very much. Steve.

24 SPEAKER: My name is Steve Hyman. I'm the

1 physical education teacher at Buckingham School, and
2 I would first like to start out by saying how my
3 children do enjoy physical education.

4 I will not forget the first day of school
5 where Dr. Taylor was up there speaking, and before
6 he could even have his first word in, "We have gym
7 today." So, that was my welcoming to the school. I
8 realized how much it does mean to then.

9 Along with that, I have had the ability,
10 experience, excuse me, to coach some of these
11 children. We have an alternative athletic
12 conference, which we have basketball and football
13 in. We also have the Special Olympics, which means
14 the world to these students, I did not realize.

15 I played sports my entire life, around 15
16 years. I coached several different teams, nothing
17 has come close to what I've been able to experience
18 here. The teamwork they've been able to build, the
19 relationships they've had for the rest of their
20 life, you know, they can be able to take on.

21 I've build relationships with some of my
22 friends that I used to go to school and play sports
23 with. I'm 30 years old, and I still talk to some of
24 my friends since I was five.

1 If they move to Montefiore, they will not
2 have that because from my understanding, I talked to
3 the commissioner from the athletic conferencing
4 plans, Montefiore does not offer this.

5 The principal there feels that because the
6 sports take place in the middle of the day, that
7 they do not want to interrupt their being able to
8 learn, which I understand; but at the same point,
9 they should be able to have this, if this is
10 offered, because there is nothing else they would be
11 able to do otherwise.

12 Some of these students have never been on
13 a team otherwise. They've never done anything
14 athletic. So, regardless of skill or not, I still
15 take them on because I want them to learn that
16 experience.

17 Now they're going to move on, and you're
18 going to have this taken away from them. They'll
19 not be able to build these relationships, these
20 friendships, and that bothers me more than me having
21 to worry about my job because I can move on, but
22 they cannot.

23 I do feel we're not underutilized. I feel
24 we are over utilized. My gym is a gym, it is a

1 lunch room, and it is an auditorium; and every
2 single classroom is there is used every single day,
3 no question about it.

4 I'm worried about the safety and education
5 of them. Change is not something they work well
6 with. Even something simple when I change -- I say,
7 "I can't have practice today. I need to make some
8 phone calls," that is a very, very big deal.

9 Moving on from one side of the city to the
10 other, that's a big deal. You know, having
11 something real small become real big like that, I
12 can't even imagine when they take them from all the
13 way on the south side, like 130th, all the way to,
14 you know, 13th and Ashland, which is something I'm
15 very worried about.

16 I feel we built a family atmosphere that
17 they just don't have otherwise. I know a lot of
18 these students have no family, no moms, no dad's,
19 grandmas taking care of them. Sometimes they are
20 wards of the state. They have come to us, and they
21 are able to talk to us.

22 Even our maintenance worker, I see him
23 each day talking to students. I've never seen that
24 in a school before, and I've been there. I see the

1 lunch lady we have, she is like a mother to them. I
2 just feel like that family atmosphere we build from
3 the floor all the way up to the ceiling, and I just
4 felt that is something they will not get at other
5 schools. So, I really hope you reconsider. Thank
6 you.

7 DR. WINSTON: Thank you very much. Our time
8 has come to an end. I just want to say thank you
9 very much for everyone that came here tonight.
10 Thank you for everyone that took the time for your
11 remarks.

12 I just want too make sure and remind you
13 that the next community meeting is scheduled for
14 Friday, April the 12th, in this location, from 7:30
15 to 9:30; and the public hearing will be on Tuesday,
16 April 23rd, from 5:30 to 7:30 at the Board chambers
17 down at 125 South Clark.

18 Again, thank you very much for coming out
19 and expressing your opinions and sharing your
20 thoughts and observations. Please note this
21 information will, in fact, be shared with our CEO
22 Barbara Byrd-Bennett, as well as all of our Board
23 Members. Have a good rest of the afternoon.

24 (WHICH WERE ALL THE PROCEEDINGS HAD.)

1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)

4 PAMELA A. MARZULLO, C.S.R., being first duly sworn,
5 says that she is a court reporter doing business in the city
6 of Chicago; that she reported in shorthand the proceedings
7 had at the Proceedings of said cause; that the foregoing is
8 a true and correct transcript of her shorthand notes, so
9 taken as aforesaid, and contains all the proceedings of said
10 meeting.

11
12 PAMELA A. MARZULLO
License No. 084-001624

13
14 SUBSCRIBED AND SWORN TO
15 before me this ____ day
of _____ 2013.

16 Notary Public
17
18
19
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21
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24

Community Meeting for the Proposal to Close Buckingham Elementary School

April 6, 2013; 12:30-2:30pm

Location: Harlan HS, 9652 South Michigan Ave.

CPS Staff in Attendance: Thyatira Towns, Annette Gurley, Markay Winston, LaTanya McDade, John Scott, Joseph Sobus, Valerie Butron, Natalie Hill, Terri Kelly, Gail Ratliff, Reynardo Martinez, Chuck Swirsky, and Anisha Joshi

Brief Summary: The purpose of the meeting was to receive public comments on the proposal to close Buckingham Elementary School, in accordance with 105 ILCS 5/34-230. CPS officials stated the purpose for today's meeting, introduced the CPS staff at the meeting, and reviewed the handouts provided to the community. There were about 30 community members present.

CPS Presentation:

Annette Gurley, Chief of Teaching and Learning, welcomed those in attendances and introduced the CPS staff present. Dr. Markay Winston, Chief Officer of Diverse Learner Support and Services, explained the meeting rules and procedures. She explained the handout given out to the community members.

Public Comment:

Victoria Jackson, Teacher at Buckingham for 9 years

Ms. Jackson stated that Buckingham holds special place in her heart. Ms. Jackson noted that Buckingham is not a neighborhood school, but that students are referred to them. She believes that the utilization of the school is out of the school's control. She also thinks that the cost for busing will increase given the distance to travel.

Dr. Otis Taylor, Principal of Buckingham for 4 years

Dr. Taylor noted that the school's students are referred to Buckingham after a determination made by the Office of Specialized Services. He noted how talented Buckingham students are. Taking these students away from their school would be disrespectful. Change is difficult for our students. Dr. Taylor reiterated that the school is not underutilized.

Kathy Murray, Chicago Teacher's Union representative

Ms. Murray stated that this proposal is unkind to students and their families. She noted the long commute for these students. She thinks that message from CPS continue to change and that no new services will be provided. She encouraged those in attendance to speak up.

Jordan Tracey, parent of a two students at Buckingham

Ms. Jordan noted that her children have shown great improvement since being at Buckingham. Ms. Jordan fears that if they go to an environment where the number of students triples, that their behavior will regress. She thinks the current environment is what is best for her children, although she will be looking into other options for them as well.

Clarice Berry, President of the Chicago Principals and Administrators Association

Ms. Berry supports Buckingham. She knows the principal very well. In addition she was a former special needs teacher and has a child with special needs. She thinks that closings would be unnecessary, if CPS had a facility plan for ten years the way other districts do. Planning is necessary. She feels very sad for this school, as it got caught in CPS' negligence.

John Travaglini, Police Officer

Officer Travaglini's wife works at Buckingham Elementary. He has noticed a family environment at this school and has seen connections and bonds among the staff and students. He thinks the teachers and staff go far beyond what is expected. He is very proud of his wife, the principal, the Assistant Principal, and all the staff.

Carolyn McNeil, Clerk at Buckingham

Ms. McNeil noted that the school is open to taking students. She thinks that the Office of Specialized Students should send them the number of students equal to the number graduating. She thinks her school is not under-utilized and that they are a family. They provide everything their students need. These students will have to travel longer to Montifiore. She thinks students will not be able to learn because of daily commuting stress.

Mary Mason, great-grandparent of a student at Buckingham

Ms. Mason noted that her great grandson's behavior, personality and demeanor have changed for the better since he has been at Buckingham. Her great grandson is worried about having to go to a new school. She worries about her great grandson's emotions and notes that when children have emotional issues, a change of setting is very hard on them.

Tiffany House, parent of a student at Buckingham

Ms. House's student's educational journey has been a rough one. Her son has been at many schools. Since he has been at Buckingham, she has seen tremendous change in him.

J.J., 5th grade student

J.J. said that his school is a good school. He should be able to stay there.

J.J., 3rd grade student

J.J. said that Buckingham should not be closed because it is a good school.

Tally Jacobson, Counselor and Case Manager at Buckingham

Ms. Jacobson noted that Buckingham is close to her heart. She stated that kids have shown tremendous improvement since they have been at the school. Buckingham is a small school. While she understands the financial constraints the District faces, she thinks it is important to continue the family environment at Buckingham. She fears that the students will not be provided what they need if they transition to the new school. Ms. Jacobson noted that they are able to do a lot of things because they are a small school and that it is important that the students continue to receive services at Buckingham.

Mr. Mak, Teacher at Buckingham

Mr. Mak is worried about the safety of the students. He has ten kids and it is tough teaching them and worries that they will get lost in a bigger classroom. He does not think they will get the services they need.

Delores Samuels, parent of a student at Buckingham

Ms. Samuels has a child attending Buckingham. She does not believe that students should travel far to get education. She believes closing Buckingham will be a terrible decision.

Carrie Patterson, parent of a student at Buckingham

Ms. Patterson does not think that Montifiore is an option for her son. She believes that CPS did not take into consideration the safety of special education students. She had to fight to get her son into Buckingham. Her son has made progress because of Buckingham. She does not think Buckingham should close.

J.G., student at Buckingham

J.G. stated that Buckingham should not be closed. At Buckingham he has been able to control his anger. He thinks that it will be bad if the students go to Montifiore because those students fight every day and they won't be able to defend themselves.

Diantha Garcia, parent of a student at Buckingham and LSC president

Ms. Garcia explained the special needs of her child. She thinks combining the two schools will cause more problems. She believes closing schools should not be a solution to budget deficit. Her child needs his school. She requested that Buckingham not be closed.

Nikki Roberts, parent of a student at Buckingham

Ms. Roberts stated that her son was excited to start at Buckingham. To my dismay he had a rough start. However over the year that has changed. He has been more acclimated at this school than anywhere he has been. She worries whether students from another school will welcome her son. She thinks that this proposal is not fair to her son – they need this school. She requested that Buckingham not be closed.

M.W., student

He does not think his school should be closed, because he is improving at Buckingham.

M.R., student at Buckingham

M.R. stated that before he attended Buckingham, his behavior was not good. At Buckingham, he has changed. The staff has helped him. He has worked hard to be where he is and worries that at a new school he would have to start all over.

Maria Affinita, Teacher at Buckingham

Ms. Affinita is a first year teacher and has had a wonderful experience. The children are intelligent and amazing. She hopes that Buckingham is not taken away from them.

K.G., student at Buckingham

K.G. does not want Buckingham to close down because of all his experiences with his friends.

Valerie Travaglini, Teacher at Buckingham

Ms. Travaglini feels like the Buckingham students are just like her kids. She feels like this proposal is a disservice to the students and that CPS is not thinking about them as individuals.

Steve Hyman, Physical Education Teacher at Buckingham

Mr. Hyman talked about the joy the students get from gym class and sports activities. Sports help build teamwork skills and relationships that the kids could have for the rest of their lives. He worries that if these students move to Montifiore, they won't have this outlet. He does not think that the school is underutilized. He worries about safety and the distance students will have to travel. He requested not to close Buckingham.

SB630 COMMUNITY MEETING
BUCKINGHAM/MONTEFIORE

April 12th, 2013

7:30 p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 12th, 2013, at the hour of 7:30 o'clock p.m.

PRESENT:

DR. MARKAY WINSTON, Chief Officer of Diverse Learner
Supports and Services
MS. ANNETTE GURLEY, Chief Officer of Teaching and
Learning
MR. LATANYA McDADE, Chief of Schools for the Skyway
Network
MS. THYATIRIA TOWNS, FACE Manager
COMMANDER RUIZ, CHICAGO POLICE DEPARTMENT

1 MS. GURLEY: Good evening. Good evening and
2 welcome to our community meeting. This community
3 meeting is a continuation of a process that has been
4 underway from over four months, and we have heard
5 from over 20,000,000 people throughout the city.

6 My name is Annette Gurley. My partner
7 this evening is Dr. Markay Winston, and she is the
8 Chief officer of Diverse Learner Supports and
9 Services for the Chicago Public Schools.

10 I'm the Chief Officer of the Office of
11 Teaching and Learning. We're here with you today on
12 behalf of CE Barbara Byrd-Bennett to share some
13 basic information and listen.

14 I would also like to introduce the Network
15 Chief, Mrs. Latanya McDade, for the Skyway Network;
16 and also here with us today, representing the
17 Chicago Police Department, Captain Ruiz.

18 I would also like to take this opportunity
19 to recognize any principals who are in the audience.
20 I see Principal Taylor from Buckingham, and is
21 Principal Chalmers here from Montefiore? Principal
22 Taylor, thank you for joining us tonight.

23 The purpose of today's meeting is to allow
24 CEO Byrd-Bennett and the Board Office to hear from

1 those in attendance about the proposed closing of
2 Buckingham and the welcoming of the students in
3 Montefiore, and to insure that Dr. Byrd-Bennett will
4 be reviewing the notes and documentation from the
5 meeting.

6 In order to make sure that our CEO and
7 School Board members are able to review each and
8 every comment, we have a court reporter reporting
9 each and every word that is said, as well as sign
10 language interpreter.

11 For those of you that might need a
12 translator, one is also available. In addition, we
13 have a CPS note taker present tonight, who is taking
14 additional notes on the laptop to be provided
15 directly to CEO Byrd-Bennett.

16 We have been gathering questions from
17 these meetings and are preparing responses. Public
18 hearings start on Tuesday. You will start to be
19 able to view these responses at the
20 cps.edu/qualityschools website.

21 In addition, meeting summaries will be
22 viable on this website within five days. The
23 summary from your first community meeting should be
24 available shortly.

1 Generally, the common concern has been
2 around safety. We can tell you that every welcoming
3 school will have safe passage for its children, and
4 CPS will work with parents before any plans are
5 finalized.

6 Every welcoming school will get additional
7 security, and the security guard from the sending
8 school will follow students to their welcoming
9 school.

10 Every welcoming school will receive new or
11 upgraded safety supports, such as alarms and
12 entrance screening equipment; and that CPS will hold
13 ongoing parent and student engagement forums at
14 welcoming schools to gather feedback on school-based
15 safety plans.

16 Please be reminded that this is the second
17 of three meetings before a Board vote. The next
18 meeting will be the public hearing on Tuesday,
19 April 23rd at 5:30 p.m. at CPS's central office,
20 which is located at 125 South Clark Street.

21 The proposed action is to close Buckingham
22 and welcome students at Montefiore. Each of you
23 should have received a handout at the registration
24 table when you arrived.

1 I'm going to briefly describe the
2 information that you have received. Page 1, the map
3 in the center, shows the location of all the schools
4 involved in the proposal. On both sides of the map,
5 there is an over view of historical enrollment data,
6 as well as a summary of how students in all schools
7 involved will benefit.

8 On the bottom of the page is more
9 information on how to learn more, call 311, or visit
10 the website at cps.edu/qualityschools. Okay, this,
11 one does not have a map because of the distances
12 with the school. So, this is a special
13 circumstance. My apologies for telling you you had
14 a map.

15 Page 2, the box at the top of the page
16 outlines the future location of the schools from all
17 schools, if the proposal is approved. The rest of
18 this page outlines many of the questions that are
19 frequently asked by family, including information on
20 how to consider enrollment in a different school
21 option, safety and security plans.

22 For example, every school action will
23 receive safe passage with CPS and Chicago Police
24 Department, working with communities to develop

1 routes, how teachers will re-assigned and programs
2 transferred.

3 Page 3, as part of our proposal, we're
4 looking to reinvest to support students both in
5 schools that are closed, as well as those that
6 welcome students.

7 This page outlines those investments that
8 will go into every welcoming school, including air
9 conditioning in every classroom that does not
10 currently have it, anterior improvements to schools,
11 iPads for all students in grade three to eighth, and
12 the safety and security plan that includes safe
13 passage and equipment upgrades.

14 In addition, in the box at the bottom of
15 the page, there is contact information on how to
16 reach support offices, if you have specific
17 questions.

18 I'm going to continue to read the script,
19 and it lists pages 1 through 4. Yours is a little
20 different, because you have a two-pager. And
21 basically information on the proposed action is on
22 the front side; and on the back side, you have
23 information on what the welcoming school will
24 receive.

1 Again, I want to thank you for coming out
2 tonight, and now I'm going to turn the microphone
3 over to my partner, Dr. Winston, and she will
4 facilitate the rest of the meeting.

5 DR. WINSTON: Thank you, Mrs. Gurley. Please
6 be reminded that the purpose of the meeting tonight
7 is to hear from those that are in attendance, and to
8 be reminded also that there is a court reporter
9 right over here to my left that is capturing every
10 remark, as well as our CPS note taker, to develop a
11 report that will be provided to CEO Barbara
12 Byrd-Bennett, as well as to our Board Office.

13 Because the court reporter can only
14 capture the speaker's remarks if there's no
15 additional noise, please respect each speaker so
16 that their voice can be heard and recorded for the
17 record.

18 Because we want to give everybody an
19 opportunity to speak tonight, each speaker that has
20 signed up to speak will have two minutes to share
21 your thoughts. Our timekeeper is right over here in
22 the front, and he will be holding up time cards that
23 show the speaker how much time they will have
24 remaining.

1 If you have written speeches or other
2 testimony materials, you should please leave copies
3 with the timekeeper, so that they can be provided to
4 the court reporter, and they will be a part of the
5 permanent record for this evening.

6 Speaker sign-ups will remain open
7 throughout the meeting, but you must sign up if you
8 would like to speak, and you may only sign up and
9 speak once during tonight's meeting.

10 The comment period will last until the
11 scheduled end time of tonight's meeting, because we
12 will need to close the facility.

13 Please be advised that there is a public
14 hearing on Tuesday, April 23rd, at 5:30 p.m. at
15 CPS's central office located at 125 South Clark
16 Street. If translation is required, each speaker
17 will have the full time, and then the translator
18 will share a summary of the speaker's comments.

19 I just want to invite those of you who
20 have not yet had a chance to sign up, to please go
21 to the back desk at the registration and sign up so
22 that you will have an opportunity to speak this
23 evening.

24 We will begin with our first speaker,

1 Ms. Carolyn McNeil. Please come forward to the
2 microphone. State and spell your name, and your
3 affiliation with the school.

4 SPEAKER: Hello. My name is Carolyn -- my name
5 is Carolyn McNeil, C-a-r-o-y-l-n, middle initial is
6 E, last name spelled M-c capital N-e-i-l.

7 I didn't know I was going to be the first
8 one. Everybody was waiting until somebody else
9 signed up, so I'm here. I'm representing Buckingham
10 School. I am a clerk at Buckingham School.

11 I have a package of letters from students
12 that they wrote to the CEO, and they are pleading
13 for our school to stay open. We're a very unique
14 school. Our students are unique also; and just to
15 take this school away from them, and any others that
16 are coming to us, is just going to be a disservice.

17 I also have a letter from a parent. She
18 said she was going to try and make it. I don't know
19 if she's here or not, but that letter should also be
20 read.

21 Now, my concern is I hope you guys, if
22 this is passed, will take a time bottle, put a
23 little information in there of what's going on
24 today, open it up three years from now, and see if

1 it really, really made a difference.

2 They're spending tons of money now to do
3 this, you know, lots of money, coming from every
4 place, to close these schools. Will it really
5 count?

6 My concern is for the students. Some of
7 these students may not be able to get to another
8 school. They may not fit in well at another school.
9 Then what will you have? Dropouts, sad to say.

10 The Board has not spent any money on
11 truancy to get kids to come to school, and this is
12 why our dropout rate is so high. I think they need
13 to look at this.

14 The first thing they should have done is
15 had some kind of truancy agency or something going
16 along to bring the kids into the school, and then
17 you will have full schools; but with truancy out of
18 the picture for the last six years that I know of,
19 parents don't do anything.

20 Their kids stay at home. Police can't do
21 anything. That's not their job. D.C.F.S. is not
22 going to bother with it. You know, society has set
23 up everyone that is on probably Public Aid, they
24 know they're not going to do anything to them, you

1 know.

2 If they take that check away, the kids
3 come to school, but nobody is looking at those
4 things. They're just looking at, "Okay, let's shut
5 this school down. They don't have enough kids in
6 there."

7 Why is there not enough kids in there?
8 That's a big question. Please answer our questions.
9 Thank you.

10 DR. WINSTON: Thank you, Ms. McNeil. Our next
11 speaker is Greg Johnson. Greg Johnson, if you could
12 please come to the microphone. Please state your
13 name and your affiliation with the school.

14 SPEAKER: Greg Johnson, special ed teacher.
15 What I want to talk about is the consideration that
16 was given for the closure.

17 Now, here is a letter, here is the form,
18 that says, "Criteria released February 13th stated
19 that underutilized schools meeting any one of the
20 following were no longer under consideration for
21 closing."

22 Now, I feel that the one that we meet is
23 schools with a utilization rate of less than
24 70 percent in 2012 and 2013. We meet those

1 criteria.

2 How do we meet those criteria? Because
3 one of the things they overlooked at, when they
4 looked at the determining number of students, they
5 did not look this was a special-needs school.

6 In our case, we have kids that need
7 100 percent more than an independent school. That's
8 8 kids 8 students in a classroom, plus one aide
9 which would be 13. We have four classrooms. So,
10 with 13 students, four classrooms, that's 52
11 students.

12 We actually have now 39 students. So, we
13 are at a rate of 75 percent utilized. That's what
14 it says.

15 The reason I say we're not using the same
16 criteria because here is a school space utilization
17 report for Buckingham. It says the ideal program
18 enrollment is 150. You know what that is based
19 upon? 30 students in a class.

20 This is the same criteria that they use
21 for all the gen ed schools. This does not take into
22 account that this is a special-needs school; and the
23 way they come up with it they said with 30 students
24 -- this came up with seven classrooms rooms that we

1 don't typically use for a classroom and saying that
2 we should have 150 students in our school. That
3 doesn't make any sense.

4 Now, you want to address the fact why we
5 don't have all the students we need in our school?
6 It's because for a long time, they've stopped
7 referring students to us.

8 And there's a problem with that, because
9 the referral process, they've been stating that you
10 need 90 anecdotal; but by law, all you really need
11 is a collaboration with the parents, by law.

12 You're almost basically breaking the law,
13 because you don't give a chance for kids to be
14 referred to our school. I was a case manager
15 sometime ago, and we used to call up that office a
16 numbers of times, and they would have kids. They
17 would send them over.

18 Then I got a call one day and somebody was
19 saying, "Oh, well, a lot of us were let go." So,
20 after that, we didn't get any more students.

21 But the year before that, I heard the CPS
22 system was going to cut down the number of special
23 ed students. You cannot cut down on the number of
24 special ed students, especially in the case they're

1 a black male.

2 Now you talk about the background check,
3 you're talking about the future. The black
4 students, the black males, are the future; but in
5 terms of the background check, if you have people
6 out there that are hurting and shooting at other
7 people, because they have mental diseases, you know
8 why that is?

9 Because most of them are probably special
10 ed students and not had a chance to get referred to
11 a special ed class; and now you want to take our
12 school, 36 kids, you want to take the north side
13 school with 88 kids, and you got Montefiore with 30
14 some kids in there, and you're just going to put
15 them all in that school just because its a nice
16 building.

17 Why can't you put the air conditioning in
18 our building? Why can't you put the library in our
19 building? Why can't you give our kids iPads? Why
20 do we have to go somewhere else to get the things
21 that deserve?

22 DR. WINSTON: Thank you. We are very eager to
23 hear from everyone in the audience tonight; and so
24 if you would like to speak, please register with the

1 front desk so that your remarks can be heard and
2 become a part of public record.

3 So, at this point in time, we don't have
4 anybody else signed up to speak, but we would
5 welcome to have you come forward and sign up so that
6 you can speak and say your perspective on the
7 proposed closing.

8 For those of you who are contemplating the
9 possibility of speaking, we would encourage you to
10 go to the front desk and sign up, so that we could
11 give you the opportunity to have your remarks heard.

12 SPEAKER: Good evening. My name is Victoria
13 Jackson. I'm a special ed teacher at Buckingham,
14 and I am also the union delegate.

15 I have some letters also from my students.
16 I'm the seventh and eighth grade teacher also, so I
17 also have some letters from my students.

18 I believe the people that are making the
19 decisions to close Buckingham and Near North down
20 have no clue about therapeutic day schools.

21 If they did, they will know not to pump
22 these schools into one. Here are some other reasons
23 why I feel CPS should not close these schools down:
24 One, why not keep one CPS therapeutic school on the

1 south side and one on the west side? The curriculum
2 for CPS therapeutic schools follow a more rigorous
3 curriculum then non-CPS Therapeutic day schools.

4 Also, there aren't enough resources and
5 services for special-needs students in CPS; however,
6 students will receive even less if they attend a
7 non-CPS therapeutic day school.

8 And then another concern I have was when
9 the dust settles from schools closings, the
10 receiving schools will probably be overcrowded, or
11 very close to overcrowded.

12 The students that have been identified as
13 severely emotionally disturbed will need a good CPS
14 therapeutic day school like Buckingham School, not a
15 warehouse, which is what non-CPS therapeutic day
16 schools are.

17 Also, as this week has passed, we've had a
18 number of things going on in my classroom, as far as
19 writing. One thing I had the kids write about why
20 they thought Buckingham should not close down; and
21 then it they also wrote about, like I said, my
22 eighth graders will be graduating in June, so they
23 wrote about if they were giving the graduation
24 speech.

1 And they just spoke about how the staff,
2 some of my students have been there three or four
3 years, and so they talked about how they have had so
4 much help from our staff. How, in some cases, they
5 didn't have the resources they need at home, and we
6 were able to provide that for them.

7 So, again, it would be such a shame. I
8 understand about the going to Montefiore and that
9 they have other options as well; but again, as I
10 have stated it would be such a shame to have to send
11 them way to Montefiore, which could be up to two
12 hours in the wintertime.

13 So again, please, CPS, Board, vote to keep
14 Buckingham open. Thank you.

15 DR. WINSTON: Thank you, Ms. Jackson. I would
16 like to invite Alderman Natashia Holmes to the
17 microphone home. Alderman Holmes represents the 7th
18 Ward.

19 ALDERMAN HOLMES: Hi. Name is Natashia Holmes.
20 I'm the alderman for the 7th ward. I'm just coming
21 to just really get on the record.

22 I met the administration and the staff at
23 Buckingham. I know they are one of the three
24 therapeutic day schools in the CPS system. I know

1 CPS is the one that actually sends children to these
2 schools.

3 I know that these meetings are a part of
4 the CPS process, and I know that CPS is taking into
5 account the concerns of parents, students,
6 administrators; and I know that at the end of the
7 day, we are going to end up doing what is going to
8 be the best for the kids.

9 So, I just want to say that. Thank you.

10 DR. WINSTON: Thank you, Alderman. Our next
11 speaker is Joshua Garcia. Joshua Garcia, please
12 come forward.

13 State and spell your name, and tell us
14 what grade you are in.

15 SPEAKER: Hello. My is Joshua Garcia. Dear
16 CPS: Please don't close Buckingham. I like it
17 here. Before I got here, I got in a fight every
18 day.

19 I got Fs and Ds on my report card, and I
20 did not do my work. I could not write a whole page
21 like this. When I got here the school was very
22 supportive, and they helped me control my anger.

23 We have a point sheet system. They have
24 level 1, 2, 3 and 4. I am on level 3 day 29. I

1 have two more days until I am on level 4, and then I
2 have 30 more days.

3 This is the best school I ever went to.
4 Just because we don't have a lot of kids, that does
5 not mean they are not helping us. We learn from our
6 mistakes. We are a team. We create and we try our
7 best. We respect each other. That's all we need to
8 be successful.

9 I like Dr. Taylor. He is the best
10 principal ever, so please don't close this school.
11 This school -- so please keep this school open.
12 This school is cool.

13 My mom is so proud of me of my progress.
14 I am not fighting every day. I'm doing my work. I
15 know you are going through money problems, but try
16 to keep this school open for the kids and the
17 teachers.

18 Mrs. Johnson helps me helps me get so
19 smart and the art -- and art is the best class.
20 Ms Affinita is nice.

21 DR. WINSTON: Thank you, Joshua. We had a few
22 additional folks join us this evening; and if you
23 haven't had a chance to do so, please consider
24 registering.

1 Right here in the front, we have a sign-up
2 sheet; and so if you would like to offer your
3 remarks, we've a sign-up sheet right here in the
4 very front so that you don't have to go outside to
5 the back desk.

6 We will be here until 9:30 this evening,
7 and we encourage you, and we welcome you the
8 opportunity to come forward and to say your remarks.

9 Our next speaker at the microphone is
10 Ms. Garcia. Ms. Garcia, please state and spell your
11 name, and tell us your affiliation with the school.

12 SPEAKER: Yes. My name is Diantha Garcia,
13 D-i-a-n-t-h-a, and I'm the local president of the
14 local school council, local school council member.

15 Sorry if I'm a little nervous. This is my
16 third time speaking, and I know I may sound a little
17 redundant, but I want to make sure this point gets
18 across. I want to try not to be emotional so that
19 you hear me clearly.

20 I'm the mother of Joshua Garcia; and as I
21 stated before, we a very unique and special family.
22 We are a family of six; and out of our six kids, we
23 have five special needs children, ranging from very
24 minimum to fetal alcohol syndrome.

1 I have kids -- I have a child that's in
2 Buckingham. I have two other kids that are in two
3 other schools that are in special ed. All of my
4 kids are doing exceptionally well, including Joshua.

5 Now, if I could talk about Joshua just for
6 a few minutes. Joshua came to me as a newborn two
7 weeks old. We are an adoptive family. We are a
8 very special and unique family, and there are many
9 of us that are out there.

10 We have grandparents that are raising
11 grandchildren. Joshua's unique situation is Joshua
12 was born with fetal alcohol syndrome. There is no
13 place in the regular school setting for him that
14 allows him to achieve what he has been able to
15 achieve today.

16 When Joshua first reached Buckingham,
17 Joshua was not only fighting his peers, he was
18 fighting his teachers. Every teacher he came
19 across, it was a battle for him.

20 I fought not to bring my son front and
21 center to speak. He said he wanted to speak, and
22 that he wanted to try to save this school. He said
23 this is his home, and this is where he belongs.

24 Joshua has been there a number of years

1 now. We have seen many faces, and we are not
2 parents and teachers of students, we are a family.
3 I have known -- I have grown to know so many of
4 them, and I trust each and every last one of them
5 with my son.

6 Like I said before, to close this school,
7 not only this school, but all three of these
8 schools, would be a tragedy. Can we please step
9 away for a moment?

10 DR. WINSTON: Yes, ma'am.

11 SPEAKER: To close any of these schools would
12 be a tragedy. I want to piggyback off of what the
13 last speaker said. There is only three, only three.
14 I beg of you, please, do not close these three
15 schools.

16 And if you were to -- we caught Joshua.
17 Joshua is going to be fine. We caught. What about
18 the ones that are still out there, what do you have
19 in place for them? We are a community. We are a
20 family. We are Chicago.

21 I'm a parent. I run a household. I
22 understand -- my budget is not as big as Chicago's
23 budget. It's not as big of any middle capacity
24 budget, but I have a budget, and I know what it

1 means to cut.

2 Instead of steak, we eat pork chops.

3 Instead of pork chops, we might have a hot dog, but
4 we don't break it down to bear minimum, Ramen
5 Noodles. That would be a tragedy. Thank you.

6 DR. WINSTON: Thank you, Ms. Garcia. If we
7 have anyone else in the audience who would care to
8 speak, please come forward and sign up here in
9 front, so that we can give you an opportunity to say
10 your remarks, so that they can become part of the
11 permanent record. We encourage you strongly to be
12 heard.

13 MS. GURLEY: Just a reminder, this meeting will
14 conclude at 9:30 tonight, so there's plenty of time
15 it sign up. We see some familiar places from the
16 first community meeting; and, so, if you would like
17 to speak again, we highly encourage it.

18 This will be the last community meeting
19 before the actual hearing. So, if you've not signed
20 up, and you are contemplating it, please sign up.
21 We will be here until 9:30. Thank you.

22 For those of you who have come late, the
23 public hearing for this proposed action is scheduled
24 for Tuesday, April 23rd, at 5:30 p.m., at the

1 Chicago Public School's central office, which is
2 located at 125 South Clark Street.

3 We would like to thank Delores Pickens for
4 signing up, and we'll ask Delores if she'll come to
5 the mic at this time. Thank you, Ms. Pickens.

6 Please restate your name and your
7 affiliation with Buckingham School or with the
8 school.

9 SPEAKER: Hello. My name is Delores Marie
10 Pickens. I'm the lunchroom at Buckingham. I've
11 been at Buckingham for seven-and-a-half years. I
12 have a children come through Buckingham with dope
13 and terrible shape. I'm going to put it like that.
14 Okay?

15 They have outbursts with small. We give
16 Buckingham students the tools they need to be
17 successful in life and go on, be productive as
18 successful citizens.

19 A kid might come through the door, I'm the
20 first person they might see in the among. I serve
21 breakfast in the hallway, classroom breakfast that
22 they call it, grab the bag and go. A child might
23 come in very, very angry. Okay? Come in the door
24 with the fists balled up. Okay?

1 I'll be, like, "What's wrong baby?

2 "Miss Pickens, Miss Pickens, can I talk to you? Can
3 I talk to you?" "Sure." Stop what I'm doing, talk
4 to the child, calm him down, redirect him, and we
5 small.

6 Buckingham School needs this from us.
7 They're not going to get that anywhere else. They
8 need this from us. Thank you.

9 MS. GURLEY: Thank you, Ms. Pickens. Mr. Roger
10 Mitchell.

11 SPEAKER: My name is Roger Mitchell, R-o-g-e-r
12 is the first name, middle initial C, and Mitchell,
13 M-i-t-c-h-e-l-l.

14 I'm not speaking specifically on behalf of
15 Buckingham, but I'm talking about the situation that
16 you're creating are real out there.

17 I've been associated with Buckingham for
18 last 12 years as a community representative. I've
19 also been in education for 40 years with the Board
20 education, and most of that time was in
21 administration.

22 I question as to really is closing that
23 school -- I question motive. You claim to be it's
24 economic, but you're creating a real monster. You

1 want to take and put all the special education kids
2 in one building. How you going to manage them?

3 You have to manage all of them like a
4 prison. It's going to be impossible. I want to
5 warn you that you are creating a monstrosity. Thank
6 you.

7 MS. GURLEY: Thank you, Mr. Mitchell.

8 Hi. Can I have your attention again?
9 Again, we are soliciting those of you who wish to
10 speak, if you have not signed up, if you could
11 please sign up.

12 This meeting will conclude at 9:30 this
13 evening. So, there is plenty of time for you to say
14 your ideas, so that they could being documented.

15 DR. WINSTON: Our next speaker will be Raelyn
16 Riley. Raelyn Riley.

17 SPEAKER: Good evening.

18 DR. WINSTON: Good evening. Could you please
19 spell your name, state and spell your name for the
20 court reporter?

21 SPEAKER: Aelyn Lilly Riley. R-a-e-l-y-n a
22 l-i-l-l-y hyphen Riley, R-i-l-e-y.

23 DR. WINSTON: Thank you.

24 SPEAKER: Good evening. I am the assistant

1 principal at Buckingham School. I've been at
2 Buckingham, this is my second school year at
3 Buckingham; and when I arrived at Buckingham, I
4 found it to be a very small nurturing environment
5 for the students that we serve.

6 And I felt that the environment was very
7 conducive to helping the students with behavioral
8 disabilities, emotional disabilities, to be
9 successful. I know that the students there feel
10 that they are supported. There have been fewer
11 suspensions since they've been there.

12 Our students have also had an opportunity
13 to participate in a lot of school experiences. They
14 go on field trips, and we know most of the time
15 these students, when they were in the regular side,
16 didn't have an opportunity to go out of the
17 building.

18 So, these students have participated in
19 field trips at the Black Ensemble Theater, Shed
20 Aquarian, ATA. After each experience, the students
21 have shared with me what a wonderful opportunity it
22 was, and how well that they enjoyed it.

23 My concerns would be for these students if
24 Buckingham were closed, that it would be a setback.

1 These students have, I believe, progressed extremely
2 well since they have been at Buckingham, and they
3 have begun -- they have been able to manage their
4 behavior.

5 Sometimes they have a new crisis, but they
6 know that there's a staff there that supports them,
7 that they can talk to them, they will be heard, and
8 that we listen and encourage them on a daily basis;
9 and the students in this environment have been
10 really, really able to experience success.

11 I feel that the transport would also be a
12 concern, because the students would have to travel a
13 little bit further from their home. So, that means
14 they will be on the school bus a little bit longer.

15 Sometimes we have students who miss the
16 bus, and those students that miss the bus will catch
17 the bus and come on over to Buckingham, because it's
18 not really that far away from home; but I feel if
19 they were a little bit further over at Montefiore,
20 this may not happen. So, this would probably
21 negatively impact attendance.

22 In closing, I feel that Buckingham has
23 been -- the criteria doesn't really meet us, because
24 it says that we are underutilized, but we are not

1 underutilized by choice.

2 If we could enroll our own students, and I
3 know I've talked to several of my colleagues, and
4 they all say that they have at least one or two
5 students that could truly benefit from the services
6 that we offer at Buckingham.

7 And, so, I know that if we were able to
8 enroll our own students, I'm quite sure we would
9 have a waiting list; and a small environment for the
10 students that have emotional and behavior disorders,
11 I feel that they truly, truly need that environment
12 to help them be successful.

13 Because we first have to get a handle on
14 their behavior, before we can start to work on
15 academics. Thank you.

16 DR. WINSTON: Thank you, Ms. Riley. Do we have
17 any other members in the audience who wish to speak?

18 We strongly encourage you to consider
19 signing up so that we could have your remarks become
20 a part of the permanent record. Thank you.

21 Our next speaker, Ms. Barbara McBride.
22 Barbara McBride, please come forward.

23 SPEAKER: All right. Okay. Spell my name,
24 B-a-r-b-a-r-a, capital M-c-B-r-i-d-e.

1 DR. WINSTON: Thank you.

2 SPEAKER: I am newly retired from Buckingham.

3 I've been there, oh, seven years. The good boy that
4 was just talking, I was his first teacher.

5 And I can say that coming from a regular
6 setting, the students do get in to many behavioral
7 problems; and it's through Buckingham's nurturing
8 and working with the student, and dealing with the
9 behavior, that we are able to help the student move
10 on and concentrate on his academics.

11 We keep the setting small, and that's how
12 we're able to help them. We work as a team and as a
13 family; and the students realize this, and are able
14 to open up and talk to us and help us deal with
15 their issues.

16 I think it would be a mistake to close
17 this facility. Thank you.

18 DR. WINSTON: Thank you. Avon Walker. Avon
19 Walker.

20 SPEAKER: Avon Walker. My last name is
21 W-a-l-k-e-r a, and this evening I was somewhat
22 ambivalent; but tonight, I want to try to make an
23 impassioned and definitive plea to keep Buckingham
24 School opened.

1 I have the distinct honor and privilege of
2 serving for nine years as the social worker at
3 Buckingham; and from a clinical perspective, I think
4 the program was clinical and educationally was a
5 some superlative program.

6 It was balanced, integrated,
7 individualized instruction, focused on helping those
8 children achieve their EIP goals and benchmarks.

9 The Board invested a lot of money in our
10 program upgrading, some upgrading, and extensive
11 staff development. Nurturing was a key piece, in
12 addition to ongoing clinical and educational
13 specialization.

14 We worked very hard at not only knowing
15 our children, but knowing those families; and from a
16 clinical perspective, when you develop trust, and
17 build self-esteem and confidence in those children,
18 we saw kids who came to us, they were transformed.

19 I'm currently working in general ed, but
20 still as a school social worker, I'm able to balance
21 those perspectives; and there are some children in
22 two current schools that I currently serve that I'd
23 love to take to Buckingham.

24 I speak of Buckingham highly all the time

1 because the commitment of the staff, research-based
2 program. Again, it is one of the best because it is
3 specialized.

4 The staff is highly trained, ongoing staff
5 development, fantastic clinical and educational
6 expertise, and it should remain on the south side as
7 a small program that communicates and identifies,
8 motivates, works with children and their families;
9 and concurrently, when kids walk in, we think about
10 transitioning.

11 I don't think anyone has really analyzed
12 and looked at over time, even the last 15 years the
13 accomplishments in that program, and I have to just
14 wave the flag. We've always looked at and applauded
15 creativity.

16 I had the pleasure, and then I'm going to
17 take my seat, of being able to establish a boys
18 choir, and I did it in the therapeutic vein, and I
19 missed miss that group of young men. Boys did not
20 resist singing, because we let hem go to PE every
21 day.

22 So when it was time to sing for
23 Mr. Walker, they sang. They sang at Christmas, they
24 sang for black history, and they sang for

1 graduation; and we were able to develop discipline,
2 camaraderie, and a level of self and people. Thank
3 you.

4 DR. WINSTON: Thank you, Mr. Walker. We have
5 45 more minutes until they must conclude our
6 meeting.

7 So, if there are any other individuals in
8 the audience who would like to speak, please come
9 forward and sign up, and we will make sure that you
10 have your opportunity to share your perspectives on
11 this proposed action.

12 The next speaker is Valerie Travaglini.
13 Please come forward and state your name and spell
14 it, and tell us your affiliation with the school.

15 SPEAKER: Good evening. My name is Valerie
16 Travaglini V-a-l-e-r-i-e a, Travaglini,
17 T-r-a-v-a-g-l-i-n-i. I'm the general ed teacher at
18 Buckingham.

19 It's kind of hard to follow Mr. Walker's
20 speech, because he's really good, so I'll do my
21 best. I'm going to a little bit about school
22 closings in general, though, so it's a little bit
23 off topic, so maybe I'll do okay.

24 In the pamphlet or the paper that you

1 provided, it lists for Buckingham, Near North and
2 Montefiore it says -- it starts out with, "Current
3 Buckingham students or current Near North or current
4 Montefiore students will continue to attend
5 Montefiore academy, unless families choose to enroll
6 their students at a non-public school that
7 specializes in supporting students who need
8 intensive supports."

9 So, my thing is, my question is -- well,
10 it's not a question yet. It seems as if CPS is
11 encouraging parents to put their children in private
12 therapeutic day schools. My question is: Why is
13 this is? This why is this being encouraged?

14 If CPS -- is CPS keeping track of what
15 goes on in those therapeutic day schools, in those
16 private schools, or is it just a cheaper place to
17 send students with special needs?

18 Are these schools either run by certified
19 staff? What goes on there? Why is this a choice
20 instead of a school like Buckingham?

21 I keep hearing from CPS and others it's
22 about the children, but from my perspective, it
23 doesn't seem that way.

24 Of course putting all three CPS schools,

1 Montefiore, Near North and Buckingham together,
2 would be a mistake. But maybe, and this sounds a
3 little crazy, but maybe that is not the goal at all.

4 Maybe the goal is to get rid of all CPS
5 therapeutic day schools altogether. If that
6 happens, where does students like Joshua who spoke
7 earlier be?

8 Certainly not a school that is as safe and
9 secure, is caring and thoughtful, or is one that
10 challenges students academically as much as the
11 staff at Buckingham does. Thank you.

12 DR. WINSTON: Thank you. Are there any other
13 members in the audience that would care to share
14 their remarks? We have approximately 40 minutes
15 remaining. We will be here until 9:30 p.m.

16 You are welcome to remain here with us for
17 the duration. If there's anyone else who would like
18 to speak, we encourage you to sign up and come
19 forward, so that your remarks can become a part of
20 the permanent record.

21 The next speaker is Carolyn McNeil.
22 Carolyn McNeil.

23 SPEAKER: Hello. I have a question I guess to
24 present. With the combining of the schools, and

1 closing of the schools, and we are a special ed
2 school, where are you going to put the children that
3 are in special needs at all the schools on the south
4 side.

5 I mean, they can't all fit at Montefiore.
6 You need another backup plan to put these children.
7 Where would they go, if you close Buckingham?
8 Buckingham can't be a receiving school for these
9 children. Okay.

10 DR. WINSTON: Thank you. Diantha Garcia. I
11 apologize.

12 SPEAKER: Diantha. I have a question. My
13 question is Buckingham gets students that are
14 referred to them through you guys, and what I want
15 to know is: Are there any options for us?

16 When I spoke before, I spoke about myself
17 being a foster parent coming from an agency. What I
18 want to know is: Is there any type of way that we
19 can do a partnership with different foster care
20 agencies within the City of Chicago city limits,
21 where that we can have kids that have needs, such as
22 my son, and other kids throughout the City of
23 Chicago, where we would not have to worry about how
24 many students are at Buckingham?

1 We will be filled to capacity at that
2 point. So, my question is: Is there a way that we
3 can have a partnership with D.C.F.S., and one of the
4 reasons why I'm asking is a lot of kids that come
5 within the foster-care system bounce from foster
6 parent to foster parent to foster parent.

7 That child can be in my house a year
8 before I know, and has transferred from different
9 schools, before we know, the foster parent, what the
10 problem of that child is.

11 D.C.F.S., the case managers, the agency
12 that that child belongs to, have the educational
13 liaison and each agency has one, is there a way to
14 put a safety net out there, so that we don't close
15 the school, and there could be a partnership between
16 D.C.F.S. and the Chicago Public School system?

17 DR. WINSTON: Thank you, Ms. Garcia. We have
18 exactly 14 minutes remaining before we will conclude
19 this meeting. So, if you're still contemplating
20 whether you would like to speak, please feel free to
21 do so.

22 We have approximately two minutes
23 remaining. So, if there is anyone that would like
24 to offer final comments or remarks, you are most

1 welcome to do so. We will conclude in two minutes.

2 Thank you to everyone that came out to
3 evening. Thank you for those for just participating
4 and speaking, and for those of you who were here in
5 support of your school, we appreciate your comments;
6 and we just want to remind you that the public
7 hearing will be on Tuesday, April 23d, at 5:30 p.m.
8 at the CPS central office located is 125 South
9 Clark.

10 You are all strongly urged to attend.
11 Thank you, have a lovely evening and enjoy your
12 weekend.

13 (WHICH WERE ALL THE PROCEEDINGS HAD.)

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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)

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5 PAMELA A. MARZULLO, C.S.R., being first duly sworn,
6 says that she is a court reporter doing business in the city
7 of Chicago; that she reported in shorthand the proceedings
8 had at the Proceedings of said cause; that the foregoing is
9 a true and correct transcript of her shorthand notes, so
10 taken as aforesaid, and contains all the proceedings of said
11 meeting.

12

PAMELA A. MARZULLO
License No. 084-001624

13

14

15 SUBSCRIBED AND SWORN TO
before me this _____ day
of _____ 2013.

16

Notary Public

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Community Meeting for the Proposal to Close Kate S. Buckingham Elementary School

Friday, April 12, 2013; 7:00pm-9:30pm

Location: Harlan High School, 9652 S. Michigan Avenue

CPS Staff in Attendance:

Dr. Markay Winston, Chief Officer of Diverse Learner Supports and Services
Ms. Annette Gurley, Chief Office of Teaching and Learning
Ms. Latanya McDade, Chief of Schools for the Skyway Network
Ms. Thyatiria Towns, FACE Manager

CPS Presentation:

At 7:00pm Annette Gurley welcomed all in attendance and introduced CPS staff at the table including representatives from the Skyway Network, Community representatives and members from the Office of Safety and Security. Annette reviewed the information contained in the handouts which included boundary information and a description of the proposed transitional supports provided to students. She explained that the purpose of the meeting was to listen to the community and report back to the CEO and the City of Chicago Board of Education. Annette explained the rules and procedures of the meeting and explained that there would be one more additional meeting at the Central Office located at 125 S. Clark Street.

Brief Summary:

The purpose of the meeting is to discuss the proposal to close Kate S. Buckingham Special Education Center into Moses Montefiore Special Elementary School located at 1310 S. Ashland Avenue in accordance with 105 ILCS 5/34-230. The majority of the speakers' comments from this meeting centered on the concern that CPS is not taking into account the small classroom sizes necessary to provide a positive learning environment for students with special needs. There were 21 community members present at the meeting. The speakers' comments focused on a variety of topics including:

- Claim that students will not be able to attend other therapeutic schools and there is a risk of them dropping out
- Proposed that CPS should put resources into truancy practices in order for schools to be more utilized
- CPS should not consider the "30 students per class" rule because the school is providing learning services to special needs students

- Parents addressed that there is no air conditioning in the building yet CPS is providing laptops to the welcoming school
- Receiving schools will become overcrowded
- Alderman expressed that she has been working with CPS in a transparent manner and believes CPS is also looking out for the best interest of students
- Buckingham is a small school and in a nurturing environment that is conducive for students with disabilities
- Questioned where special needs students will go who are from the South side
- Proposal for Buckingham to partner with DCFS and the foster care system to recruit students to attend Buckingham.

The meeting concluded at 9:30 p.m.

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Kate S. Buckingham Special Education Center Statement of Benjamin Felton, Portfolio Planner

April 23, 2013

Good evening, Your Honor. My name is Benjamin Felton, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since July of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as a teacher at CPS. I then joined the Tennessee Department of Education, where I focused on teacher and principal recruitment and contributed to the development of the department's five-year strategic plan. I have a Bachelor of Science from Vanderbilt University.

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

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

Buckingham is currently located at 9207 South Phillips Avenue. Buckingham is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 35 students in 2nd-8th grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab B13.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For typical 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 7 total classrooms within the Buckingham facility. Approximately 76%-77% of this number is 5, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 150. As such, the enrollment efficiency range of the Buckingham facility is between 120-180 students. As I stated, the enrollment of Buckingham, as of the 20th day of attendance for the 2012-2013 school year, is 35. This number is below the enrollment efficiency range, and thus, the school is underutilized.

While the Buckingham facility is considered underutilized per the Chicago Public School's Space Utilization Standards, I want to acknowledge the fact that Buckingham is a specialty school that serves a population of students with disabilities that require a separate instructional setting and thus the additional flexibility must be given for the use of space. Therefore, for schools where all the students enrolled are students with disabilities who require a separate school placement, such as Buckingham, the ideal enrollment is the number of allotted homerooms multiplied by 13. However, even when the multiplier of 13 is used, the Buckingham facility remains underutilized.

As I stated, there are 7 total classrooms within the Buckingham facility. Approximately 76%-77% of this number is 5, the number of allotted homerooms. This number multiplied by 13 yields the ideal enrollment of the facility, which is 65. As such, the enrollment efficiency range of the Buckingham facility is between 52-78 students. The enrollment of Buckingham, as of the 20th day of attendance for the 2012-2013 school year, is 35. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Buckingham be welcomed at Moses Montefiore Special Elementary School, or Montefiore located at 1310 South Ashland Avenue. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Montefiore's enrollment efficiency range.

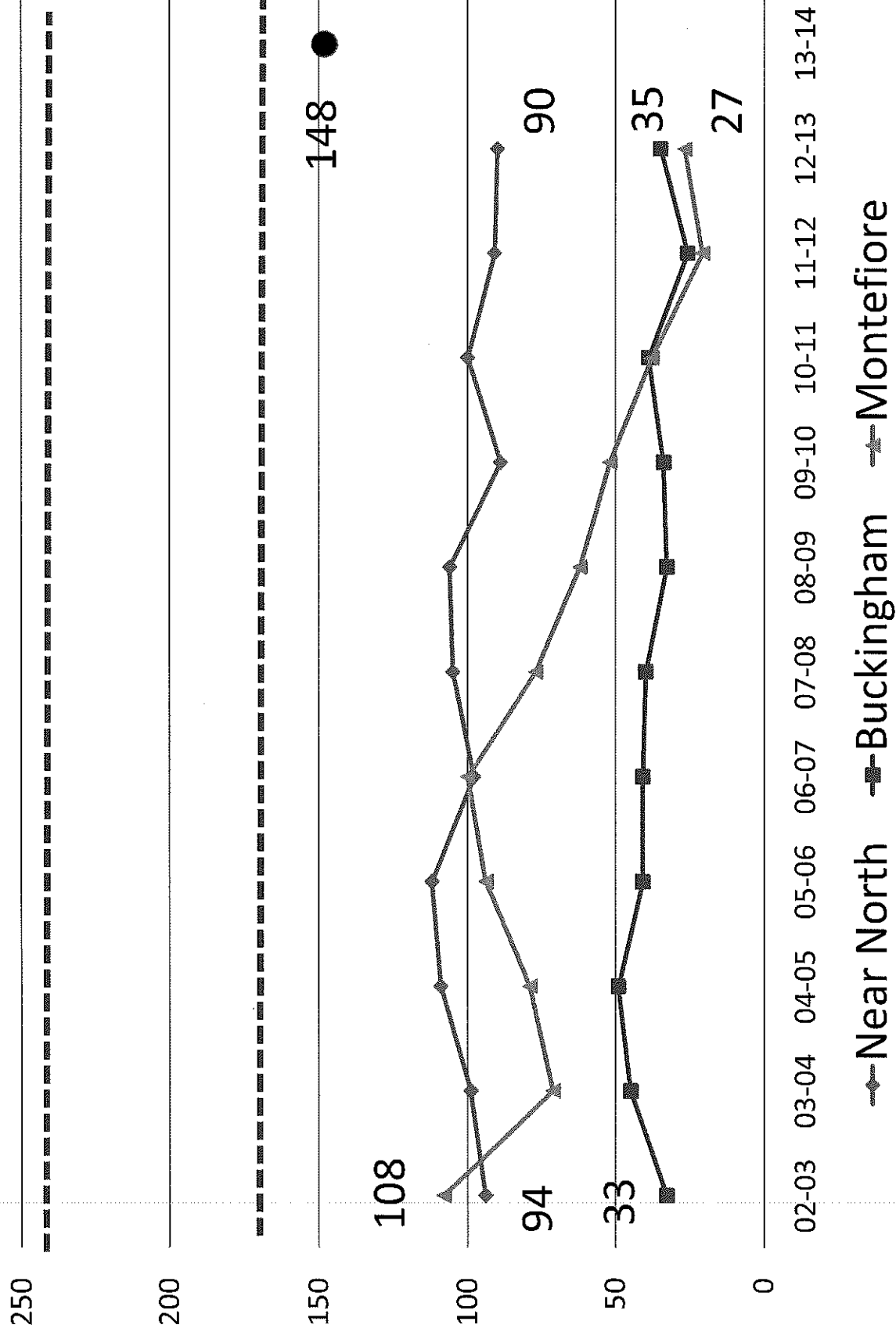
Montefiore has 21 total classrooms. Approximately 76%-77% of this number is 16, the number of allotted homerooms. Again, this number is multiplied by 13 to accommodate for the additional flexibility this school needs to serve their students. Multiplying 16 by 13 yields the ideal enrollment of the facility, which is 208. As such, the enrollment efficiency range of the Montefiore facility is between 167-249 students. Montefiore currently has 27 students enrolled.

To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. In a related closure proposal presented separately this evening, the CEO is proposing that students from Near North Elementary School also be welcomed at Montefiore. Projected is a slide that shows the enrollment trend of Buckingham, Montefiore, and Near North Elementary School, green hashed lines showing the enrollment efficiency range of the Montefiore facility, and a circle representing the combined projected enrollment for 2013-2014. Buckingham's current enrollment of 35 students, Near North's current enrollment of 90 students, and Montefiore's current enrollment of 27 students combine to a total of 152 students, within the enrollment efficiency range of the Montefiore facility. Further, for the 2013-14 school year, the projected enrollment of Buckingham is 30, the projected enrollment of Near North is 94, and the projected enrollment for Montefiore is 24. Even the combined projected 2013-14 enrollment for these three schools is within the Montefiore enrollment efficiency range. Thus, there is enough space within the Montefiore building for students from Buckingham and students from Montefiore.

You will next hear from my colleague, Markay Winston, who will discuss the performance of Montefiore and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.

Enrollment History



CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Kate S. Buckingham Special Education Center Statement of Markay Winston, Chief Officer of Diverse Learner Supports and Services

April 23, 2013

Good evening Your Honor. My name is Markay Winston. I am the Chief Officer of Diverse Learner Supports and Services. In this capacity, I oversee the District's efforts to serve approximately 53,000 students with disabilities. My office supports individual students in all schools to ensure diverse learners receive meaningful and relevant access to grade level core instruction, suited to their unique learning needs, within their neighborhood school, school of choice, or the school closest to their residence. I have been the Officer of this department since September of 2012.

By way of background, prior to being appointed to my current role, I served as the Director of Student Services for the Cincinnati Public Schools for the past ten years. Prior to that, my experiences included positions as a school psychologist, mental health consultant, and adjunct professor. I have a Bachelor of Arts, a master's degree in education, and a doctorate. My master's and doctorate degrees are from the Department of School Psychology and Counseling at the University of Cincinnati.

As you have already heard, Buckingham 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. Buckingham students will be welcomed by Montefiore, located at 1310 South Ashland Avenue. The facility at 1310 South Ashland Avenue has enough space to welcome the Buckingham students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Buckingham students are welcomed by the Montefiore administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. While this action is not being proposed because of performance, we must follow our CEO's Guidelines which require that students from a proposed closure are welcomed at a higher performing school. We acknowledge that there is a perception that schools that serve students with disabilities should not be held to the same high quality standard we hold all other school to. However, this cannot and should not be the case, as the District must provide grade level core instruction with appropriate accommodations, modifications, and considerations for students with special needs to ensure that they succeed. In order for diverse learners to fully achieve, we believe that we must have high expectations and hold them to higher standards that are aligned to the common core. The CEO's Guidelines for School Actions define a

higher performing elementary school to be a school receiving a higher level on the Performance Policy for the 2011-2012 school year. The CEO's Guidelines also define a higher performing elementary school, if the Performance Policy level is equal, to be a school performing higher on the majority of four performance metrics for the 2011-2012 school year. Both Buckingham and Montefiore received a Level 3 rating in 2011-2012. Thus, the higher performing school under the Guidelines is the one that performed higher on the majority of four performance metrics.

The four performance metrics analyzed are the percentage of points the school received on the Performance Policy, the ISAT composite meets or exceeds score, the Value-Added score in reading, and the Value-Added score in math. I will explain each of these metrics below and explain how Montefiore performed higher than Buckingham in 2011-2012.

The first metric to compare is the schools' percentage of points received on the Performance Policy. The Performance Policy bases its rating on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. For 2011-2012, Montefiore received 38.9% of available points and Buckingham received 30.6% of available points. Thus, Montefiore received a higher percentage of points on the Performance Policy.

The second metric is the ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments. Montefiore's ISAT Meets or Exceeds Composite score was 26.2%, while Buckingham's Meets or Exceeds Composite score was 10.6%.

The third and fourth metrics are the schools' Value-Added score in reading and math. Value-Added is a component of the Performance Policy that compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in the Students in Temporary Living Situations program, Individualized Education Program (or IEP) status, English Language Learner status, and gender. Controlling for these factors allows us to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardization means that the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar

students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84% of schools in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the District. And a negative score means that students at the school are growing at a slower pace than similar students in the District.

As you can see, Montefiore's reading Value-Added score was 0.7 in 2012 and Buckingham's reading Value-Added score was 0.0. This means that, on average, students at Montefiore grew at a faster pace in reading when compared to students at Buckingham. Montefiore's mathematics Value-Added score was 1.6 in 2012 and Buckingham's Value-Added score was -0.7. This means that, on average, students at Montefiore grew at a faster pace in mathematics when compared to students at Buckingham.

To summarize, Montefiore performed higher than Buckingham in 2011-2012 on all four of the metrics identified in the CEO's Guidelines for School Actions, and thus, Montefiore is a higher performing school.

If this proposal is approved, students will receive additional supports at Buckingham during the remainder of this school year and at Montefiore next year. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab A1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

The Office of Diverse Learner Supports and Services has been working with families of Buckingham students since early April to discuss how best to support students in the transition and consider alternative options for placement should this proposal be approved by the Board. The Office of Diverse Learner Supports and Services is working with its non-public school partners to identify alternatives for students whose Individualized Education Program (IEP) require separate settings. Our office is also coordinating school tours of welcoming schools for families of students with disabilities and hosting transition planning meetings to discuss supports and to address any concerns. Schools welcoming students with disabilities, including Montefiore, will host "meet and greets" for families to meet with the teachers at the new school. During these "meet and greet" events, parents and teachers will be able to review Individualized Education Programs (IEPs) together and discuss individual student needs. Our office has commenced a series of trainings for Montefiore staff members to share behavior and instructional strategies related to the students they will be welcoming. Additionally, my team is currently counseling families as they consider

their options, and we will continue to assist them through this transition process. We will also ensure that any necessary equipment is available at Montefiore prior to the start of school, and once school resumes, our office will monitor IEP implementation and make any staffing adjustments that may be required.

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.

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 Buckingham for the remainder of the school year and ensure a smooth transition to Montefiore. 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 Montefiore administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. The principals will be supported as they consider how to use these resources.

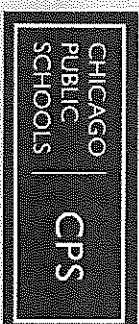
Students will also receive social and emotional supports to help them adjust to a new school environment, including the following:

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Montefiore 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.

In conclusion, Buckingham is underutilized, the combined enrollment of Buckingham and Montefiore students at the 1310 South Ashland Ave facility will not exceed the facility's enrollment efficiency range, and Montefiore 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.



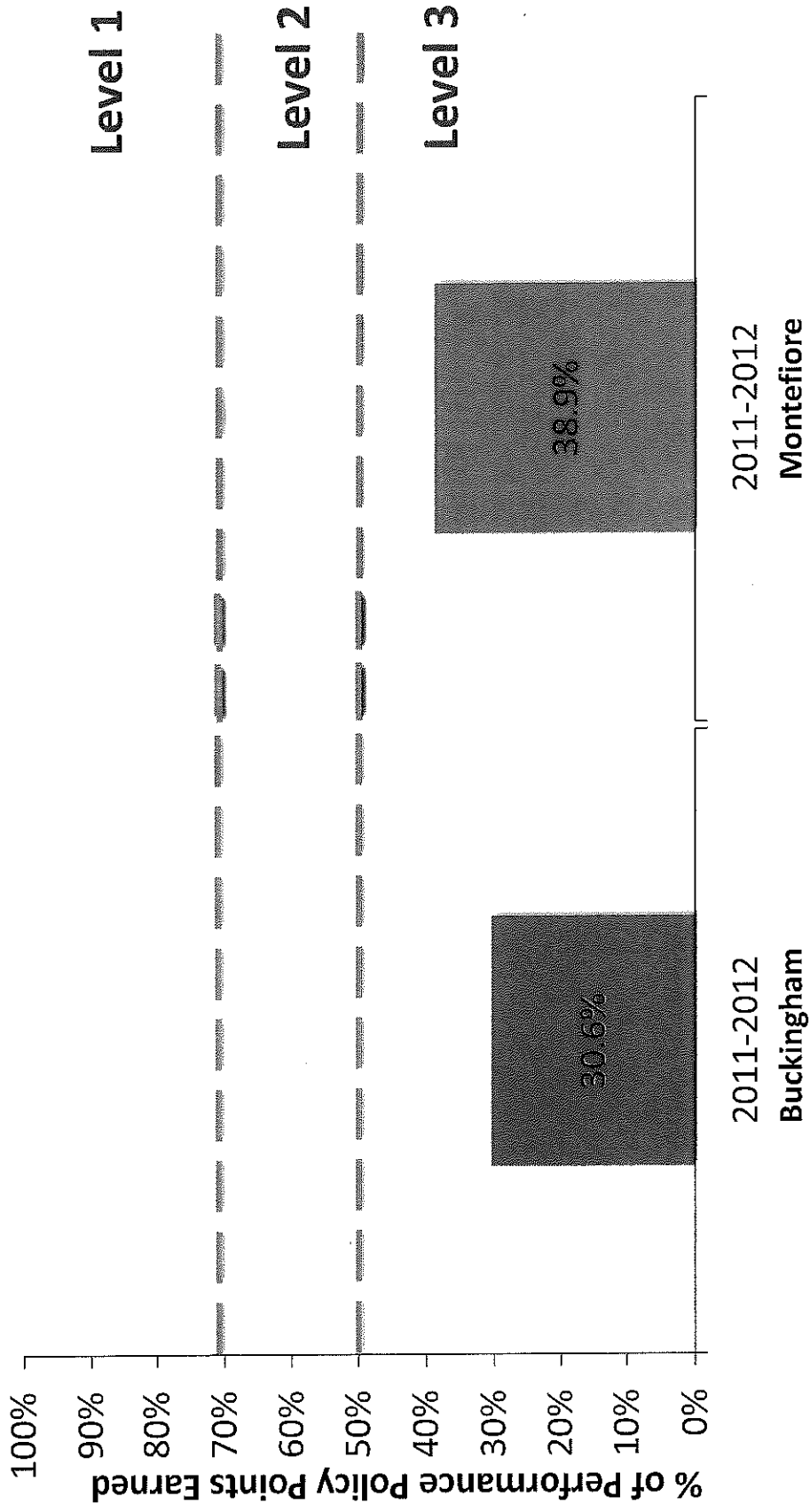
Proposal for School Closure

Buckingham Elementary School

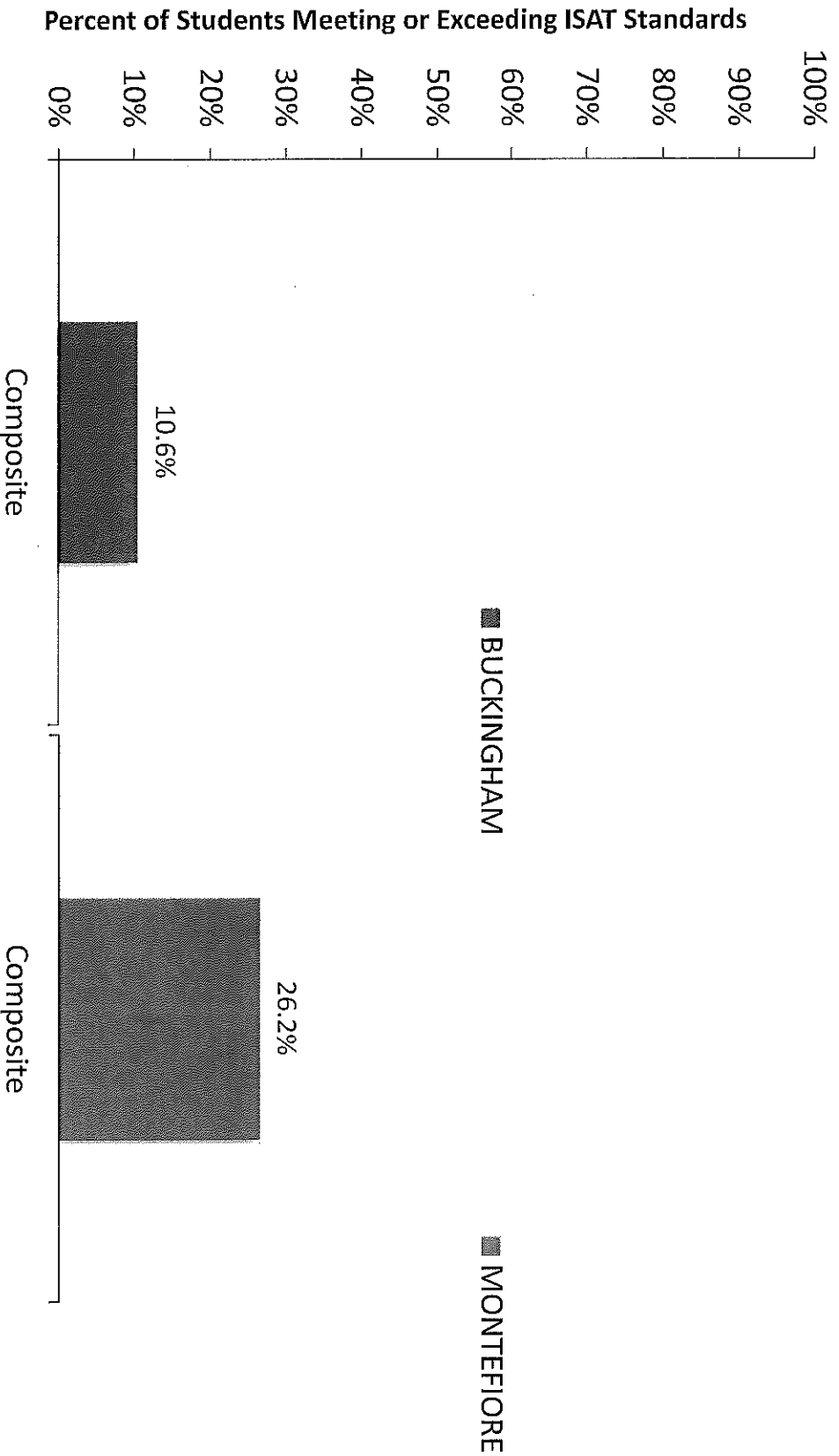
Office of Accountability

April 2013

Performance Policy



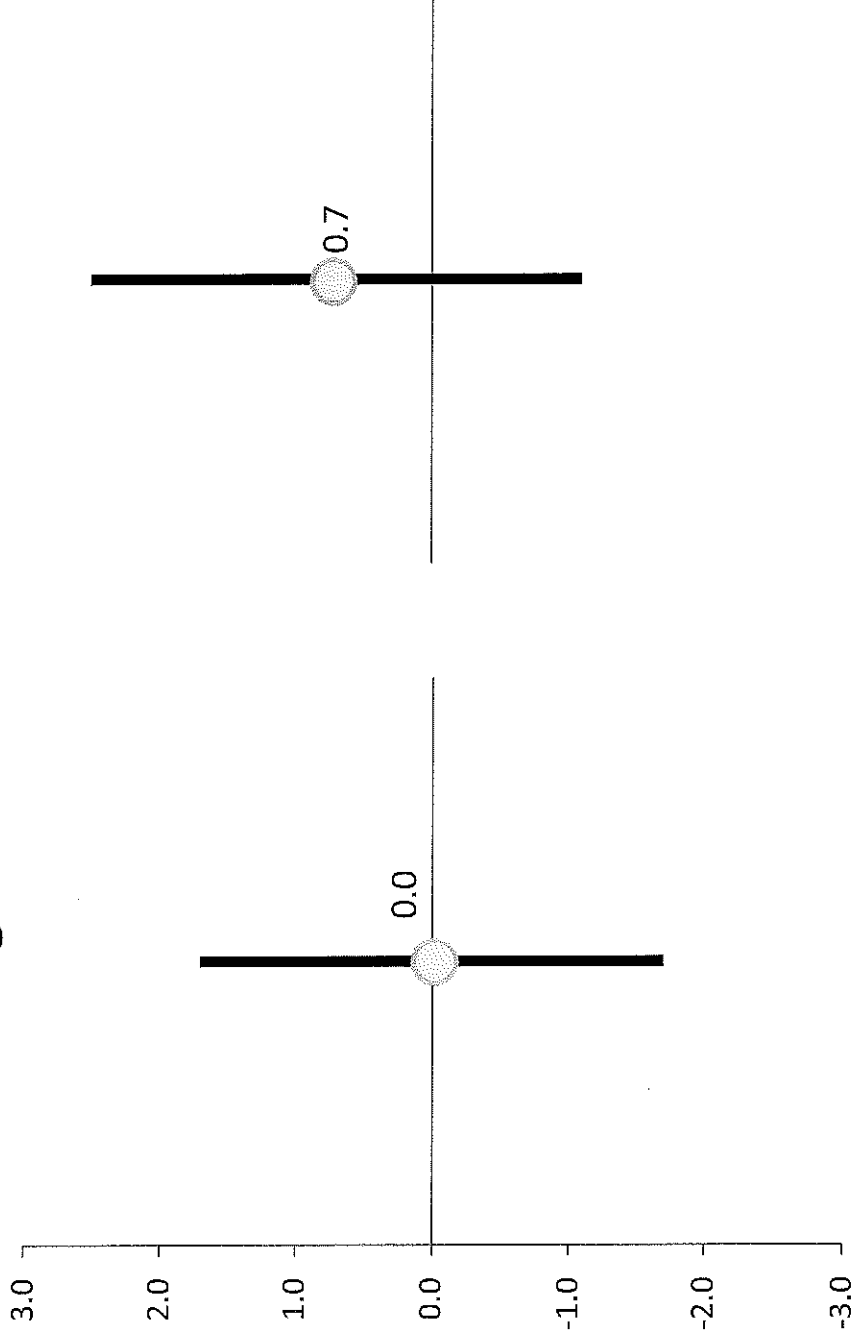
2012 ISAT Scores



Office of Accountability

ISAT Reading Value-Added

Buckingham Montefiore



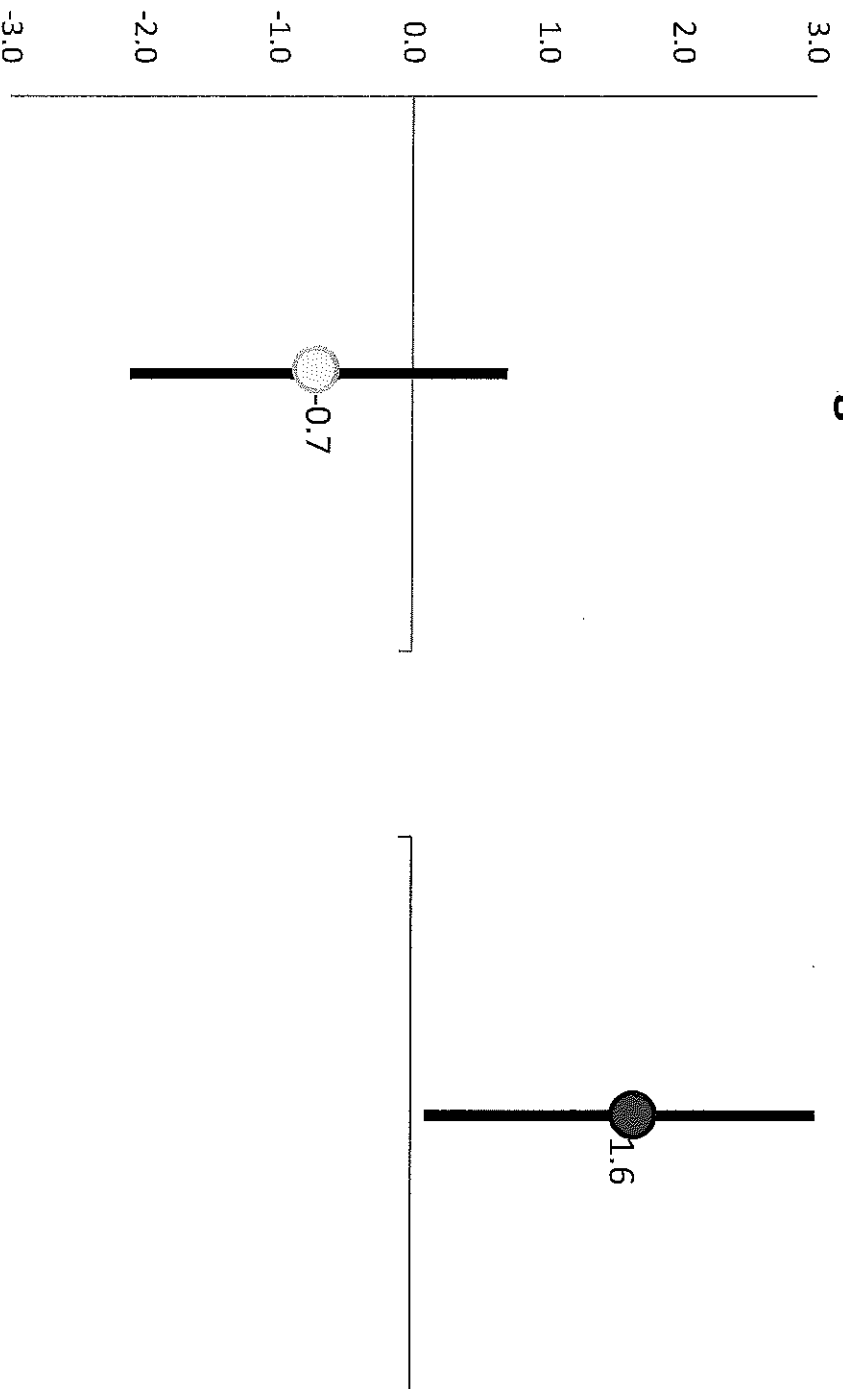
2011-2012

2011-2012

ISAT Mathematics Value-Added

Buckingham

Montefiore



2011-2012

2011-2012

Office of Accountability

