CHICAGO PUBLIC SCHOOLS

PUBLIC HEARING TO CONSIDER PROPOSED CLOSURES OF Ana Roque de Duprey Elementary School and Alexander von Humboldt Elementary School

WEDNESDAY, APRIL 24, 2013
COMMENCING AT 5:30 P.M.

HONORABLE GIL GROSSI
HEARING OFFICER

PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURES OF ANA ROQUE DE DUPREY ELEMENTARY SCHOOL AND ALEXANDER VON HUMBOLDT ELEMENTARY SCHOOL

April 24, 2013
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A. NOTICES OF HEARING

1. Notice Letter to Parents or Guardians of Students at Ana Roque de Duprey Elementary School, Alexander Von Humboldt Elementary School and Jose De Diego Elementary Community Academy dated March 21, 2013, and Draft Transition Plans for the Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

2. Notice Letter to School Administrators, Faculty, Staff, and Local School Council Members at Ana Roque de Duprey Elementary School, Alexander Von Humboldt Elementary School and Jose De Diego Elementary Community Academy dated March 21, 2013 and Draft Transition Plan for the Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

3. Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Ana Roque de Duprey Elementary School, Alexander Von Humboldt Elementary School and Jose De Diego Elementary Community Academy 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 (b) Draft Guidelines for School Actions on or about October 31, 2012, (c) Guidelines for School Actions on or about November 30, 2012, (d) Proposals on or about March 21, 2013, and (e) Summaries from Community Meetings on or about April 14, 2013 and April 18, 2013.

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

B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS

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

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

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

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

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

12. Chicago Board of Education School Performance, Remediation, and Probation Policy for the 2011-2012 School Year (Policy Manual Section 302.6A, Board Report 10-0728-PO4)

13. Chicago Board of Education Policy on Review and Establishment of School Attendance Boundaries (Policy Manual Section 703.2, Board Report 05-0622-PO1)

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

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

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

C. DOCUMENTS AND WRITTEN EVIDENCE IN SUPPORT OF THE PROPOSAL

17. Transcript of the April 9, 2013, Community Meeting regarding Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

18. Summary of the April 9, 2013, Community Meeting regarding the Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

19. Transcript of the April 13, 2013, Community Meeting regarding the Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

20. Summary of the April 13, 2013, Community Meeting regarding the Proposed Closures of Ana Roque de Duprey Elementary School and Alexander Von Humboldt Elementary School

21. Written Statement of Patrick Payne, Portfolio Planner for the Chicago Public Schools

22. Presentation Accompanying Patrick Payne's Written Statement

23. Map of Proposed Attendance Area Boundary Change

24. Written Statement of Shonda Hurey Chief of Schools for the Fulton Elementary Network

25. Presentation Accompanying Shonda Hurey's Written Statement

26. Ana Roque de Duprey Elementary School, Alexander Von Humboldt Elementary School and Jose De Diego Elementary Community Academy Performance Policy Reports

CHICAGO PUBLIC SCHOOLS | CPS

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
Alexander von Humboldt Elementary School
2620 W Hirsch St

Parent or Guardian of a Student at
Jose De Diego Elementary Community Academy
1313 N Claremont Ave

Re: **Proposed Closure of Alexander von Humboldt Elementary School**

Dear Parent or Guardian:

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

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

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

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

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

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

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close Alexander von Humboldt Elementary School (Von Humboldt). I am also recommending that Jose De Diego Elementary Community Academy (Diego) serve as the dedicated welcoming school for students at Von Humboldt 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 Von Humboldt, located at 2620 W. Hirsch St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Von Humboldt had 362 students enrolled on the 20th day of attendance, but has the capacity to serve 900 students. Von Humboldt students will be welcomed by Diego, located at 1313 N. Claremont Ave. While the closure of Von Humboldt is not related to performance, it is important to note that Diego is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines). In a separate proposal, I am also recommending the closure of Ana Roque de Duprey Elementary School (Duprey). If approved, Diego will also welcome Duprey's students and may operate in two facilities: the current Von Humboldt facility and the Diego facility.

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

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

Attendance Area Boundary of Von Humboldt

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

Public Comment on this Proposal

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

Community Meeting 1	Community Meeting 2	Public Hearing
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	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 Von Humboldt.

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,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Alexander von Humboldt Elementary School

I. Introduction

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close Alexander von Humboldt Elementary School (Von Humboldt). This decision is based on the underutilization of Von Humboldt, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Jose De Diego Elementary Community Academy (Diego), 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

Von Humboldt is a neighborhood elementary school located at 2620 W. Hirsch St., in the Fulton Elementary Network of CPS. Von Humboldt currently serves 362 students in PE, PK & K-8th grades. CPS is proposing to close Von Humboldt based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Von Humboldt students will be welcomed at Diego, located at 1313 N. Claremont Ave. Another CPS proposal, detailed in a separate draft transition plan, is to also close Ana Roque de Duprey Elementary School (Duprey) and welcome returning students at Diego. If approved, Diego may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont 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 Von Humboldt and Diego, as described in this

transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

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

III. Safety and Security

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

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

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

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Von Humboldt, and ensuring a successful transition to Diego 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, Von Humboldt students will be welcomed at Diego, which is a higher performing school. To ensure Von Humboldt students receive high-quality academic instruction throughout the transition, Von Humboldt and Diego 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 Von Humboldt maintain academic rigor in the classroom and ensure a smooth transition to Diego. The PTC will follow students to Diego 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 Diego 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, Von Humboldt and Diego 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. Diego 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 Von Humboldt 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 Von Humboldt will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Diego, 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 Diego 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 Diego, provide observations of classrooms when school has resumed, and train Diego staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Diego, targeting training based on the unique population of the students in the school.

- Diego is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Diego 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 Diego in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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

Transportation

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

V. Information Regarding Choice of Schools

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

- Online (www.cps.edu or www.cpsoae.edu),

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

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

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

VI. Public Comment

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	125 S. Clark St.

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

Definitions

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

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

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

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

"ISAT" stands for Illinois Standard Achievement Test.

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

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

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

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, 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.

CHICAGO PUBLIC SCHOOLS | CPS

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

Parent or Guardian of a Student at
Ana Roque de Duprey Elementary School
2620 W. Hirsch St.

Parent or Guardian of a Student at
Jose De Diego Elementary Community Academy
1313 N. Claremont Ave.

Re: **Proposed Closure of Ana Roque de Duprey Elementary School**

Dear Parent or Guardian:

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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.

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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.

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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;
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- 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 Duprey, located at 2620 W. Hirsch St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Duprey is a non-attendance area, citywide and had 92 students enrolled on the 20th day of attendance, but has the capacity to serve 330 students. Duprey students will be welcomed by Diego, located at 1313 N. Claremont Ave. While the closure of Duprey is not related to performance, it is important to note that Diego is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines). In a separate proposal, I am also recommending the closure of Alexander von Humboldt Elementary School (Von Humboldt). If approved, Diego, will also welcome Von Humboldt's students and may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont Ave.

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

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

Public Comment on this Proposal

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	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 Duprey.

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,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Ana Roque de Duprey Elementary School

I. Introduction

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close Ana Roque de Duprey Elementary School (Duprey). This decision is based on the underutilization of Duprey, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Jose De Diego Elementary Community Academy (Diego), 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

Duprey is a non-attendance area, citywide elementary school located at 2620 W. Hirsch St., in the Fulton Elementary Network of CPS. Duprey currently serves 92 students in K-8th grades. CPS is proposing to close Duprey based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Duprey students will be welcomed at Diego, located at 1313 N. Claremont Ave. Another CPS proposal, detailed in a separate draft transition plan, is to also close Alexander von Humboldt Elementary School (Von Humboldt) and welcome returning students at Diego. If approved, Diego may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont 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 Duprey and Diego, 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 Duprey. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

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

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Duprey, and ensuring a successful transition to Diego 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, Duprey students will be welcomed at Diego, which is a higher performing school. To ensure Duprey students receive high-quality academic instruction throughout the transition, Duprey and Diego 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 Duprey maintain academic rigor in the classroom and ensure a smooth transition to Diego. The PTC will follow students to Diego 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 Diego 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, Duprey and Diego 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. Diego 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 Duprey 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 Duprey will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Diego, 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 Diego 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 Diego, provide observations of classrooms when school has resumed, and train Diego staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Diego, targeting training based on the unique population of the students in the school.
- Diego is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Diego 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 Diego 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 Special Education and Supports 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**

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

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

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

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

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

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

"ISAT" stands for Illinois Standard Achievement Test.

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

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

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

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, 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.

CHICAGO PUBLIC SCHOOLS | CPS

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
Alexander von Humboldt Elementary School
2620 W. Hirsch St

Administrators, Faculty, Staff, and LSC Members
Jose De Diego Elementary Community Academy
1313 N. Claremont Ave

Re: **Board of Education Proposed Closure of Alexander von Humboldt Elementary School**

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

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

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

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

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

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

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Alexander von Humboldt Elementary

School (Von Humboldt). 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 on Humboldt, located at 2620 W. Hirsch St at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Von Humboldt had 362 students enrolled on the 20th day of attendance, but has the capacity to serve 900 students. Von Humboldt students will be welcomed by Jose De Diego Elementary Community Academy (Diego), located at 1313 N. Claremont Ave. While the closure of Von Humboldt is not related to performance, it is important to note that Diego is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

Attendance Area Boundary of Von Humboldt
I am also proposing that the geographic boundary currently associated with Von Humboldt will be reassigned to Diego. This means that Diego will be the new neighborhood school for students living in the Von Humboldt boundary.

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

If the Board approves this proposal, the Local School Council (LSC) of Von Humboldt 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	Community Meeting 2	Public Hearing
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	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 Von Humboldt.

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,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Alexander von Humboldt Elementary School

I. Introduction

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close Alexander von Humboldt Elementary School (Von Humboldt). This decision is based on the underutilization of Von Humboldt, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Jose De Diego Elementary Community Academy (Diego), 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

Von Humboldt is a neighborhood elementary school located at 2620 W. Hirsch St., in the Fulton Elementary Network of CPS. Von Humboldt currently serves 362 students in PE, PK & K-8th grades. CPS is proposing to close Von Humboldt based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Von Humboldt students will be welcomed at Diego, located at 1313 N. Claremont Ave. Another CPS proposal, detailed in a separate draft transition plan, is to also close Ana Roque de Duprey Elementary School (Duprey) and welcome returning students at Diego. If approved, Diego may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont 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 Von Humboldt and Diego, as described in this

transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

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

III. Safety and Security

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

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

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

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Von Humboldt, and ensuring a successful transition to Diego 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, Von Humboldt students will be welcomed at Diego, which is a higher performing school. To ensure Von Humboldt students receive high-quality academic instruction throughout the transition, Von Humboldt and Diego 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 Von Humboldt maintain academic rigor in the classroom and ensure a smooth transition to Diego. The PTC will follow students to Diego 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 Diego 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, Von Humboldt and Diego 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. Diego 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 Von Humboldt 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 Von Humboldt will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Diego, 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 Diego 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 Diego, provide observations of classrooms when school has resumed, and train Diego staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Diego, targeting training based on the unique population of the students in the school.

- Diego is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Diego 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 Diego in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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

Transportation

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

V. Information Regarding Choice of Schools

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

- Online (www.cps.edu or www.cpsoae.edu),

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

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

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

VI. Public Comment

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	125 S. Clark St.

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

Definitions

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

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

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

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

"ISAT" stands for Illinois Standard Achievement Test.

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

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

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

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, 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.

CHICAGO PUBLIC SCHOOLS | CPS

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
Ana Roque de Duprey Elementary School
2620 W. Hirsch St.

Administrators, Faculty, Staff, and LSC Members
Jose De Diego Elementary Community Academy
1313 N. Claremont Ave.

Re: **Board of Education Proposed Closure of Ana Roque de Duprey Elementary School**

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

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

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

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

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

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

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Ana Roque de Duprey Elementary School (Duprey). 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 Duprey, located at 2620 W. Hirsch St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Duprey is a non-attendance area, citywide school and had 92 students enrolled on the 20th day of attendance, but has the capacity to serve 330 students. Duprey students will be welcomed by Diego, located at 1313 N. Claremont Ave. While the closure of Duprey is not related to performance, it is important to note that Diego is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines). In a separate proposal, I am also recommending the closure of Alexander von Humboldt Elementary School (Von Humboldt). If approved, Diego will also welcome Von Humboldt's students and may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont Ave.

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 Duprey 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	Community Meeting 2	Public Hearing
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	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 Duprey.

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,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Ana Roque de Duprey Elementary School

I. Introduction

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

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

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

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

In order to ensure a quality education for students, CPS proposes to close Ana Roque de Duprey Elementary School (Duprey). This decision is based on the underutilization of Duprey, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at Jose De Diego Elementary Community Academy (Diego), 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

Duprey is a non-attendance area, citywide elementary school located at 2620 W. Hirsch St., in the Fulton Elementary Network of CPS. Duprey currently serves 92 students in K-8th grades. CPS is proposing to close Duprey based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Duprey students will be welcomed at Diego, located at 1313 N. Claremont Ave. Another CPS proposal, detailed in a separate draft transition plan, is to also close Alexander von Humboldt Elementary School (Von Humboldt) and welcome returning students at Diego. If approved, Diego may operate in two facilities: the current Von Humboldt facility, located at 2620 W. Hirsch St., and the Diego facility located at 1313 N. Claremont 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 Duprey and Diego, 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 Duprey. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

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

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Duprey, and ensuring a successful transition to Diego 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, Duprey students will be welcomed at Diego, which is a higher performing school. To ensure Duprey students receive high-quality academic instruction throughout the transition, Duprey and Diego 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 Duprey maintain academic rigor in the classroom and ensure a smooth transition to Diego. The PTC will follow students to Diego 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 Diego 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, Duprey and Diego 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. Diego 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 Duprey 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 Duprey will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Diego, 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 Diego 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 Diego, provide observations of classrooms when school has resumed, and train Diego staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Diego, targeting training based on the unique population of the students in the school.
- Diego is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners (ELL)

- Current and future ELLs attending Diego 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 Diego 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 Special Education and Supports 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

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

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

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Wednesday, April 24, 2013
5:00pm-8:00pm	10:00am-1:00pm	5:30pm-8:30pm
Clemente High School	Clemente High School	CPS Central Office
1147 North Western Avenue	1147 North Western Avenue	125 S. Clark St.

Further Questions and Concerns:

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

Definitions

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

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

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

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

"ISAT" stands for Illinois Standard Achievement Test.

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

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

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

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

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

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

2. I am currently employed as a Performance Data Analyst at the Chicago Board of Education.

3. In connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, letters signed by the Chief Executive Officer were addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of all proposed closing, welcoming, and co-locating schools. The purpose of the letters was to advise all recipients of the Chief Executive Officer's proposals, provide an explanation of the basis for the proposed actions, identify how the proposed actions meet the criteria set forth in the Guidelines for School Actions, and inform recipients of the date, time, and place of the hearings and meetings to be held for public comment on the proposals. Also included with the letters were draft transition plans outlining the specific supports that the Chicago Board of Education plans to implement at the affected schools if the proposals are approved.

4. On or about March 16, 2013, I caused copies of letters addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans for the schools listed below ("affected schools") to be delivered to Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for printing and packaging for delivery.

5. On or about March 16, 2013, I caused home addresses of record for students enrolled in affected schools, copies of the letters addressed to the parents or guardians, and draft transition plans for all affected schools to be delivered to K&M Printing for mailing.

6. On information and belief, the letters addressed to parents or guardians and draft transition plans were mailed by K&M Printing to the home addresses of the parents or guardians of students enrolled at the affected schools on or about March 21, 2013, or March 22, 2013 as detailed in paragraph 9.

7. On information and belief, letters and draft transition plans were delivered to affected schools by Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for personal delivery to administrators, faculty, staff, students, and Local School Council members on March 21, 2013, or March 22, 2013 as detailed in paragraph 9.

8. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:

    a. George Leland Elementary School regarding Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School and the Proposed Closure

of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School

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

y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy

z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy

aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School

bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center

cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School

dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School

ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy

ff. Ignance Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignance Paderewski Elementary Learning Academy

gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School

hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School

ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute

jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School

kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School

ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School

mm. Mary Mapes Dodge Elementary Renaissance Academy and Morton School of Excellence regarding the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

9. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified on March 22, 2013:

a. John P. Altgeld Elementary School and Daniel S. Wentworth Elementary School regarding Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School

b. Elaine O. Goodlow Elementary Magnet School and Charles W. Earle Elementary School regarding the Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

10. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, the following schools for the proposals specified:

a. Crispus Attucks Elementary School and Ludwig Van Beethoven Elementary School regarding the Proposed Phase-Out of Crispus Attucks Elementary School
b. John B. Drake Elementary School and Urban Prep Academy for Young Men – Bronzeville regarding Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
c. William J. & Charles H. Mayo Elementary School and Ida B. Wells Preparatory Elementary Academy regarding the Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
d. Anthony Overton Elementary School and Irvin C. Mollison Elementary School regarding the Proposed Closure of Anthony Overton Elementary School
e. Francis Parkman Elementary School and Jesse Sherwood Elementary School regarding the Proposed Closure of Francis Parkman Elementary School
f. Pershing West Middle School and John J. Pershing Elementary Humanities Magnet regarding the Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
g. Betsey Ross Elementary School and John Foster Dulles Elementary School regarding the Proposed Closure of Betsey Ross Elementary School
h. Austin O. Sexton Elementary School and John Fiske Elementary School regarding the Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
i. Williams Multiplex Elementary School and John B. Drake Elementary School regarding the Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
j. Williams Preparatory Academy Middle School and John B. Drake Elementary School regarding the Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School

11. On information and belief, K&M Printing printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:

a. Louis Armstrong Math & Science Elementary School regarding the Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School
b. Horatio May Elementary Community Academy regarding the Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
c. Willa Cather Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
d. Chicago Talent Development High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
e. Edward C. Delano Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
f. Ana Roque de Duprey Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Ana Roque de Duprey Elementary School
g. Alexander von Humboldt Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Alexander von Humboldt Elementary School
h. Robert Emmet Elementary School and Edward K. Ellington Elementary regarding the Proposed closure of Robert Emmet Elementary School
i. Leif Ericson Elementary Scholastic Academy regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
j. Helen M. Hefferan Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
k. Charles Evans Hughes Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School

l. Robert Nathaniel Dett Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
m. Francis Scott Key Elementary School and Edward K. Ellington Elementary School regarding the Proposed Closure of Francis Scott Key Elementary School
n. Jean D. Lafayette Elementary School and Frederic Chopin Elementary School regarding the Proposed Closure of Jean D. Lafayette Elementary School
o. George Manierre Elementary School and Edward Jenner Elementary Academy of the Arts regarding the Proposed Closure of George Manierre Elementary School
p. Disney II Magnet School and Thurgood Marshall Middle School regarding the Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
q. Near North Elementary School regarding the Proposed Closure of Near North Elementary School
r. Belmont-Cragin Elementary School and Northwest Middle School regarding the Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
s. Elizabeth Peabody Elementary School and James Otis Elementary School regarding the Proposed Closure of Elizabeth Peabody Elementary School
t. Martin A. Ryerson Elementary School and Laura S. Ward Elementary School regarding the Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
u. Graeme Stewart Elementary School and Joseph Brennemann Elementary School regarding the Proposed Closure of Graeme Stewart Elementary School
v. Joseph Stockton Elementary School and Mary E. Courtenay Elementary Language Arts Center regarding the Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
w. Lyman Trumbull Elementary School, John T. McCutcheon Elementary School, James B. McPherson Elementary School, and Eliza Chappell Elementary School regarding the Proposed Closure of Lyman Trumbull Elementary School

12. On information and belief, letters addressed to the board members for Noble Street Charter Schools, Urban Prep Academies, Kwame Nkrumah Charter Academy, The Montessori School of Englewood, and Chicago Talent Development Charter High School were mailed to the charter school address on or about March 21, 2013 in connection with the following proposals:

a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
b. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
c. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
d. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
e. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School

13. On information and belief, letters addressed to the board members for Noble Street Charter Schools and KIPP Chicago College Prep Public Schools were sent via electronic mail to the Noble Street Charter School board president and KIPP Chicago College Prep Public Schools board president on or about March 21, 2013 in connection with the following proposals:

a. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
b. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
c. Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School

VERIFICATION BY CERTIFICATION

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

JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

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

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

A. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

B. I am currently employed as the Chief of Staff for Public and Community Affairs at the Chicago Board of Education.

C. In connection with the proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, I sent notices to each school's State Senator, State Representative, and Chicago City Council Alderman. The notices were sent via electronic mail and included attached Notice Letters, dated March 21, 2013, and Draft Transition Plan.

D. The following electronic mail messages were sent on March 21, 2013:

1. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

2. In connection with the proposal to phase-out and close Crispus Attucks Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

3. In connection with the proposal to close Benjamin Banneker Elementary School and relocate Benjamin E. Mays Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6th Ward of the Chicago City Council, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.

4. In connection with the proposal to co-locate Belmont-Cragin Elementary School with Northwest Middle School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Luis Arroyo of the 3rd District of the Illinois Legislature, Alderman Ariel Reboyras of the 30th Ward of the Chicago City Council, and Alderman Emma Mitts of the 37th Ward of the Chicago City Council.

5. In connection with the proposal to close Mary McLeod Bethune Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

6. In connection with the proposal to close Arna Wendell Bontemps Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.

7. In connection with the proposal to co-locate a new Noble Street Charter School campus with Bowen High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Marcus C. Evans, Jr. of the 33rd District of the Illinois Legislature, and Alderman 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 Natashia L. Holmes of the 7th Ward of the Chicago City Council.

36. In connection with the proposal to close Louis Armstrong Math & Science Elementary School and the relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

37. In connection with the proposal to close Mahalia Jackson Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.

38. In connection with the proposal to close George Manierre Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

39. In connection with the proposal to close Guglielmo Marconi Elementary Community Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.

40. In connection with the proposal to close Horatio May Elementary Community Academy and relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

41. In connection with the proposal to co-locate The Montessori School of Englewood Charter with Luke O'Toole Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.

42. In connection with the proposal to close Garrett A. Morgan Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.

43. In connection with the proposal to close Near North Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Walter Burnett of the 27th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

44. In connection with the proposal to co-locate Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.

45. In connection with the proposal to close Anthony Overton Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

46. In connection with the proposal to close Jesse Owens Elementary Community Academy, I sent notice to the following elected officials: Senator Napoleon Harris, III of the 15th District of the Illinois Legislature, Representative Thaddeus Jones of the 29th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.

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

10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. May Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm

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

12. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 12, 2013 community meetings detailed below were published on the CPS website on or before April 17, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm

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

13. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 13, 2013 community meetings detailed below were published on the CPS website on or before April 18, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 10:00am-12:00pm
b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 12:30pm-2:30pm
c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 10:00am-12:00pm
d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 12:30pm-2:30pm
e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 10:00am-12:00pm
f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 12:30pm-2:30pm
g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 10:00am-12:00pm
h. Proposed Closure of Ignance Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
i. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 10:00am-1:00pm
k. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm

l. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm

m. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm

n. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 10:00am-12:00pm

o. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 12:30pm-2:30pm

p. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm

q. Proposed Closure of Marcus 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

CHICAGO SUN-TIMES

Publication Date: 04/03/2013

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Public Hearings

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF BETSY ROSS 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 Betsy Ross Elementary School, located at 6059 South Wabash. Should this action be approved the returning Betsy Ross students will be welcomed at John Foster Dulles Elementary School (Dulles), located at 6311 South Calumet Street. Community meetings will be held on Monday, April 8, 2013 from 7:30pm-9:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at Kenwood Academy High School, located at 5015 South Blackstone Avenue. A public hearing will be held on Wednesday, April 17, 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. 04/03/2013 534613

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF DUMAS TECHNOLOGY ACADEMY SCHOOL AND RELOCATION OF JAMES WADSWORTH 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 Dumas Technology Academy School at 6650 S. Ellis Ave. Should this action be approved, all Dumas students will be welcomed by James Wadsworth Elementary School located at 838 W. Marquette 6420 S. University Ave, which will be relocated to the current Dumas facility. Thus, all Dumas students will continue to attend school at 6650 S. Ellis Ave., welcomed by the Wadsworth administration, staff and students. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-7:00pm and Monday, April 15, 2013 from 5:00pm-7:00pm at Kenwood Academy High School located at 5015 S. Blackstone Ave. A public hearing will be held on Thursday, April 25, 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. 04/03/2013 535198

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ANA ROQUE DE DUPREY 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 Ana Roque de Duprey Elementary School, located at 2620 West Hirsch Street. Should this action be approved the returning Roque de Duprey students will be welcomed at Jose De Diego Elementary Community Academy (De Diego), located at 1313 North Claremont. Community meetings will be held on Tuesday, April 9, 2013 from 5:00pm-8:00pm and Saturday, April 13, 2013 from 10:00am-1:00pm at Roberto Clemente Community Academy High School, located at 1147 North Western Avenue. A public hearing will be held on Wednesday, April 24, 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. 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. 04/03/2013 534888

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ENRICO FERMI 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 Enrico Fermi Elementary School, located at 1415 East 70th Street. Should this action be approved the returning Enrico Fermi students will be welcomed at South Shore Fine Arts Academy (SSFA), located at 1415 East 70th Street. Community meetings will be held on Wednesday, April 10, 2013 from 7:30-9:30pm and Monday, April 15, 2013 from 7:30pm-9:30pm at Kenwood Academy High School, located at5015 South Blackstone Avenue. A public hearing will be held on Thursday, April 25, 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. 04/03/2013 535214

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF MAHALIA JACKSON 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 Mahalia Jackson Elementary School, located at 917 West 88th Street. Should this action be approved the returning Jackson students will be welcomed at Fort Dearborn Elementary School (Fort Dearborn), located at 9025 South Throop Street. Community meetings will be held on Monday, April 8, 2013 from 5:00-7:00pm and Friday, April 12, 2013 from 5:00pm-7:00pm at Williams Rainey Harper High School located at 6520 South Wood Street. A public hearing will be held on Monday, April 22, 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. 04/03/2013 534792

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF NATHAN R. GOLDBLATT 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 Nathan R. Goldblatt Elementary School, located at 4257 West Adams Street. Should this action be approved the returning Goldblatt students will be welcomed at Helen M Hefferan Elementary School (Hefferan), located at 4409 West Wilcox Street. Community meetings will be held on Wednesday, April 10, 2013 from 5:00-7:00pm and Monday, April 15, 2013 from 5:00pm-7:00pm at Al Raby High School, located at 3545 West Fulton Boulevard. A public hearing will be held on Monday, April 29, 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. 04/03/2013 535226

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CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF JESSE OWENS ELEMENTARY COMMUNITY 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 Jesse Owens Elementary Community Academy, located at 12450 South State Street. Should this action be approved the returning Owens students will be welcomed at Samuel Gompers Fine Arts Option ES (Gompers), located at 12302 South State Street. Community meetings will be held on Monday, April 8, 2013 from 5:00-7:00pm and Thursday, April 11, 2013 from 5:00pm-7:00pm at John M. Harlan Community Academy High School located at 9652 South Michigan Avenue. A public hearing will be held on Tuesday, April 16, 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. 04/03/2013 534804

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ELAINE O. GOODLOW ELEMENTARY MAGNET SCHOOL AND RELOCATION OF CHARLES W. EARLE 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 Elaine O. Goodlow Elementary Magnet School at 2040 W. 62nd St. Should this action be approved, all Goodlow students will be welcomed by Charles W. Earle Elementary School located at 6121 S. Hermitage Ave., which will be relocated to the current Goodlow facility. Thus, all Goodlow students will continue to attend school at 2040 W. 62nd St., welcomed by the Earle administration, staff and students. Community meetings will be held on Tuesday, April 9, 2013 from 5:00pm-7:00pm at Robert Lindblom Math & Science Academy High located at 6130 S. Wolcott and Thursday, April 11, 2013 from 7:30pm-9:30pm at Harper High School at William Rainey Harper High School located at 6520 S. Wood St. A public hearing will be held on Wednesday, April 17, 2013 from 5:00pm-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 d[illegible] start time and ending [illegible] after the start of the n[illegible] hearing at the design[illegible] location. 04/03/2013 534836

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF VICTOR HERBERT ELEMENTARY SCHOOL AND RELOCATION OF ROBERT NATHANIEL DETT 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 Victor Herbert Elementary School located at 2131 W. Monroe St. Should this action be approved, all Herbert students will be welcomed by Robert Nathaniel Dett Elementary School located at 2306 W. Maypole Ave., which will be relocated to the current Herbert facility. Thus, all Herbert students will continue to attend school at 2131 W. Monroe St., welcomed by the Dett administration, staff and students. Community meetings will be held on Tuesday, April 9, 2013 from 5:00pm-7:00pm and Friday, April 12, 2013 from 5:00pm-7:00pm at Whitney M. Young Magnet High School, located at 211 South Laflin Street. A public hearing will be held on Tuesday, April 30, 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. 04/03/2013 534844

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF MATTHEW A. HENSON 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 Matthew A. Henson Elementary School, located at 1326 S. Avers Avenue. Should this action be approved the returning Henson students will be welcomed at Charles Evans Hughes Elementary School located at 4247 W. 15th Street. Community meetings will be held on Monday, April 8, 2013 from 7:30-9:30pm and Thursday, April 11, 2013 from 7:30pm-9:30pm at Manley Career Academy, located at 2935 West Polk. A public hearing will be held on Thursday, April 25, 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. 04/03/2013 534788

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CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ALEXANDER VON HUMBOLDT 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 Alexander Von Humboldt Elementary School, located at 2620 West Hirsch. Should this action be approved the returning Von Humboldt students will be welcomed at Jose De Diego Elementary Community Academy (De Diego), located at 1313 North Claremont. Community meetings will be held on Tuesday, April 9, 2013 from 5:00pm-8:00pm and Saturday, April 13, 2013 from 10:00am-1:00pm at Roberto Clemente Community Academy High School, located at 1147 Western Avenue. A public hearing will be held on Wednesday, April 24, 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. 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. 04/03/2013 534896

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF GEORGE MANIERRE 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 George Manierre Elementary School, located at 1420 North Hudson Street. Should this action be approved the returning Manierre students will be welcomed at Edward Jenner Elementary Academy of the Arts (Jenner), located at 1119 North Cleveland. Community meetings will be held on Wednesday, April 10, 2013 from 5:00-7:00pm and Monday, April 15, 2013 from 5:00pm-7:00pm at Lincoln Park High School, located at 2001 North Orchard. A public hearing will be held on Tuesday, April 30, 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. 04/03/2013 535229

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF NATHANIEL POPE 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 Nathaniel Pope Elementary School, located at 1852 South Albany Avenue. Should this action be approved the returning Pope students will be welcomed at James Weldon Johnson Elementary School (Johnson), located at 1420 South Albany Avenue. Community meetings will be held on Tuesday, April 9, 2013 from 5:00-7:00pm and Saturday, April 13, 2013 from 10:00am-12:00pm at Manley Career Academy, located at 2935 West Polk Street. A public hearing will be held on Friday, April 19, 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. 04/03/2013 534878

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ALFRED DAVID KOHN 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 Alfred David Kohn Elementary School, located at 10414 South State Street. Should this action be approved the returning Kohn students will be welcomed at either Countee Cullen Elementary School (Cullen), located at 10650 South Eberhart Avenue, Langston Hughes Elementary School (Hughes) located at 240 West 104th Street, or Mildred I. Lavizzo Elementary School (Lavizzo) located at 138 West 109th Street. Community meetings will be held on Tuesday, April 9, 2013 from 5:00-7:00pm and Saturday, April 13, 2013 from 10:00am-12:00pm at John Harlan Community Academy, located at 9652 South Michigan Avenue. A public hearing will be held on Wednesday, April 24, 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. 04/03/2013 534863

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ROBERT H. LAWRENCE ELEMENTARY SCHOOL AND RELOCATION OF BURNHAM ELEMENTARY INCLUSIVE 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 Robert H. Lawrence at 9928 S. Crandon Ave. Should this action be approved, all Lawrence students will be welcomed by Burnham Elementary Inclusive Academy located at 1903 E. 96th St., which will be relocated to the current Lawrence facility. Thus, all Lawrence students will continue to attend school at 9928 S. Crandon Ave., welcomed by the Burnham administration, staff and students. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-7:00pm and Monday, April 15, 2013 at John M. Harlan Community Academy High School, located at 211 South Laflin Street. A public hearing will be held on Monday, April 29, 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. 04/03/2013 535200

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF DISNEY II MAGNET SCHOOL WITH THURGOOD MARSHALL MIDDLE 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 Disney II Magnet School, located at 3815 North Kedvale Avenue with the Thurgood Marshall Middle School in a shared facility located at 3900 North Lawndale. Should this action be approved, Disney II Magnet School and Thurgood Marshall Middle School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-7:00pm and Monday, April 15, 2013 from 5:00pm-7:00pm at Carl Schurz High School, located at 3601 North Milwaukee Avenue. A public hearing will be held on Saturday, April 20, 2013 from 9:00am-11:00am 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. 04/03/2013 535250

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Formerly cited as IL ST CH 122 ¶ 34-18

Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness
Chapter 105. Schools (Refs & Annos)
Common Schools
Act 5. School Code (Refs & Annos)
Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
5/34-18. Powers of the board

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

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

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

3. To co-operate with the circuit court;

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

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teachers and pupils of the public schools;

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

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

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

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

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

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

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signed to such personnel;

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

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

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

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

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

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

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

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29. (Blank);

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

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

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

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

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

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

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

CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

HISTORICAL AND STATUTORY NOTES

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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.

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Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

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Areas of education, see 105 ILCS 5/27-1.
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Courses of study, control by superintendent, see 105 ILCS 5/34-8.
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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

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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

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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

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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

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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

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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

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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

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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)

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Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

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

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

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

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

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

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

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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:

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"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

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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.

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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 I.L.C.S. 5/34-225, IL ST CH 105 § 5/34-225

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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:

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(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

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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

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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. <u>High School Indicators, Standards and Scoring</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. *ACT Score – 6 possible points*

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

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

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

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

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

- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

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

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

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

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

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

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

5. PSAE Mathematics Score– 2 possible points

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

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

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

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

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

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

6. *PSAE Science Score– 2 possible points*

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

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

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

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

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

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

7. *Attendance – 6 possible points*

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

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

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

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

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

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

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

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

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

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

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

- Schools with a 2010-2011 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

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

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

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

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

- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011 earn 3 points regardless of improvement.

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

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

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

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

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

A. Schools Placed on Remediation

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

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

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

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

B. Schools Placed on Probation

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

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

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

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

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

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

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

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

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

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

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

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

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

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

Chicago Public Schools Policy Manual

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

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

PURPOSE:

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

POLICY TEXT:

I. Annual Review of Attendance Boundaries

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

II. Factors to be Considered

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

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

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

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

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

C. Geographic Barriers

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

D. Travel Time and Distance

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

E. Program Considerations

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

III. Process

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

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

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

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

CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS

December 28, 2011

I. Executive Summary

A. *Rationale and Importance for Space Utilization Standards*

1. *Education*

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

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

2. *Operations*

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

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

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

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

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

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

C. *Summary of Standards*

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

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

II. Core Concepts

A. *Elementary Schools - Definitions*

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

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

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

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

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

Ideal Program Enrollment is defined as allotted homerooms multiplied by 30[1].

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 than 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

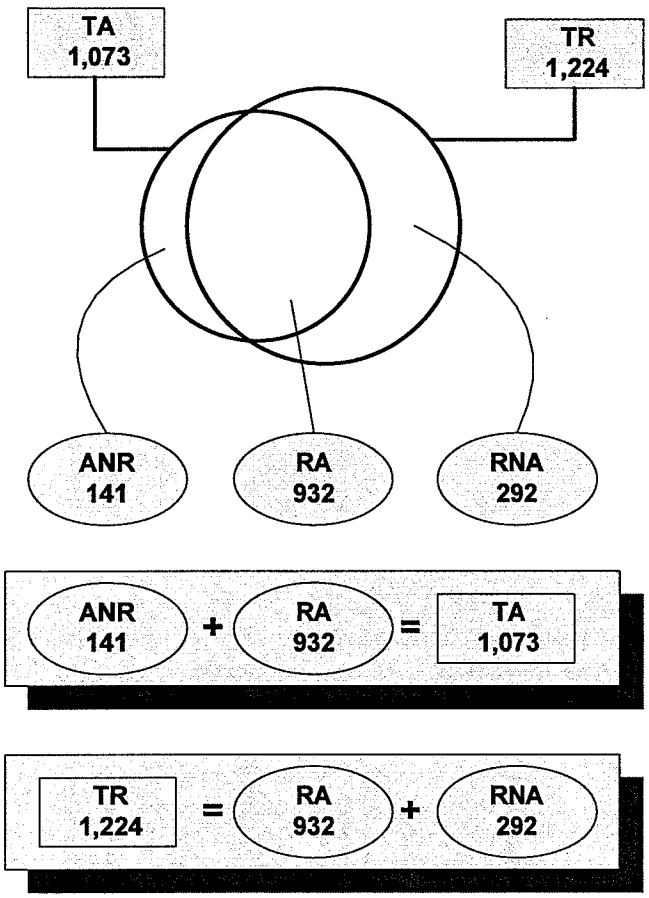
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

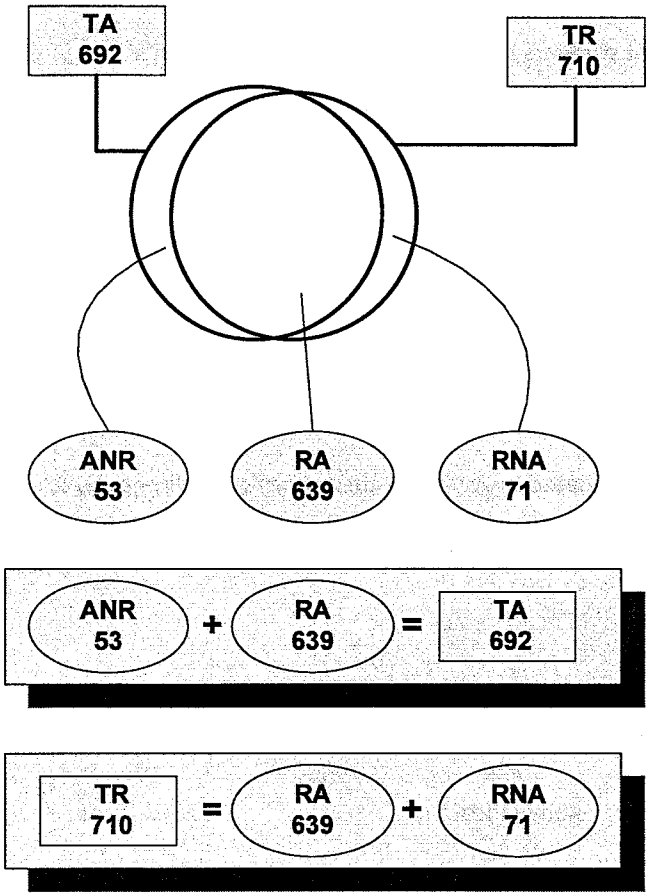
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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).

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

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

Example – School B



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

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

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

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

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

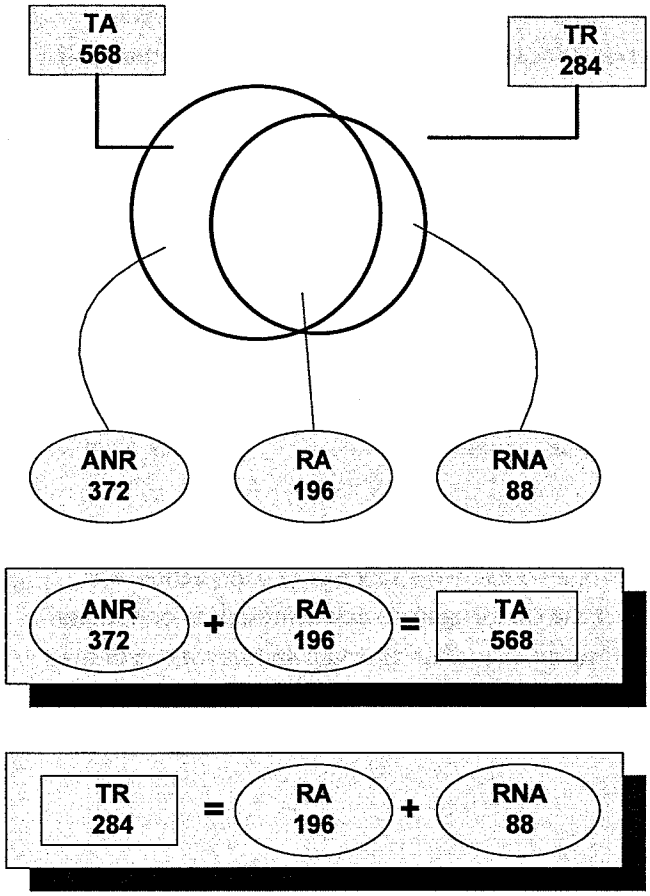
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

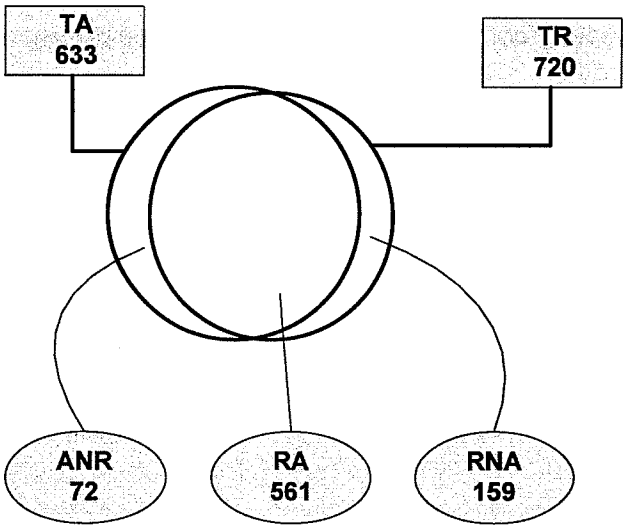
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

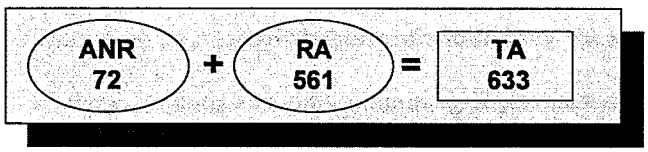
Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
570	409	327 – 491	568	+39% Above Ideal	196	-52% Below Ideal

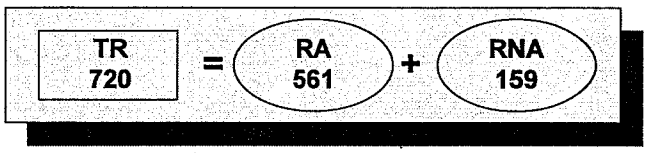
Because actual and notional efficiency ratings yield two different statuses, both outside the range of +/- 20%, **School C is determined to be actually overcrowded yet notionally underutilized.**

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).

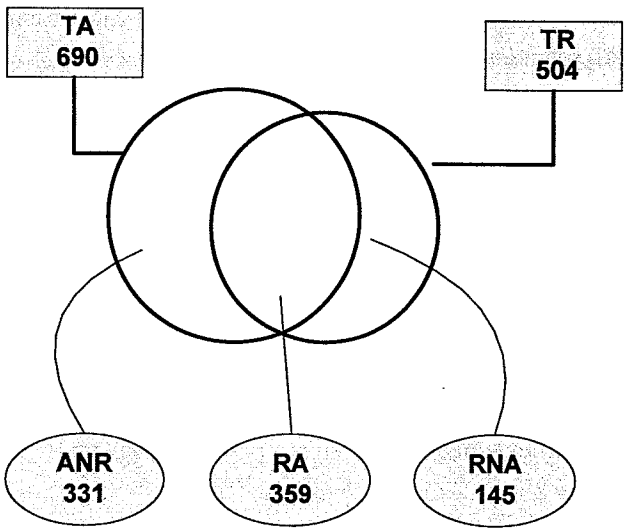
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

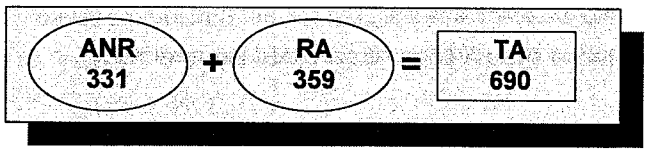
Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
690	495	396 – 594	633	+28% Above Ideal	196	+13% Above Ideal

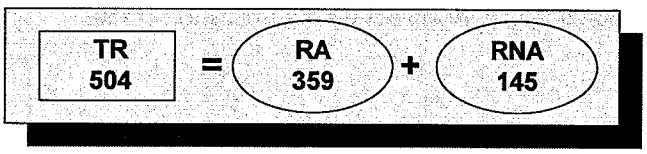
Because actual and notional efficiency ratings yield two different statuses, the former outside the range of +/-20% and the latter within, **School D is determined to be actually overcrowded yet notionally efficiently enrolled.**

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).

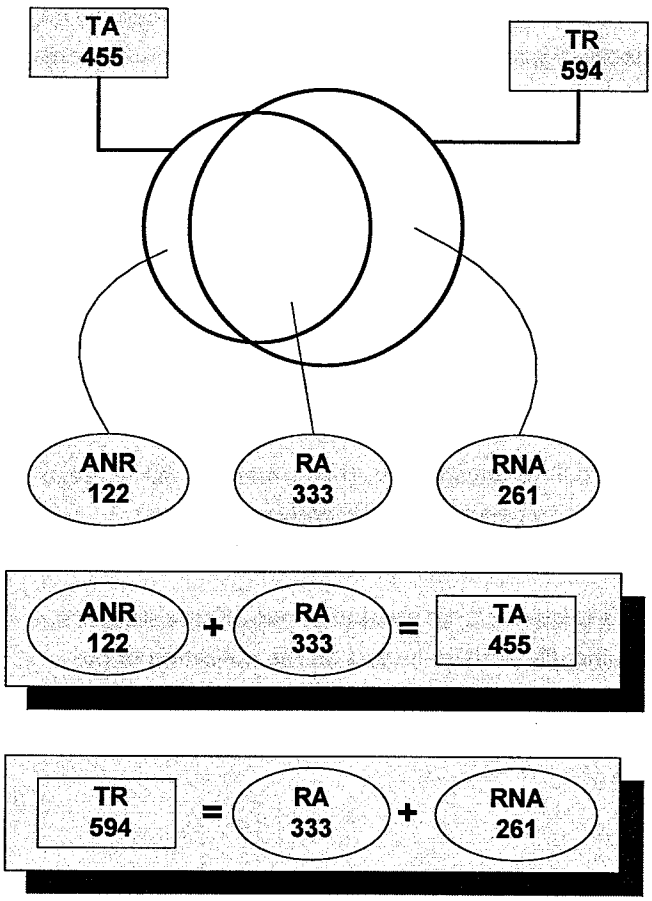
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
915	657	526 – 788	690	+5% Above Ideal	359	-45% 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).

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

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

Summary

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

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

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

6. **Underutilized-actual / underutilized-notional** **[Example—School F]**

GUIDELINES FOR SCHOOL ACTIONS[1]
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.

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of de Duprey Elementary School and Von Humboldt Elementary School(Sending) and de Diego Elementary Community Academy (Welcoming)

Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled matter held on April 9, 2013, at Roberto Clemente High School, 1147 North Western Avenue, Chicago, Illinois, beginning at the time of 5 o'clock p.m. and concluding at 8 o'clock p.m.

CPS STAFF MEMBERS PRESENT:

DR. SHONDRA HUERY HARDMAN, Network Chief Fulton Network

MS. THERESA PLASCENCIA, Chief of West Side Network

ALSO PRESENT:

MS. ELIZABETH CARDENAS-LOPEZ, Facilitator

MR. LUIS SORIA, Facilitator

Reported By: Karen Fatigato, CSR

License No.: 084-004072

McCorkle Litigation Services, Inc.
Chicago, Illinois (312) 263-0052

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1 (Whereupon, the following
2 proceedings commenced at
3 5 o'clock p.m.)
4 MR. SORIA: Good evening.
5 (Whereupon, Mr. Soria was 16:59:50
6 speaking in Spanish.)
7 MR. SORIA: So I am explaining that we
8 have a Spanish interpreter, a translator, and
9 she's here in the center there. And one way to
10 do it is to have simultaneous translation as 17:00:30
11 each speaker is at the microphone to facilitate
12 the process so that we can hear from every
13 speaker, as many as possible.
14 And also are you familiar with anyone
15 who needs sign language interpretation as well? 17:00:56
16 We have someone who is doing that here in front.
17 It is 5 o'clock and we are going to
18 start on time just so that we can get to the
19 business at hand, which is to listen to you.
20 I want to thank you for being here this 17:01:18
21 evening and to welcome you. My name is Luis
22 Soria, I'm Chief of Schools for the Midway
23 Network. This is Elizabeth Cardenas-Lopez. We
24 are both going to be facilitating. Elizabeth is

1 the Director of the Department of Office of
2 Language and Culture. And then your Chief of
3 schools, Dr. Shondra Huery Hardman is here as
4 well. And Theresa Plascencia is Chief of
5 Schools as well for Chicago Public Schools. I 17:01:44
6 understand that your Alderman, Alderman Moreno,
7 is going to be arriving today. There he is.
8 And we want to give him an opportunity to speak
9 as well.
10 I'm going to go very quickly through 17:01:56
11 this information. I don't want to take up a lot
12 of time so that we can get to you. We are here
13 this evening to hear from you regarding the
14 specific proposals for Von Humboldt and
15 de Duprey. There is a court reporter so as 17:02:06
16 everyone is speaking at the microphone there is
17 a court reporter here to the side who will be
18 noting everything that you say. In addition,
19 there's a note taker taking information for you.
20 And then Ms. Cardenas-Lopez and I will also be 17:02:18
21 taking notes as you are speaking.
22 This is the first of three meetings
23 before a Board vote. Your second meeting will
24 occur here for Von Humboldt and de Duprey on

1 Saturday, April 13th, from 10 a.m. to 1 p.m.
2 And in addition there is a public hearing that
3 will occur not here but at 125 South Clark, and
4 that is on Wednesday, April 24th, 2013, from
5 5:30 to 8:30. 17:02:48
6 Tonight we're here to discuss the
7 proposal to close de Duprey and welcome school
8 at de Diego. And also the proposal to close
9 Von Humboldt and welcome school at de Diego.
10 You were given a handout as you were walking in 17:03:06
11 and it's stapled together, we're going to review
12 that super fast for you just so that you know
13 what's in that handout.
14 Page 1 there's a map in the center that
15 shows the location of all the schools that are 17:03:18
16 being impacted for this proposal. On both sides
17 of the map there's an overview of historical
18 enrollment data, as well as a summary of how
19 students in schools involved will benefit with a
20 STEM school or IB Program, et cetera. 17:03:32
21 When you flip it up and you look at
22 Page 2 there's a box at the top of the page that
23 outlines the future location of students from
24 all schools if the proposal is approved. The

1 rest of the page outlines many the questions
2 that are frequently asked by families and you
3 can see them listed there.
4 And finally on Page 3 when you look at
5 the last page as part of the proposals looking 17:03:52
6 at how to reinvest to support the schools both
7 in the welcoming schools for both of the schools
8 this evening. This page outlines the
9 investments that will occur for every welcoming
10 school as well. 17:04:06
11 I'm going to turn the microphone over
12 to Elizabeth Cardenas-Lopez and she's going to
13 explain this process for you so that you feel
14 comfortable this evening, okay?
15 MS. CARDENAS-LOPEZ: Good evening. 17:04:16
16 Thank you for attending this community meeting.
17 We know how important this is for you as it is
18 for us. The purpose of it is to get your
19 collective messages and for us to gather those
20 messages and bring them back to our CEO Barbara 17:04:30
21 Byrd-Bennett and our Board of Education as well
22 our Board Office.
23 (Whereupon, Ms. Cardenas-Lopez
24 was speaking in Spanish.)

1 MS. CARDENAS-LOPEZ: We thank you for
2 your time for being here tonight.
3 How we are conducting the meeting is
4 that we have in addition to the court reporter
5 and the note taker we also have a timekeeper. 17:05:10
6 We have people that have signed up to speak and
7 we really want to make sure that we give
8 opportunity to everyone that is here that has
9 signed up to speak that has an opportunity. If
10 more people want to continue their message and 17:05:24
11 want to come back to the mic again we're going
12 to give you the opportunity to go back and sign
13 again so that you have a second or third
14 opportunity to hear your -- for us to hear your
15 messages. 17:06:14
16 (Whereupon, Ms. Cardenas-Lopez
17 was speaking in Spanish.)
18 MS. CARDENAS-LOPEZ: So the timekeeper
19 will be holding the cards and we'll be calling
20 up the speakers three at a time. 17:06:20
21 (Whereupon, Ms. Cardenas-Lopez
22 was speaking in Spanish.)
23 MS. CARDENAS-LOPEZ: Before we start --
24 we're going to get started because we really

1 want to use this time for you so that you have
2 the opportunity to relay these messages.
3 Before we get started I'd like to
4 introduce to you our Alderman, Joe Moreno, who
5 would like to, you know, have some words for you 17:06:44
6 to share with all of you. Thank you.
7 (Whereupon, Ms. Cardenas-Lopez
8 was speaking in Spanish.)
9 ALDERMAN MORENO: Really what's
10 important -- what's more important than my words 17:07:02
11 tonight are these parents' words. We were here
12 last night, remember that? We're going to be
13 back here, we're going to be at all these
14 meetings. Duprey and Von Humboldt now in the
15 new 1st Ward we've been meeting about the plan 17:07:24
16 that I have here in my hands that I forwarded to
17 you and the Mayor's staff regarding a plan of
18 implementation that has already begun and is
19 going into the future. So you have this man.
20 This is an active community that is fighting to 17:07:38
21 keep Duprey and Von Humboldt open as one entity
22 where they are today. Okay.
23 Now, I'm a little confused because as I
24 walked in tonight I got handed this sheet as

1 everyone did which is much different than what I
2 was sent before, which is this sheet, which, you
3 know, now we're changing the proposal on our
4 parents tonight staying that, no, you're not
5 going to stay at Duprey/Von Humboldt campus, 17:08:06
6 you're going to go to Diego where that was one
7 of the proposals which quite frankly I didn't
8 support and the community didn't support more
9 importantly. So now that that's off the table,
10 which we're glad about, let's focus in on 17:08:20
11 keeping Duprey and Von Humboldt open on their
12 current campus.
13 I don't know if you know this as well,
14 Community as a Campus, and I know Elliot
15 (phonetic) Medina is here from North Side 17:08:32
16 Neighborhood Network, there are many 1st Ward
17 residents that are here that don't have direct
18 ties to the school, but what they said is it's a
19 1st Ward school, we want to show up and support
20 our 1st Ward schools. They may not have a child 17:08:46
21 there, they may not have a grandchild there,
22 they may not teach there, but they're part of
23 the community, and that is Duprey as Von
24 Humboldt, they're here tonight and they'll speak

1 as well.

2 Community as a Campus which has been

3 meeting for a couple of years at least has

4 called for Duprey and Von Humboldt to remain

5 open as to feed this Clemente High School, which 17:09:04

6 we all know will have an International

7 Baccalaureate Program for all students in our

8 community regardless must be accepted. Duprey

9 and Von Humboldt are an integral part of that

10 plan to work. If Clemente is successful Duprey 17:09:18

11 and Von Humboldt where they are today needs to

12 be successful.

13 I want to highlight a couple of things

14 in this plan. Number one, again, they didn't

15 just sit here and listen to what was proposed, 17:09:28

16 they came up with their own framework that's

17 already started and I know others are going to

18 talk to this. Number one, we have a vision to

19 have a ratio of one-to-one computers, that means

20 one student, one computer. They're creating 17:09:42

21 e-portfolios to chronicle their development

22 throughout the school year. They're learning

23 leadership, learning and virtual classrooms in

24 class with individual interests. They are a

1 vibrant school that has different needs and
2 different requirements than our other great
3 schools.
4 I'm going to close on this because this
5 is the community's time and not my time. I'm 17:10:00
6 going to close on this. I will do anything I
7 can, I'm not just here tonight for three minutes
8 to speak. I've met with these wonderful parents
9 and teachers, I've met with CPS, I've met with
10 the Mayor's staff, I will continue to do that 17:10:14
11 daily behind the scenes, in front of the scenes.
12 I can never be a teacher, I can't do that job,
13 it's too hard for me, but I am the Alderman and
14 I will advocate daily and meet daily to keep
15 Duprey and Von Humboldt open. Thank you. 17:10:28
16 MS. CARDENAS-LOPEZ: Thank you. Thank
17 you, Alderman Moreno. We're going to start with
18 our first speaker, Ada Rivera, speaker number
19 one, Ada Rivera. And we have Alexandra Roi.
20 THE AUDIENCE: Alexander. 17:10:58
21 MS. CARDENAS-LOPEZ: Alexander sorry,
22 Roi. Speaker one, Ada Rivera, speaker two,
23 Alexander Roi, speaker three, GF. We can
24 reverse if you want to speak first, that's fine.

1 MR. ROI: Good evening, I just have a
2 letter I'd like to read to you and I've got a
3 number of supporting documents which I will turn
4 in to you at the end.
5 The Mayor and Byrd-Bennett say that 17:11:40
6 closings are necessary to address a $1 billion
7 shortfall because too many schools are half
8 empty, failing academically, in need of repair,
9 that's a quote from the Chicago Tribune. For
10 too long children in certain parts of Chicago 17:11:56
11 have been cheated out of necessary resources to
12 succeed in the classroom. That's from
13 Mrs. Byrd-Bennett. And now is the time to make
14 smart investments alongside tough decisions to
15 ensure that our students can reach their bright 17:12:08
16 future. That comes from Mayor Emanuel. These
17 three statements will clearly address the
18 reasons Duprey should stay open and take a new
19 found position as the Chicago Public Schools in
20 the east Humboldt Park area. 17:12:18
21 In CPS's published documents, which
22 conveniently unfortunately was changed
23 apparently this evening, the documents call
24 providing a better education for all students.

1 CPS claims the reason for Duprey recommended
2 closure is due to the enrollment decline, but
3 they claim that that building will remain used
4 by students and run it as Diego. Nowhere in
5 this document does it talk about Duprey's 17:12:40
6 academics. CPS also does not admit its own
7 responsibility on the part of the decline which
8 was moving our school to share a facility, the
9 removal of bussing in the magnet cluster status,
10 which, of course, removed funding and a math 17:12:52
11 coach. Again, I quote Ms. Byrd-Bennett, for too
12 long children in certain parts of Chicago have
13 been cheated out of resources.
14 CPS's is main claim is
15 underutilization. Their figures are incorrect. 17:13:06
16 According to Duprey's own school improvement
17 plan Duprey would have reduced class size and to
18 keep its position as a small school. The
19 document was signed by the Network Chief, it was
20 shared with CPS office and was taken to the 17:13:20
21 Illinois Board of Education.
22 CPS reports incorrectly our facility
23 usage of 28 percent, yet our class has been
24 specifically reduced because according to our

1 plan we should have a size of 15 students.
2 Apparently my time is up but I will
3 sign up again because I still have more to say.
4 Thank you.
5 MS. CARDENAS-LOPEZ: Thank you, 17:13:42
6 Mr. Roi. Ada Rivera or GF.
7 STUDENT GF: Please don't close.
8 MR. SORIA: Would you like to read it?
9 STUDENT GF: Please don't close my
10 school. I love my school and want to see my 17:14:52
11 teachers and friends every day and I will work
12 hard if you keep our school open.
13 MS. CARDENAS-LOPEZ: Thank you, GF.
14 Speaker number four, Javier Flores.
15 MR. FLORES: My name is Javier Flores, 17:15:38
16 I am concerned -- I am a concerned parent who is
17 supporting of keeping our schools -- keeping our
18 schools. Here at Duprey found a unique method
19 of educating our children. Here all parents,
20 guardians know each other. Every staff member 17:15:54
21 knows who is the parent of every child's --
22 every child. And principal, Ms. Roman, is
23 always approaching parents to be involved with
24 our childrens.

1 Duprey -- Duprey has the ability to
2 prepare our children to go to college, that is
3 my dream to see my two girls go to college, and
4 it is my responsibility as a parent to make sure
5 they are getting the best public education they 17:16:24
6 can get without worrying about their
7 surroundings.
8 In addition, I believe having a small
9 size classroom is the most effective way to
10 learn -- effective way to teach our children. 17:16:42
11 Teachers have more individual communication with
12 the students. I do not want my 1st grader to be
13 in class with 40 or 50 students. It's not
14 acceptable, it's not right that the City of
15 Chicago is sacrificing our children's future due 17:16:58
16 to they have not been able to manage the
17 taxpayer's money. They choose an easier way out
18 to cut funds to the most vulnerable, our kids.
19 Furthermore, if schools are closed our
20 children will have to go farther to new schools. 17:17:18
21 We all know the problem we have in the City of
22 Chicago with gang boundaries, gangs think you
23 belong to the gang of the neighborhood you live
24 in. They will harass, mistreat and even treat

1 big kids. I do not only speak as a concerned
2 parent, I also speak as an -- from experience.
3 I went to elementary school at Peabody and lived
4 on North Avenue and Damen, gangs around the
5 school thought I associated with the gang where 17:17:48
6 I live and that was not the case. I was not in
7 a gang, I went to that school because I just had
8 come to the country and they had the program I
9 needed to learn English.
10 Please, please I ask you -- please I 17:18:04
11 ask you take all consideration and hope that the
12 right decision is made for the sake of our
13 future leaders. Don't close the schools because
14 most schools work. Thank you.
15 MS. CARDENAS-LOPEZ: Thank you, 17:18:24
16 Mr. Flores. Speaker number five, Maritza
17 Guerrero. Madeline Diaz.
18 MS. GUERRERO: Good evening, my name is
19 Maritza Guerrero, and I'm a proud parent of a
20 4th grade student at Duprey. My daughter 17:18:44
21 transferred into Duprey in the middle of her
22 third year -- her 3rd grade year from a much
23 larger CPS school. Since the 3rd grade is the
24 critical testing year for CPS it was concerning

1 to see that my daughter's grades were slipping.
2 Entering a new school in the middle of the year
3 was very discouraging for her. She was
4 challenged not only with adapting to her new
5 learning environment but also for studying with 17:19:08
6 all the tests she needed to prepare for.
7 My daughter was treated her first day
8 with a friendly administration and her
9 classmates already knowing her name. In the few
10 months that followed I watched my daughter 17:19:20
11 transform from a quiet, shy new kid to an honor
12 roll student who throws herself into every
13 school activity that she can. Seeing my
14 daughter thriving at Duprey is what I wanted for
15 her. 17:19:32
16 As a parent I find it offensive that
17 CPS will attempt to transfer her to a school
18 that's on probation. It's reassuring to walk
19 into a smaller school where the administration,
20 teachers and principal know every student and 17:19:44
21 parent on a first name basis. It's comforting
22 as a parent to know that my child is in a safe
23 learning environment. While we see tragedies
24 that occur in schools around the country it's

1 assuring to know that my child is safe behind
2 Duprey walls. Small schools work, don't close
3 our school.
4 MS. CARDENAS-LOPEZ: Thank you,
5 Ms. Guerrero. Madeline Diaz and Abram Herrero. 17:20:08
6 MS. DIAZ: Good evening, my name is
7 Madeline Diaz, I've been the special education
8 teacher for primary and intermediate students at
9 Duprey for the last 17 years. I too was a
10 student of CPS schools. Actually, I graduated 17:20:28
11 from here, Clemente, okay. So if we need
12 Clemente to have the new programs that they're
13 talking about, we also need the students at
14 Duprey and Von Humboldt. So I'm speaking here
15 because I have taught students from kindergarten 17:20:46
16 to 5th grade reading and math with disabilities,
17 including cognitive delays, emotional
18 disturbances and learning disabilities. My
19 students come with more than just those
20 disabilities, they come with different issues, 17:21:04
21 many factors, okay, that affect their academic
22 learning. One of them is the ability to focus
23 and concentrate.
24 When I first started teaching my class

1 enrollment was up to 20 students with a thousand
2 minutes or more per week. I don't know how I
3 did it, okay, but I've been doing it for 17
4 years. Now, I have half of that, okay, and I
5 see that my students get -- the more time I have 17:21:36
6 more opportunities to work with my students one
7 on one for longer periods of time. We could
8 focus on every need that they have. I know that
9 my students are receiving more instructional
10 time, therefore, they're showing more gains and 17:22:00
11 academic progress. So smaller class size does
12 work, more so for the students with special
13 needs.
14 So I'm here today to speak on their
15 behalf, my students, and all the students with 17:22:12
16 special needs. So please take them into
17 consideration when making your decision to move
18 them to different locations where they will
19 take -- where they will take them out of their
20 familiar locations -- I'm sorry, I'm going to -- 17:22:28
21 where they will take them out of their familiar
22 academic learning environments and daily
23 routines which will disrupt their stability and
24 meaningful progress that they have worked so

1 hard to attain. Thank you.

2 MS. CARDENAS-LOPEZ: Thank you,

3 Ms. Diaz.

4 Abram Herrero, Josefina Barrientos,

5 Rozenia Barron. 17:22:48

6 MR. HERRERO: This is my first year

7 working at Duprey. I just want to say Duprey

8 and Von Humboldt both great schools, great small

9 schools in one building. We have small class

10 sizes and teachers that are dedicated and care 17:23:06

11 for our students. As a special education

12 teacher we follow co-teaching models in both

13 small -- sorry, small group resource instruction

14 that's effective and meets the needs of our

15 special ed students per IEP. 17:23:22

16 At this point we're talking about

17 displacing hundreds of kindergarten through 8th

18 graders with little reason. A lot of the people

19 in this room think that that is wrong. Now

20 we're exposing them to larger class sizes that 17:23:32

21 change the -- the stress of changing schools and

22 traveling further across major streets and

23 across gang boundaries. We all know and hear it

24 on the news every day the gang problems and

1 violence that occurs in the City of Chicago.
2 This is something that's unsafe and I just ask
3 the Board to think about the kids when you make
4 a life changing decision like this. Thank you.
5 MS. CARDENAS-LOPEZ: Thank you, 17:23:56
6 Mr. Herrero.
7 Josefina Barrientos, speaker number
8 eight.
9 MS. BARRIENTOS: I am talking about the
10 papers that I receive on March 21st and I have 17:24:08
11 read and I want to tell this to Barbara
12 Byrd-Bennett that I read it. I want to say that
13 Duprey is not -- she said that in the papers and
14 when I look at the CPS I find it is a small
15 community school. You say that we have only 92 17:24:32
16 students and should have 330 students, but this
17 will be 36.66 students per classroom. But if
18 Duprey is considered small this has to be 15
19 students per classroom. And if you say that
20 Duprey is not a community school I think you are 17:24:52
21 wrong because so many children from the
22 neighborhood come to Duprey, including my kids,
23 and yet we are serving other kids citywide too
24 and this is because their parents don't find a

1 school in their neighborhood that would be
2 suitable for their child's specific learning
3 needs. For example, the special education
4 environment, small class size, individual
5 one-to-one instruction, before and after school 17:25:16
6 programs, incentives and encouragement for
7 individual students to do their best without the
8 pressure or feeling of let down.
9 You say that closing Duprey is not
10 based on the performance but you also say that 17:25:28
11 de Diego is a high performing school. I think
12 that Diego is probation and Duprey is not, but I
13 feel that we shouldn't compare one school to
14 another because if one has more students they
15 are entitled to more funds. CPS says that they 17:25:46
16 are committed to ensuring that every student in
17 every community has access to a high quality,
18 well-rounded education in order to graduate to
19 high school. But I don't think that closing the
20 schools where our children are you will get 17:25:58
21 proposing. In my experience as a mother and
22 knowledge the potential and witnesses of each of
23 my children having fun, Duprey fills my
24 expectation. I will volunteer at Von Humboldt

1 and Duprey and we want to save the building and
2 both Von Humboldt and Duprey.
3 MS. CARDENAS-LOPEZ: Thank you,
4 Ms. Barrientos.
5 Rozenia Barron, Denise Beasley and 17:26:30
6 Reshma Hai.
7 MS. BARRON: Yes, I'm here on behalf of
8 my grandson that's a special needs child. What
9 do you propose to do with a special needs child
10 in the classroom of 30, 40 students that has a 17:26:48
11 certified teacher able to support his needs, be
12 there for him, send him to a school that's on
13 probation that he's leaving a school that's not
14 on probation? I've had students in Von
15 Humboldt, now Duprey, what is it going to cost 17:27:04
16 the kids? Why is it cutting education?
17 Education is a part of a kid growing up. So why
18 can't they find other cuts, other means, money
19 to keep the schools. Why are they cutting
20 education? To make a river walk, new sidewalks, 17:27:18
21 potholes. Education should be first. Forget
22 cutting -- forget putting a building, a school
23 is not -- a student is not progressing. Why the
24 school is not progressing? Because they got all

1 this stuff going on, we going to cut this, we
2 going to cut that, they're not putting no money
3 into the schools. So if they put money into the
4 schools then, of course, the kids can progress.
5 But the kids can't progress if they got all this 17:27:48
6 going on, they got to walk over here, they got
7 to walk over there, cut this, cut that. Why cut
8 the schools for the children? Education should
9 be first.
10 MS. CARDENAS-LOPEZ: Ms. Barron, thank 17:28:00
11 you for your comments.
12 Speaker number ten, Denise Beasley and
13 Reshma Hai, Magdalene Thurmond.
14 MS. BEASLEY: Good evening, my name is
15 Denise Beasley, I am a mother and grandmother 17:28:14
16 and I'm against school closings. I am not mad.
17 I am not angry. I am pissed. And you will hear
18 it as I speak.
19 I am here today because my grandson's
20 school is on the list. When I say my grandson's 17:28:30
21 school is on the list, why on this paper right
22 here why is not Little Von Humboldt on here?
23 It's a pre-K and kindergarten, it should be on
24 this list, along with every other school. Why

1 are they not on here?

2 Also, Alderman Maldonado says he favors

3 all schools closing. I disagree. All schools

4 closings means pre-K and kindergarten. All who

5 stands on the side of the Mayor and Bennett are 17:29:06

6 heartless and selfish. Since when do CPS start

7 taking education from babies 3 and 5 years old.

8 Really? You have 3 and 4 year olds trying to

9 get education, pre-K, kindergarten are the start

10 of entering schools. These babies have a right 17:29:26

11 to education, where are they -- where are these

12 3 and 4 year olds going to go? They can't go to

13 Diego, they're not old enough. What they got to

14 wait till they're 6 years old to start back or

15 do the parents have to take them out the 17:29:44

16 neighborhood to find other schools? Why should

17 they? This is their neighborhood. These babies

18 should have a good education just like brothers

19 and sisters, mothers, fathers, grandparents so

20 on and so on. 17:30:02

21 Like I said at the beginning, I'm not

22 mad, I'm not angry, I'm pissed. Should no

23 school be on that list, especially pre-K and

24 kindergarten. The last thing I have to say is

1 heartless.

2 MS. CARDENAS-LOPEZ: Ms. Beasley, thank

3 you for your comments.

4 MS. HAI: Good evening, my name is

5 Reshma Hai, and this is my 20th year as a 17:30:32

6 teacher at CPS. I've taught special education,

7 3rd grade and kindergarten. I'm also a national

8 board certified teacher. I was at a fantastic

9 north side school, Peterson Elementary School,

10 for the past 19 years, been through four 17:30:56

11 excellent principals, one of which is -- was the

12 former Area 1 officer, Joseph Callus. In all of

13 the years that I have taught at CPS this has

14 been my best year. Dr. Roman, our principal, is

15 very knowledgeable and she understands teaching. 17:31:16

16 She is very positive and supportive even with

17 all the new things that we have been expected to

18 keep up with with CPS.

19 The teachers at the school push

20 themselves to excel and since it's a small 17:31:28

21 school everybody has to assume multiple duties

22 and hardly anybody complains. Everyone gets

23 along so well, you know, and this is why the

24 school has been so successful. When you walk

1 into the classrooms, I mean, it's like walking
2 to model classrooms in a magazine. Every single
3 day that you walk in everything is updated, the
4 anchor charts, and to tell you the truth I have
5 not even seen these things at the north side 17:32:00
6 school. This is how much I feel that these
7 teachers and the staff, all the effort that
8 they've been putting in has truly amazed me.
9 And we have all these extracurricular
10 programs, even though we don't have the funding 17:32:20
11 for them, I'm just amazed, I don't know how they
12 do it. I don't have time to go through all of
13 the funding but -- the programs but I'm sure
14 you've heard about them. And the reason why
15 we've been so successful in reaching all of 17:32:34
16 these children here is because of the small
17 class sizes. These children, especially in
18 these neighborhoods, need -- it's crucial to
19 have small classroom sizes to meet their
20 educational needs, you know. 17:32:48
21 Before making a decision people need to
22 come out to the school, sit with us, see what's
23 going on in the classrooms, see what kind of
24 children we're dealing with and, you know, what

1 problems we're having, and then, you know,
2 you'll see from our point of view. Thank you.
3 MS. CARDENAS-LOPEZ: Ms. Hai, thank
4 you.
5 Magdalene Thurmond, Rosemary Vega and 17:33:16
6 E. Medina.
7 MS. THURMOND: Hello, ladies and
8 gentlemen, my name is Magdalene Thurmond, I'm a
9 tenant and also a member and I'm a parent at
10 Duprey School. Just like most of the mothers 17:33:32
11 and fathers here this evening, I'm a concerned
12 parent who is against school closing. We'll be
13 affected by the decision and also fighting to
14 keep the schools open in the community and
15 throughout Chicagoland. I feel all children 17:33:44
16 should receive a high quality education in their
17 community they live in and educators treated
18 fair and with respect to there time with our
19 children.
20 We should not have to transfer, 17:33:56
21 consolidate, relocate to welcoming schools, the
22 welcoming schools are level schools which we are
23 also, Von Humboldt and Duprey are level two
24 schools. We should not have to walk one, two,

1 three four blocks away when the Board of
2 Education, CPS, the aldermen and the Mayor can
3 offer the same resources the schools that they
4 are on the chopping block.
5 I received a letter from the CPS. The 17:34:22
6 letter I received from them is about
7 transferring -- it's closing the schools but
8 changing it to Diego. And what I feel that the
9 turnaround that needs to be done with the CEO of
10 CPS is to turn that TIF money back into the 17:34:50
11 Chicago Public School system and propose to us
12 the plan to add the IB Program and kindergarten
13 program, air conditioning in every classroom and
14 a school safety plan to the schools like Duprey
15 and Von Humboldt that are level two schools and 17:35:06
16 already perform at the level that CPS guidelines
17 suggested. It makes no sense that CEO of CPS is
18 willing to add resources to the welcoming school
19 but subtract from the community schools by
20 transferring people's lives to fix the deficit 17:35:22
21 that we did not create. Where is that TIF
22 money? The people that are affected by school
23 closings are the people who vote and we are here
24 today to say that you're calling it

1 underutilized but it's being utilized because
2 kids are in those schools and they are learning.
3 So with that being said, small school
4 works and no schools closing. No schools
5 closing. I'll say it again, no schools closing. 17:35:46
6 Thank you.
7 MS. CARDENAS-LOPEZ: Thank you,
8 Ms. Thurmond.
9 Rosemary Vega, speaker number 13.
10 MS. VEGA: Hello, my name is Rosemary 17:35:56
11 Vega, I'm here today to ask one question.
12 Whatever happened to no child left behind?
13 We're actually leaving thousands of children
14 behind with the options that will happen here.
15 And I'm here to say Barbara Bennett is attacking 17:36:12
16 us as a community and I am here to stand as a
17 community and we will fight back as a community
18 to tell her go back to Detroit because Chicago
19 is doing just fine, struggling, whatever it is
20 that we're doing with our schools, we're making 17:36:32
21 it happen. We're happy and we don't need
22 hurricane Barbara coming over here and making
23 this storm and these families suffer the way
24 she's making them suffer.

1 As a parent, I am not apparent of Von
2 Humboldt or Duprey, but I do share their pain so
3 I am here today as a parent, as a community, to
4 say we need to stand together and stop allowing
5 Barbara Byrd-Bennett who doesn't know our city 17:37:02
6 at all, neither does Mayor Rahm Emanuel, he
7 comes from the suburbs, don't know what our
8 neighborhood school needs or what they're going
9 through. So that's why I'm here today again to
10 let you guys know no school closings. It 17:37:20
11 affects everyone the same way, every parent,
12 every child, every teacher and most importantly
13 our community. This is not fair that our
14 receiving schools have to be promised programs,
15 bribed with programs to accept these children. 17:37:38
16 We should be offered these programs just because
17 we're in the neighborhood, just because we have
18 children, students, futures. Thank you.
19 MS. CARDENAS-LOPEZ: Ms. Vega, thank
20 you very much for your comments. 17:37:58
21 Speaker number 14, E. Medina.
22 MR. MEDINA: Welcome to Clemente.
23 Welcome to our community. Here we go again, it
24 seems like every other year the Board of

1 Education comes up with a plan to basically move
2 our schools forward. Unfortunately history has
3 told us different. The plan hasn't worked and
4 it hasn't worked because there's very little
5 consultation done with the community here. 17:38:38
6 There's very little consultation done with the
7 organizations in the area. There's no
8 consultation done with the school leaders, the
9 principals that are guiding these schools
10 through their efforts. 17:38:54
11 I am really fed up. We have given the
12 Board of Education a plan called Community as a
13 Campus for two years, a plan that's innovative
14 and will take our schools and our children
15 beyond the expectations of the little men that 17:39:12
16 are sitting right now at the Board. We need
17 actions by not closing. We need good education
18 for our children. We need our children to move
19 forward and look forward to going to college and
20 be prepared by these neighborhood schools that 17:39:30
21 have done it quite well.
22 You know, it's unfortunate that we have
23 to bring outsiders to dictate new visions when
24 we have people here in Chicago that are more

1 than capable of addressing those things. When
2 the Alderman speaks about closing Duprey and Von
3 Humboldt, we don't need to close schools, what
4 we need to do is provide the schools with the
5 resources, the teachers with the training and 17:39:58
6 development so that they can take our kids and
7 take them beyond the stars like most of the kids
8 still want to go.
9 I'm a product of this community,
10 well-educated. I graduated from this high 17:40:12
11 school here in the neighborhood. And many of us
12 have graduated from here and have returned to
13 this community to work and develop and move
14 forward. Barbara Byrd-Bennett is not a
15 Chicagoan, she left Detroit in chaos, Cleveland 17:40:28
16 worse and wants to do the same thing here in
17 Chicago. Then leave after a year and forget
18 about what's behind.
19 Well, ladies and gentlemen, what's
20 behind is our children, and if you don't care 17:40:42
21 about our children, we sure do. Thank you.
22 MS. CARDENAS-LOPEZ: Thank you,
23 Mr. Medina.
24 Speaker number 15, Nancy Farrell, 16,

1 Robin Vaughn and speaker 17, Michelle Byrne.
2 MS. FARRELL: Good evening, our mission
3 is to maximize every student's learning
4 potential on all levels, academically, socially,
5 emotionally, physically and morally. Our 17:41:26
6 proposal is to unite Von Humboldt, our Child
7 Parent Center and Duprey into one building under
8 one name. For the last six years Von Humboldt
9 and Duprey cooperatively have shared the Von
10 Humboldt campus. Our merger would promote the 17:41:46
11 continuing student stability in our schools. We
12 have built a positive family where parents,
13 students and teachers have created a trusting,
14 nurturing environment.
15 MS. CARDENAS-LOPEZ: Thank you, 17:42:10
16 Ms. Farrell.
17 MS. VAUGHN: Hello, my name is Robin
18 Vaughn, and we've talked about a lot of things
19 pertaining to the educational impact that the
20 school closings will have on the students, but 17:42:22
21 one thing that we have avoided talking about is
22 the trauma that's associated with school
23 closings. I would first like to define what
24 trauma is. It's a deeply distressing or

1 disturbing experience. But we also have
2 psychological trauma, which is the unique
3 individual experience of an event or
4 endearing -- enduring condition. Also, trauma
5 has an impact on school performance. Per the 17:42:48
6 National Child Traumatic Stress Network trauma
7 can impact school performance by lowering GPAs,
8 higher rate of absences, more suspensions and
9 expulsions, decreased reading ability and
10 refusal to go to school. 17:43:04
11 One of the things that we have to do is
12 we have to understand the impact trauma has.
13 Research has shown that traumatic events refers
14 to the extreme stress that overwhelms a person's
15 ability to cope. There are no clear divisions 17:43:16
16 between stress, trauma and adaptation. A lot of
17 times we try to say, oh, that won't be much of a
18 traumatic experience, but stress also impacts
19 the learning as well as how well students adapt
20 to that change. 17:43:30
21 Trauma can also impair learning.
22 Single exposure to traumatic events may cause
23 anger, moodiness, as well as social withdrawal.
24 All of this can interfere with concentration and

1 memory in the learning environment. The best
2 strategies for our students and families would
3 be to maintain our usual routines, return to
4 normalcy and recognize that behavior problems
5 may be transient and related to the trauma. 17:43:56
6 This is one of the things that we have
7 constantly discussed when it comes to the school
8 closings is that -- is that the routines will be
9 impacted and so a way to avoid a lot of the
10 trauma that occurs with the routines is to keep 17:44:14
11 everything the way it is. No school closings.
12 MS. CARDENAS-LOPEZ: Ms. Vaughn, thank
13 you.
14 Speaker 17, Michelle Byrne, Alicia
15 Heltmach. 17:44:24
16 MS. BYRNE: Hi, my name is Michelle
17 Byrne, I'm here to talk about the Child Parent
18 Center located at Von Humboldt school. This
19 program is the second oldest Federally funded
20 early childhood program second to Head Start. 17:44:42
21 It provides comprehensive and continuous
22 education and family support services from pre-K
23 to 3rd grade for children at risk of
24 underachievement. The program enhances school

1 readiness skills, increases early school
2 achievement and performance and promotes
3 involvement in engagement. This includes
4 effective learning experiences from pre-K to
5 3rd, aligned curriculum, continuity and 17:45:08
6 stability, collaborative leadership team, parent
7 involvement engagement and a professional
8 development system that is aligned with Erikson
9 Institute.
10 Dr. Arthur Reynolds is the head of the 17:45:22
11 program and the Chicago longitudinal study and
12 his findings have showed that CPC graduates
13 begin kindergarten six months ahead of other
14 children in school readiness. Continued
15 participation to 3rd grade produces gains of six 17:45:36
16 to seven months in reading and math achievement.
17 They have lower rates of special education
18 placement and grade retention, also lower rates
19 of delinquency and crime. At the age of 28
20 these students show that they have higher rates 17:45:50
21 of school completion, job skills and economic
22 well-being.
23 Not only is the CPC program at Von
24 Humboldt a valuable asset in our community, but

1 it's also one of the most cost effectiveness
2 evidence-based school reform models in the
3 country. Evidence of that more than $7 per
4 dollar invested in each child was directly cited
5 by President Obama in his State of the Union 17:46:18
6 Address as a rationale for expanding early
7 learning across the country. This level of
8 effectiveness is why the U.S. Department of
9 Education is investing in innovative office is
10 funding our program. Thank you. 17:46:36
11 MS. CARDENAS-LOPEZ: Ms. Byrne, thank
12 you.
13 Speaker 18.
14 MS. HELTMACH: Hi, my name is Alicia
15 Heltmach, I'm a teacher at Von Humboldt. 17:46:50
16 Academically Von Humboldt teachers and students
17 have grown and proven our growth from our recent
18 move from a level three to a level two school.
19 This growth was achieved by implementing
20 research-based strategies and best practices. 17:47:04
21 We are excelling without the identical resources
22 available to other level two schools. As a
23 result of Von Humboldt's teacher dedication we
24 have implemented after school tutoring, homework

1 help, interest learning with team building
2 focus, regional sports programs, basketball,
3 football, cross country, an algebra program,
4 math boot camp, art club, primary summer
5 interventions, recess implementation, along with 17:47:28
6 assemblies and community gatherings all done
7 just by the teachers alone, no resources, no
8 outside funding for any of that.
9 MS. CARDENAS-LOPEZ: Ms. Heltmach,
10 thank you. 17:47:44
11 Speaker 19, Nancy Farrell. Speaker 20,
12 Eron Easter or Eron Easter.
13 MS. FARRELL: Now I have a question for
14 you. How does a school become underutilized?
15 Our research has shown a simple reason, parents 17:48:00
16 follow resources. Hmmmm, historically I can
17 remember, and I can attest to the significant
18 enrollment decrease when Von Humboldt lost its
19 comprehensive gifted program. Also, this
20 pattern continued with the removal of our music 17:48:16
21 program which eradicated our band, our orchestra
22 and our choir. To overcome these losses our
23 teachers have worked diligently to create a
24 positive nurturing learning environment where

1 our students are successful. The proof, we are
2 now a level two status. We have achieved this
3 growth without any of the flooded resources
4 available to other level two schools. We have
5 proved our ability to grow. Give us the 17:48:48
6 opportunity, flood us with resources so that our
7 students can continue their path of academic
8 excellence.
9 MS. CARDENAS-LOPEZ: Ms. Farrell, thank
10 you. 17:49:08
11 Speaker 20, Ms. Easter.
12 MS. EASTER: Yes. I'm a special ed
13 teacher at Von Humboldt. I've been at Von
14 Humboldt for this is my third year and my
15 seventh year in teaching. Last year I taught 17:49:18
16 self-containment so I'm going to talk about the
17 things that I know, which is my students. Being
18 a self-contained middle schoolteacher all of my
19 students that were self-contained last year have
20 now transitioned to a traditional program with 17:49:36
21 only reading as a pullout. Six out of 11 of
22 them meet in the area of math on last year's
23 ISAT which has not been done in the past. All
24 students with special needs increased their

1 reading level at least one year's growth
2 according to our assessment.
3 One example of this, I told my student
4 I wouldn't use his name, I had a student last
5 year that came to me unable to read. He knew 17:50:00
6 his letters and not even all of them. By
7 working with me with many different programs
8 like Lexia, word reading, read natural,
9 non-fiction and most of those supplies and
10 resources I have -- I had brought with me 17:50:12
11 because there were none at Von Humboldt, he is
12 now reading at a 3rd grade level. He's not the
13 only one that has made those type of gains but
14 he's my -- he's my most -- he works the hardest.
15 And this is a quote from him the other 17:50:32
16 day when we were working on an assignment, he
17 said that it took courage to learn how to read,
18 I trusted my teacher to help me with my reading.
19 MS. CARDENAS-LOPEZ: Thank you,
20 Ms. Easter. 17:50:46
21 Speaker 21, Bill Sherwin, speaker 22,
22 Martin Ritter, speaker 23, MB.
23 MR. SHERWIN: Good evening, my name is
24 Bill Sherwin, I'm a special education teacher at

1 Von Humboldt School. I've been an educator for
2 over 25 years. I've taught in Chicago Public
3 Schools on the west side of Chicago for the last
4 20 years. I'm a special education teacher here
5 at Von Humboldt for the last seven years. As a 17:51:12
6 part of the staff at Von Humboldt School I
7 can't -- I honestly can say that they're the
8 most dedicated staff of teachers that I've ever
9 worked with in 20 years in Chicago Public
10 Schools. 17:51:28
11 But as a special educator I have to
12 speak against the closing of Von Humboldt School
13 and Duprey only because the amount of stress and
14 trauma that is going to affect my students that
15 I work with, it's just going to be something 17:51:42
16 they may not be able to overcome. Okay. They
17 have the difficulty of not only dealing with
18 education on a daily basis and the stress and
19 trauma dealing with writing and reading, okay,
20 but then they also have the added difficulty of 17:51:58
21 getting along with other kids in the classrooms.
22 And if we change that culture we're changing
23 that and they're starting from scratch. Okay.
24 As a staff member at Von Humboldt,

1 okay, I have been a part of our staff highly
2 structuring the language arts, math and science
3 curriculum, okay, and it's had an immediate
4 impact on our children. We are moving forward
5 and our children are better for it. Okay. The 17:52:28
6 current CPS administration is just that, the
7 current administration. In three or four years
8 they're going to be gone, but who is going to
9 remain here? These teachers, these students and
10 these community members. We are all still going 17:52:42
11 to be here. They'll be off doing something else
12 making more money, but we will remain here and
13 we will actively do what we need to do, and that
14 is educate. Thank you very much.
15 MS. CARDENAS-LOPEZ: Mr. Sherwin, thank 17:52:58
16 you.
17 MR. RITTER: Good evening, I just want
18 to thank Rahm Emanuel for organizing the
19 thousands of people of Chicago to vote him out
20 in two years. He's the best campaign manager 17:53:10
21 the opposition could ever buy. Will all of us
22 right now take a pledge and raise their hand
23 that they will not vote for Rahm Emanuel in two
24 years, that they will organize their precinct

1 block by block house by house and remove him
2 from office and send him back to Winnetka where
3 he came from.
4 Speaking of Winnetka, the Chicago Board
5 of Education granted a residency waiver to Chief 17:53:40
6 Administrative Officer Tim Cawley in 2011.
7 Cawley and his wife did not want to uproot their
8 daughter and force her to change schools. He is
9 quoted in a 2011 Tribune article as saying that
10 would be unfair. Becky Carol the Chief 17:53:54
11 Communications Officer added that Cawley has a
12 unique set of skills and experiences that are
13 needed for the riggers of this job. Cawley
14 makes $215,000 a year of our tax dollars and
15 prior to that he had been a corporate executive 17:54:08
16 for close to 30 years.
17 So it seems that uprooting low income
18 Latino and black students from their schools,
19 some of which have significant ELL and special
20 ed needs is okay, but asking a wealthy CPS 17:54:20
21 executive to follow a rule that all staff must
22 follow isn't okay. The teachers of Von Humboldt
23 and Duprey and all other schools have unique
24 sets of skills and experiences that are needed

1 for the rigors of their job. These are the
2 actual people that do the education with these
3 students, unlike Mr. Cawley who isn't even
4 qualified to be a substitute in CPS. Is it
5 right to make an exception for a wealthy white 17:54:46
6 corporate executive this way but not minority
7 students? Some may call this the needs of the
8 few over the needs of the many. Some may call
9 this racist. Some may even call this
10 hypocritical. I just call this CPS, a child 17:55:00
11 abuse producing system. Thank you.
12 MS. CARDENAS-LOPEZ: Thank you,
13 Mr. Ritter.
14 Speaker number 23, MB.
15 STUDENT MB: Good evening, everyone. 17:55:32
16 My name is MB, and I go to Duprey. I want to
17 keep the school open because we learn a lot of
18 things. Every single day I learn new things.
19 In our school we love to learn. We know a lot
20 of things because we have awesome teachers that 17:55:48
21 care if we are learning or not that is why I
22 want the school to stay open. Thank you.
23 MS. CARDENAS-LOPEZ: Thanks you, MB.
24 Speaker number 24, Eron Easter.

1 MS. EASTER: Eron. I just have a few
2 more points to add. When the school started
3 closing I do what I do, I'm an educator and a
4 learner, and I started doing research. And I
5 found a comprehensive literature based paper 17:56:26
6 that was written by the University of Missouri
7 in Kansas. And it says in dealing with school
8 size issues, educational decisionmakers should
9 avoid simplistic notions of economic
10 efficiencies based upon perceived economies of 17:56:42
11 scale. Advocates of the economy of scale often
12 perceive a linear relationship in which larger
13 schools are automatically more efficient.
14 Research does not support this view. Beyond
15 1,000 students the inefficiency of large 17:57:00
16 bureaucracies is likely to waste more resources
17 that can be gained by increasing size.
18 Furthermore, decisionmakers must be careful not
19 to confuse expenditures with costs.
20 So just a few more points that Von 17:57:16
21 Humboldt wanted to make and highlight that we
22 are a level two school, as well as Duprey, and
23 so is de Diego. We would like to merge our
24 schools, the CPC, Von Humboldt and Duprey under

1 one name. We would like to work with the Board
2 of Education to improve our schools and invest
3 in children, allocate resources, equitable
4 distribution of resources, secure additional
5 grants and community partnerships, engage 17:57:48
6 community -- the community to continue to
7 enhance the school. We also want to engage in
8 parental services, workshops, trainings, parent
9 resource rooms, GED programs to help parents
10 further their education so that their children 17:58:10
11 can see how important education is. We want to
12 create partnerships with the receiving high
13 school, which is Clemente. And we would also
14 like to continue our work that we've already
15 started in improving our instruction as well as 17:58:24
16 our education at Von Humboldt, which as you have
17 already seen from the data is working.
18 MS. CARDENAS-LOPEZ: Thank you,
19 Ms. Easter.
20 Speaker number 26, Robert Davidson and 17:58:38
21 Alexander Roi, speaker number 27.
22 MR. DAVIDSON: Good evening, everybody,
23 my name is Robert Davidson, and I'm the local
24 advisory council president of Nathan homes up

1 there, it's a public housing development. It's
2 the last public housing development going north
3 in this city located on Diversey and Damen over
4 there, so I'm the president of that
5 organization. And I'm also a member of the 1st 17:59:06
6 Ward organization which I've been a member since
7 '02.
8 I want to say this about the school
9 closing thing that we got in the City of
10 Chicago, ladies and gentlemen, it's more than 17:59:20
11 just serious and it's devastating and it's also
12 mind boggling. I was in the nation's capital a
13 couple of weeks ago and they was talking about
14 the sequester, and a lot of us don't know how
15 the sequester works, but when they cut the 17:59:38
16 funding it cuts to the State level and it
17 trickles down to you and everybody is affected.
18 So my problem is why don't all of the
19 Illinois legislatures get together starting with
20 Michael Madigan to do something about this 17:59:52
21 school closing things. But, you know, the
22 legislatures are supposed to be doing something
23 about this, and I don't hear everybody in the
24 City of Chicago in the State of Illinois crying

1 about this. And I'd like this message to go
2 back to Barbara Byrd who comes from somewhere
3 else, which is work New York, to come over here
4 and do this dirty work for our Mayor. We don't
5 need this kind of help. And that man talked 18:00:18
6 about two years for Rahm Emanuel, I think
7 impeachment is in the wings. This is a mess.
8 This is something we don't need. We got enough
9 people in Chicago to educate and lead our public
10 school institution without all these massive 18:00:34
11 cuts. I just think the resources is there
12 somewhere, they can afford this type of thing.
13 I'm very sorry this is happening. I
14 wish I had more time to talk to you about how
15 things is, but quickly, very quickly, where I 18:00:46
16 live in the public housing development what
17 we're doing is we're getting ready to revitalize
18 the whole entire development, but what happened
19 is they consolidated us into a section while
20 they begin to do the revitalization work on the 18:01:00
21 other part of the development. Why couldn't
22 they do that in schools?
23 MS. CARDENAS-LOPEZ: Thank you,
24 Mr. Davidson.

1 Alexander Roi, speaker 27, speaker 28,
2 Patricia Cardona, Maria Luisa August, speaker
3 29.
4 MR. ROI: All right, just to finish my
5 point. A letter from Barbara Byrd-Bennett on 18:01:24
6 March 21st regarding the closure clearly states
7 that while the closure for Duprey and Von
8 Humboldt is not related to performance that they
9 should note that Diego is a higher performing
10 school. CPS has no problem with our performance 18:01:38
11 but they should take issue with their own
12 definition of higher performance because in all
13 honesty Diego is on probation and has been so
14 for three years. It is a good school, it's
15 worked hard, so have we, and we're not on 18:01:52
16 probation.
17 CPS's golden rule according to all of
18 their information is that we will not send any
19 of your students from one school to another if
20 they're not better performing. Duprey students 18:02:02
21 are not on probation. We went from 31 percent
22 in our reading and math scores in 2007 to 94 and
23 81 percent this last year. We went from science
24 30 percent in 2008 to 75 percent in 2011. The

1 information is clearly out there.

2 And on a side note, results from our

3 parent survey from 2012 report that our parents

4 rate us higher than the District and Diego on

5 every measure. We've already discussed the fact 18:02:38

6 that you wanted to keep the building and you

7 were going to do the repairs. We've already

8 discussed that you don't consider us a failing

9 school. And we've talked about the utilization.

10 There is no reason to close Duprey, Von 18:02:50

11 Humboldt. Smaller schools work. Despite every

12 roadblock that we have come across we have

13 continued to excel in what we do and being off

14 probation is one of those criteria.

15 Casa Centrale, one of our community 18:03:08

16 partners, in a letter I have here also suggested

17 that they would want to create a preschool in

18 our system, in our school and give us 60 kids

19 per year, that is a pipeline. Every single time

20 we have brought it up the CPS system has managed 18:03:22

21 to shut it down and has never given us an honest

22 reason why.

23 So you want bright futures that Emanuel

24 talks about, you want us to make hard decisions.

1 The hard decision is to give the school to the
2 staff, give us the resources that we need so we
3 can have the bright future that everybody wants.
4 Thank you. I want to give this to you.
5 MS. CARDENAS-LOPEZ: Yes, please. If 18:03:56
6 you have documents that you want to be part of
7 the report of the permanent record please make
8 them available to us so we can give them to the
9 court reporter.
10 Speaker 28, Ms. Cardona. 18:04:20
11 MS. CARDONA: My name is Pat Cardona, I
12 serve as a nutrition specialist at Von Humboldt.
13 I am standing in front of you today a former
14 student of CPS, a 40-year resident of Von
15 Humboldt community, a parent of 30 children, 30, 18:04:40
16 I will repeat that, each a former or current
17 student of CPS. I'm also a sponsor of two
18 nutrition programs funded through A Common
19 Thread at Von Humboldt. Each of these roles
20 make me uniquely qualified to speak to you today 18:04:58
21 about the importance and the insurance of Von
22 Humboldt school community to continue and
23 maintain as Von Humboldt.
24 As A Common Thread coordinator I

1 sponsor two culinary programs Small Bites and
2 the World Cuisine Program. These programs will
3 help to develop the students in these areas,
4 nutrition and expose the students to
5 important -- the importance of nutrition, 18:05:24
6 healthy eating tips, safe practices for food
7 preparation and cleanup. These programs also
8 show students the many careers in association
9 with nutrition and food service. I won't bother
10 to give you all the data associated with 18:05:36
11 nutrition and academic success, you already know
12 these connections between students and
13 achievements and nutrition. You're familiar
14 with the importance of making learning a
15 real-life experience to better connect students 18:05:48
16 with math and science and reading, but I will
17 tell you this, 113 students participated in one
18 or more of the after school nutrition programs,
19 92 percent of those students have above 95
20 percent attendance in school. 75 percent of 18:06:04
21 them showed consistent academic improvement and
22 a hundred percent of these children attend Von
23 Humboldt. Thank you.
24 MS. CARDENAS-LOPEZ: Thank you,

1 Ms. Cardona.

2 Speaker 29, Maria Luisa August, speaker

3 number 30, Josefina Barrientos, speaker 31,

4 Alfredo Rodriguez.

5 MS. AUGUST: Good evening. I said good 18:06:36

6 evening.

7 THE AUDIENCE: Good evening.

8 MS. AUGUST: That's what I want to

9 hear. Where are the people from the house? I

10 said where are the people from the house? Thank 18:06:46

11 you. Now I would like all the children to

12 please stand up. This is for them.

13 My name is Maria Luisa, I have lived in

14 this area most of my life. I am from this area

15 from Humboldt Park mostly. I'm a 1st Ward 18:07:02

16 voter, have been for years. I am from New Life

17 Christian Church, we have our Sunday masses here

18 on Sunday, and so I've been around for a long

19 time and what I'm seeing I don't like.

20 Today we're going to have a simple math 18:07:18

21 less on, listen up, kids, this is for you guys,

22 listen up and follow me. There is $400 million

23 that's going to be collected over a period of

24 three years, $400 million, and that money that's

1 posted on the City of Chicago website is going
2 to be going for downtown projects because that's
3 a blighted area, that's money that CPS says that
4 they do not have for your schools or for your
5 education. What do you think about that? Do 18:07:48
6 they have the money to keep these schools open,
7 yes or no?
8 THE AUDIENCE: Yes.
9 MS. AUGUST: So what should they be
10 doing with that money? 18:07:58
11 THE AUDIENCE: Give it to the school.
12 MS. AUGUST: And it's not just for your
13 school, it's for all the schools. Okay. So
14 Barbara Byrd-Bennett do some math, baby, okay,
15 you got the money, keep the schools open. 18:08:10
16 MS. CARDENAS-LOPEZ: Ms. August, thank
17 you.
18 Ms. Josefina Barrientos, speaker 30.
19 MS. BARRIENTOS: I'm here because I
20 never finished before, and I want to say that in 18:08:24
21 the same paper I received before I said I saw
22 that like welcoming school some school offer
23 level two school and new IB Program and pre-K
24 program, air conditioning and safety plan, and I

1 want to say that we are Duprey and Von Humboldt
2 in the same building. We are level two and like
3 as a parent I want the level up for my children,
4 not the same level to my children because I know
5 my children and I know other children that they 18:09:02
6 have a gift program and we don't need gift
7 program and maybe we doesn't have -- we don't
8 have gift program in our school but we have
9 smart kids in our school.
10 They offer an IB Program, that means 18:09:18
11 International Baccalaureate Program for other
12 kids, but we will start in the new year of
13 school. But what will be like experiment or
14 something, we don't know what happened in that.
15 Pre-K program, we have pre-K program in Von 18:09:34
16 Humboldt and it's a good pre-K program because I
17 am volunteer there. Air conditioning, why? Now
18 they start saying that we will have air
19 conditioning. We suffer hot summer before and I
20 don't know why they don't think about that 18:09:58
21 before now. A safety plan, we have safety plan
22 in our school. Von Humboldt and Duprey is a
23 good school and we are looking and fighting not
24 only for Von Humboldt and Duprey because we are

1 fighting for all the schools will be closing
2 because we need that the schools be open.
3 MS. CARDENAS-LOPEZ: Ms. Barrientos,
4 thank you for your message.
5 Speaker 31, Alfredo Rodriguez. 18:10:34
6 MR. RODRIGUEZ: Good evening, my name
7 is Alfredo Rodriguez, and I live over here in
8 this neighborhood for 40 years. I'm a member of
9 district first. The reason I'm here is because
10 I don't want no school to be closed. I think 18:11:00
11 that we the people of Chicago are tired already
12 to be doing what the Mayor says. Everything --
13 it's just like the dictator, whatever I say is
14 what the people have to do. It's about time
15 that the people open their eyes, open their eyes 18:11:30
16 and everybody get united and the next time get
17 them out of the office. Thank you very much.
18 MS. CARDENAS-LOPEZ: Thank you,
19 Mr. Rodriguez.
20 Speaker 32, Rose DeJesus, 33, Reshma 18:11:48
21 Hai.
22 MS. DeJESUS: Hello, my name is Rose
23 DeJesus, I'm the director of Women's Living at
24 Home. I'm here to speak on behalf of my

1 community. I'm speaking to the CPS, I'm
2 speaking to the Mayor and I'm speaking to our
3 elected officials in our community.
4 I came on the 22nd, I spoke about by
5 grandson Kiovani, apparently you don't care 18:12:14
6 about Kiovani because you're closing the Child
7 Parent Center. I spoke to you, I begged you not
8 to close it because I lost a nephew due to gang
9 violence, but you don't care, you want my
10 grandson to cross boundaries. But trust me, I 18:12:28
11 will be calling a press conference with
12 Mr. Medina when something somebody happens to my
13 grandson or any other child that has to cross
14 the boundaries. I wanted to let CPS know that
15 when the blood of my grandchild or any other 18:12:44
16 child in the community, you're responsible for
17 it because you closed our schools. Now thank
18 you for that.
19 MS. CARDENAS-LOPEZ: Ms. DeJesus, thank
20 you for your comments. 18:13:00
21 Speaker 33, Reshma Hai.
22 MS. HAI: I'm reading this letter on
23 behalf of a Duprey parent.
24 To whom it may concern: I'm a

1 concerned parent of a kindergarten student --
2 sorry. I'm a concerned parent of a kindergarten
3 student at Ana Roque de Duprey School. I
4 encountered many problems trying to register my
5 son at other schools. He was denied admission 18:13:26
6 due to his IEP. I feel very fortunate that he
7 was accepted at Duprey School and that his
8 teacher has special education certification. My
9 son was an at-risk student when he first entered
10 Duprey School, and I am truly amazed at how much 18:13:40
11 he has learned this year. His therapist told me
12 he has made significant progress. I believe it
13 is due to the exceptional teacher he has at
14 Duprey. Due to the small class size she is able
15 to give him the individual attention he needs. 18:13:56
16 Duprey is the perfect school for
17 children such as my son. Duprey School is very
18 successful at meeting each of its student's
19 educational needs. The staff has a supportive
20 and caring attitude and is very dedicated to 18:14:08
21 providing the individualized education that each
22 child needs and deserves. Sincerely, Gloria
23 Oliva.
24 MS. CARDENAS-LOPEZ: Thanks you,

1 Ms. Oliva, and thank you, Ms. Reshma.
2 Speaker 34, JC.
3 STUDENT JC: Hello, my name is JC, and
4 I'm here to tell Rahm Emanuel a question. Where
5 is the TIF money and where is the money? Does 18:14:44
6 somebody around here somewhere know where is the
7 money? Yeah, I'm asking a question. Where is
8 the money? Nobody knows, right? The money is
9 in downtown, they're spending it on washrooms,
10 they're spending it on new buildings, even 18:15:06
11 they're spending it on instead of thinking of
12 the education.
13 One more thing I want to say. He can
14 close all the schools that he wants but when
15 next election comes he ain't getting our votes. 18:15:24
16 Thank you.
17 MS. CARDENAS-LOPEZ: Thank you, JC.
18 Speaker 35, Rosa Garcia, speaker 36,
19 DM, speaker 37, AG.
20 Rosa Garcia, speaker 35, speaker 36, 18:15:54
21 DM, 37, AG.
22 MS. GARCIA THROUGH THE INTERPRETER: My
23 name is Rosa Garcia, and I'm a parent. The
24 reason I'm here is because I'm a parent and I

1 don't want them to close the schools. My
2 children have really learned a lot. It's the
3 only school in our community and it's the only
4 one that's there available and our kids have
5 learned a lot there. I feel really sad because 18:18:06
6 they're not going to go to another place where
7 they feel safe.
8 We have some really great teachers
9 there that have taught our kids well. And our
10 kids are really happy to go to that school 18:18:46
11 because they feel very safe. It's like a home.
12 And as a parent I'm happy and satisfied and it's
13 the reason why we don't want to close it, please
14 we ask you from the bottom of our hearts. My
15 son at first didn't really know much but now 18:19:26
16 he's learned a lot after being in this school.
17 Thank you.
18 MS. CARDENAS-LOPEZ: DM.
19 AG. Speaker 38, Maritza Rios, 37, AG
20 and 36 DM. 18:20:00
21 STUDENT DM: Hi, my name is DM, I am a
22 student at Von Humboldt School. The reason that
23 I don't want Von Humboldt to close because we
24 have so many great teachers here, we learned a

1 lot and I've been here ever since I was little.
2 The other reason I don't want our
3 school to close is that all of the teachers from
4 Von Humboldt School and other schools they need
5 to find new jobs, but we don't want them to like 18:20:22
6 leave and we want them to stay at our school.
7 So please don't close Von Humboldt and other
8 schools there. And thank you.
9 MS. CARDENAS-LOPEZ: Thank you. AG.
10 STUDENT AG: My name is AG, I'm a 18:20:52
11 student from Von Humboldt. I went there for a
12 long time. I don't want Von Humboldt to close
13 because all the teachers who went there they
14 need to find jobs. Like we don't care if we
15 have like less students, but we want Von 18:21:10
16 Humboldt to stay open. Like I need like all the
17 teachers who went there for a long time, I knew
18 the principal, the new principal that came in I
19 know her and him. I know all the security
20 guards in there, I feel safe around them. I 18:21:32
21 don't feel like scared. And like I don't go to
22 a different -- like I don't go to a different
23 school and like that nothing would happen to
24 none of the students who go there. I like all

1 the teachers there because I learn a lot from
2 them, they tell me -- they tell us don't do like
3 wrong things, learn, go to college, high school.
4 And I'm done.
5 MS. CARDENAS-LOPEZ: AG, thank you. 18:22:30
6 Maritza Rios, speaker 38.
7 MS. RIOS: Hello, my name is Maritza
8 Rios, I'm a parent of a student -- my three
9 girls graduated, one from Duprey, the other two
10 from -- one from Von Humboldt, the other two 18:22:44
11 from Duprey. My son is in Duprey right now,
12 he's a 6th grader. And I don't know why Rahm
13 Emanuel is affecting so many schools and so many
14 parents.
15 I'm speaking not only behalf on the 18:22:54
16 teachers but the students. These kids need an
17 education. If he wants what happened ten, 15
18 years ago that happened in Humboldt Park, we
19 didn't see nobody speaking about the gangs and
20 the killings and the shootings that you couldn't 18:23:06
21 walk down the streets of Humboldt Park. He's
22 going to close down these schools it's going to
23 be a hundred times worse, not only in Humboldt
24 Park but in all these other areas. He needs to

1 realize and open his eyes, if he can't do
2 nothing here positive in Chicago he needs to
3 leave. He needs to get out as soon as possible
4 because what he's doing is tearing down Chicago.
5 He is tearing it down and he's destroying it. 18:23:28
6 He needs to realize and look, read the newspaper
7 from ten years ago when there was so many
8 killings and shootings. Yeah, there's killings
9 and shootings but not as much as there's going
10 to be. Let him close all these schools it's 18:23:40
11 going to be even worse because what they're
12 going do to these kids is involve them in gangs,
13 involve them in shootings. All these teenagers
14 that are not going to want to go to these
15 schools, they're going to drop out. The dropout 18:23:54
16 rate is going to be higher than ever because
17 they're not going to want to travel. And if
18 there's not parents involved in their kids
19 education it's going to be a hundred times
20 worse. 18:24:06
21 MS. CARDENAS-LOPEZ: Thank you,
22 Ms. Rios.
23 Speaker 39, Amanda Rios. Amanda Rios.
24 MS. RIOS: I'm Amanda Rios, I used to

1 go to Von Humboldt when I was younger, and that
2 was my mom who was just talking. And Von
3 Humboldt is a very good school I can say. I
4 learned a lot and I became a great writer since
5 then and I've been entered in many poetry 18:24:44
6 contests and I have won things from my teachers
7 back then and I am now. And I don't understand
8 why they want to close the schools that are in
9 our neighborhood and they expect kids to travel
10 far when their parents don't have good jobs. 18:24:58
11 And I find it wrong how they have money
12 to go to war all over again but they can't help
13 the kids and then they wonder why a lot of
14 students are dropping out and a lot of schools
15 are not doing well and a lot of teachers are 18:25:16
16 having to leave their school and having to lose
17 their job over this that has nothing to do with
18 them. That's it.
19 MS. CARDENAS-LOPEZ: Ms. Rios, thank
20 you. That is the last speaker that we have on 18:25:28
21 the list, we're going to have Alderman Moreno
22 come and address the audience once more. If we
23 have an additional list of speakers please bring
24 it down and if you need to -- if you would like

1 to sign up again please see Alex up there, she's
2 raising her hand, so she can get your name
3 again.
4 (Whereupon, Ms. Cardenas-Lopez
5 was speaking in Spanish.) 18:25:58
6 MS. CARDENAS-LOPEZ: Okay. We now have
7 Alderman Moreno.
8 ALDERMAN MORENO: Thank you. I'm not
9 going to repeat what I said at the beginning, I
10 spoke, but we talk a lot and we should talk a 18:26:18
11 lot about parent involvement, right. Parent
12 involvement is crucial to our children's
13 success. Look at this parent involvement
14 tonight. Look at this parent involvement that
15 are here in the evening with their children when 18:26:32
16 they could be at home doing homework, having
17 dinner, spending time from Von Humboldt and
18 Duprey. But as important we have parents
19 here -- we have parents here tonight from Goethe
20 School, am I right? We have parents here 18:26:46
21 tonight from LaSalle II School. We have parents
22 here tonight from Chase School. We have parents
23 that have brought their grown kids here that
24 have went to 1st Ward schools, they're invested

1 in this. So please I will repeat from my
2 earlier comments, I'm not here just to give
3 leadership service tonight for two minutes, I'm
4 here to tell you what we have done and we will
5 continue to do. I will meet with you any time, 18:27:10
6 CPS. I will meet with anyone from the Mayor's
7 office at any time to implement the plan that we
8 have to keep Duprey and Von Humboldt open and
9 our kids going to school there.
10 This community has come so far, I'm so 18:27:26
11 proud to be part of it, but that pride you can
12 see is starting to get crushed. We can't have
13 our community crushed. Our parents all they
14 ask, all they ask are for resources for their
15 children at their current school, and that's not 18:27:42
16 too much to ask. Thank you so much.
17 MS. CARDENAS-LOPEZ: Thank you,
18 Alderman Moreno.
19 Our next speaker according to my list,
20 speaker number 40, Darsey Nickel. 18:27:54
21 The next one will be Denise Beasley and
22 then the following Angel Rivera.
23 MS. NICKEL: Hi, I actually didn't plan
24 to speak, but I just wanted to say I'm Darsey

1 Nickel, I'm a teacher at Dever on the northwest
2 side, and I wanted you to know that we're all in
3 this together, that it's not about one school
4 versus another school, it's about our children
5 at all the schools in CPS and the kind of dream 18:28:34
6 and vision we have for all of them and what they
7 deserve. And I'm kind of baffled at how we can
8 close schools when CPS -- many CPS schools like
9 my school is overcrowded. We've got closets
10 that are converted into classrooms because 18:28:52
11 there's not enough space and we're crawling all
12 over each other.
13 And I just have to say that as a
14 society we must demand that our government
15 return humanity to our education policies that 18:29:08
16 children are not dollar signs, they're not test
17 scores, children are human beings with talents
18 and feelings and dreams. And I'm just filled
19 with questions as to why does our Government
20 invest more on prison facilities than they do on 18:29:26
21 education? And we also have to ask -- our
22 Government needs to ask this question and we as
23 a society what do we really value, where do they
24 invest, you know? What do we value? Education

1 and our children, that's the thing that we
2 should value because if we provided people with
3 the kind of education they deserve our prisons
4 would be empty.
5 MS. CARDENAS-LOPEZ: Ms. Nickel, thank 18:30:06
6 you.
7 Ms. Beasley, Denise Beasley is next,
8 then Angel Rivera and Christine Rankins.
9 MS. BEASLEY: I'm a parent -- my name
10 is Denise Beasley, I'm a parent and grandparent. 18:30:18
11 Years ago -- years ago there wasn't enough
12 schools and they were complaining about where to
13 put all the children at. Now they have enough
14 schools to put the children now you want to
15 close the schools and the buildings -- the 18:30:34
16 buildings aren't even five years old and ten
17 years old, they're still brand new, but you want
18 to close them.
19 My thing is that I have a grandson who
20 is 4 years old, I refuse, I said I refuse to 18:30:46
21 walk him to Diego to take him to Diego to pick
22 him up from Diego to have to walk between gang
23 lines. I used to live on Artesian and Potomac
24 for five years, for five years, I know what's

1 over there. I know between Potomac, Artesian
2 and Division Cobra lines, Cobra gang lines. I
3 refuse, I said I refuse to walk my grandson
4 through there.
5 MS. CARDENAS-LOPEZ: Thank you, 18:31:30
6 Ms. Beasley.
7 Angel Rivera.
8 MR. RIVERA THROUGH THE INTERPRETER:
9 Good afternoon, I'd like to ask a question to
10 the Mayor of Chicago. They say that they don't 18:31:56
11 have money for the schools in Chicago, but as
12 far as I see they raised the price of the milk,
13 the cigarettes, casinos, lottery in Chicago and
14 part of the money is supposed to go to the
15 public schools in Chicago. Where is the money? 18:32:46
16 Can someone answer that question? Mr. Roberto
17 Maldonado, where is he? Drinking? That is not
18 right. I'm here to support all the public
19 schools in Chicago, especially Duprey, Von
20 Humboldt and Lafayette. No school closings. 18:33:40
21 Thank you.
22 MS. CARDENAS-LOPEZ: Thank you,
23 Mr. Rivera.
24 Christine Rankins, speaker 41.

1 Josefina Barrientos, 42, Star Rios, 43.
2 MS. RANKINS: Hi, my name is Christine
3 Rankins, and I have a 7-year-old great grandson
4 Vintrell Lewis that goes to Von Humboldt and
5 he's in 1st grade. He's an A student and he 18:34:30
6 didn't become an A student overnight, he had to
7 have some really good teachers there. And he
8 started out being a special needs child and he
9 still overcame all of that through patience of
10 Ms. Davis and Ms. Farrell, whom I love very 18:34:48
11 much, and he's a straight A student so this is a
12 good school.
13 And what really made me get up to speak
14 is when I walked through Roberto Clemente it was
15 like I was in the airport, they said I had to go 18:35:04
16 through this whatever it is right, and I said,
17 what is this? I'm a great grandmama, what am I
18 going to do? They said, safety. I said,
19 safety? They said, yeah. I said, well, he's in
20 kindergarten. They said, it doesn't matter, 18:35:20
21 there's kindergarten schools that have it. I
22 said, not Von Humboldt, that school is very
23 safe. Not only is it safe, people get along, we
24 look out for each other. That's a great school,

1 and I just wish that you do not close that
2 school. Thank you and God bless you.
3 MS. CARDENAS-LOPEZ: Thank you,
4 Ms. Rankins.
5 Ms. Josefina Barrientos, speaker 42. 18:35:42
6 MS. BARRIENTOS: I'm here again. I
7 just want to read this one because I don't
8 understand very much this. It says Chief
9 Executive Officer of the Chicago Public Schools
10 Barbara Byrd-Bennett is commenting to ensuring 18:35:58
11 that every child in every neighborhood receives
12 a high-quality education that prepares them to
13 succeed in college career and life. Right now
14 too many of our children are not receiving the
15 education they deserve in part because the 18:36:16
16 school utilization crisis facing CPS is
17 spreading our limited sources too thin. Rather
18 than have empty buildings that are costly to
19 maintain and repair the District will use those
20 funds to directly invest in our children's 18:36:34
21 education. Children need and deserve all of us
22 to work each and every day to improve their
23 chances to succeed.
24 Okay. My question is and I feel

1 discriminated because my opinion is that we have
2 quality teachers in our school and if she says
3 that our facing spreading our limited resources
4 in my case I can't send my children to one
5 charter school because I don't have the funds to 18:37:12
6 send them to that place. I don't want to say
7 that charter school is bad or that the school is
8 bad. I feel great with CPS in my neighborhood.
9 And I want the schools are open, all the schools
10 and especially in my neighborhood. I am from 18:37:32
11 Von Humboldt and I knew my neighborhood and I
12 feel secure in my neighbor with my schools open.
13 MS. CARDENAS-LOPEZ: Thank you,
14 Ms. Barrientos.
15 Star Rios. And AJ will be next, 18:37:58
16 speaker 44.
17 MS. RIOS: My name is Star Rios and I
18 currently attend Westinghouse College Prep. I
19 attended Duprey and graduated at the top of my
20 class with straight As. I believe that the 18:38:16
21 teachers and staff members work hard --
22 MS. CARDENAS-LOPEZ: Can you get closer
23 to the mic?
24 MS. RIOS: I'm sorry.

1 I believe that the teachers and staff
2 members work hard to take care of these students
3 so why are we closing these schools? Can't we
4 stop and realize that we are closing schools
5 that are actually helping students? There is no 18:38:34
6 reason to close the schools that are actually
7 teaching these students the things that they'll
8 use in real life. I cannot believe that they
9 claim there is no money when there's enough
10 money to spread all around downtown. Closing 18:38:44
11 all these schools is like closing down a piece
12 of our society that we're never going to get
13 back. Thank you.
14 MS. CARDENAS-LOPEZ: Thank you.
15 Speaker 45, Ana Castro, 46, Josefina 18:39:02
16 Castillo, 47, Eliza Arriaga.
17 STUDENT AJ: Hi, my name is AJ, and I
18 can't believe they're closing down the schools.
19 All the people who like in school like learn
20 everything they like became like what they 18:39:22
21 wanted to be. They graduated college, they have
22 good jobs now, and now they're like watching
23 like our schools close down. Like why did the
24 Mayor even like did this to us? Why is he

1 closing down schools. Schools are important to
2 us. People who are in schools are learning new
3 stuff. They are good people. They are good
4 kids, everyone who graduated from college and
5 get a good education a good job and a good high 18:39:58
6 school.
7 And I like Duprey School because like
8 they teach me a lot of stuff, like new stuff. I
9 learn a lot of stuff. I can get a good
10 education, get a good job and get a good 18:40:16
11 college. If we don't close these schools down
12 then we might get a good education.
13 MS. CARDENAS-LOPEZ: AJ, thank you.
14 Ms. Ana Castro, Josefina Castillo and
15 Eliza Arriaga, speaker 47. 18:40:38
16 MS. CASTRO: Good evening. In my home
17 I have 5 years old and 6 years old. My 6 years
18 old is in kindergarten right now. One night she
19 asked me, mom, how you spell the word stop? I
20 said, s-t-o-p. I didn't know what she was doing 18:40:56
21 but she was writing a paper. She asked me word
22 by word, I didn't know what she was writing, but
23 when I saw the pictures she write please don't
24 close my school. My 6 years old is in

1 kindergarten right now. Mr. Mayor Rahm Emanuel,
2 you don't know what you are doing to my kids.
3 You don't know what you are doing to our kids.
4 Kindergarten is supposed to be happy memories
5 for the kids not this stress, not -- this not 18:41:32
6 supposed to be happening for me as a parent.
7 You know, I'm happy with my school. My
8 kindergarten is happy in her classroom with her
9 teacher. She knows everybody. You know, the
10 second day in the school she already knew every 18:41:54
11 teacher's name. The teachers knew her name. I
12 couldn't see everybody saying her name when they
13 say, hello, Genesis, everybody knew her name.
14 It was only the second day. That means if they
15 have small schools they can't know each kid, 18:42:18
16 they can't know each family. How is it supposed
17 to be a big school, a mega school they want to
18 make with thousands of kids which means how many
19 families? How is the principal is going to know
20 every family? How it's supposed to be? 18:42:36
21 I just want to say I'm really happy
22 with the school we have. I want to keep Duprey
23 and Von Humboldt working. I want to keep these
24 schools. I want my little one going to

1 preschool with my other one. I just want to
2 close this saying small schools work and please
3 don't close the schools. Thank you.
4 MS. CARDENAS-LOPEZ: Thank you,
5 Ms. Castro. 18:43:14
6 Josefina Castillo, speaker 46, speaker
7 47, speaker Eliza Arriaga, speaker 48, Juan
8 Elias.
9 MS. CASTILLO THROUGH THE INTERPRETER:
10 Hi, good evening to everyone, my name is 18:43:36
11 Josefina Castillo. I come from the southeast --
12 southwest. I came here yesterday and I've been
13 here while the parents and the students have
14 been telling all of us. Fortunately for us our
15 school doesn't have the problems that your 18:44:12
16 schools have, however, as a mother, as a
17 grandmother of four children that I have in
18 school right now we are with you.
19 This is not about seeing if you close
20 or not close schools, what matters is the future 18:44:38
21 of our children and their education. We don't
22 want more with problems such as drugs or any
23 other problems, we want a future president, a
24 future doctor or a future person with a

1 Bachelor's Degree, an artist, whatever they want
2 to be. Please stop this. It is sad that they
3 prefer to open bars, casinos, liquor stores or
4 having the students out of the schools.
5 I ask you to have some conscience. How 18:45:46
6 would you feel if this happened -- how would you
7 feel if this happened to your children at a
8 school? I think that you would be the first to
9 protest. It is how -- this happens to poor
10 people, but all of us united we're going to win. 18:46:10
11 Thank you.
12 MS. CARDENAS-LOPEZ: Ms. Garcia, thank
13 you.
14 Eliza Arriaga.
15 MS. ARRIAGA: Good evening, my name is 18:46:28
16 Elizabeth -- Eliza Arriaga. I am a parent and
17 I'm also part of the -- I don't know what to say
18 (spoken in Spanish). And it is so sad to see
19 schools from different areas that are going to
20 be closed. I am asking a question to all the 18:47:00
21 directors of the CPS. Have you really
22 investigated these schools and seen what the
23 problem is? Where many of the schools the
24 administration are the bullies. And you don't

1 know that it is unjust to close the school where
2 there is delinquent, where small children have
3 to go through gangs to go to a different school,
4 where it's not safe, where many parents don't
5 have a means of transportation and they have to 18:47:52
6 walk several blocks from one school to the next.
7 I hope that we have concrete answers to
8 all our doubts. Thank God the school of my
9 children is not going to be closed and as
10 parents we need to raise our voice and to be 18:48:24
11 with our children in every moment in the
12 children's classroom with our teachers, with our
13 principal, in the communities so that our areas
14 are safer and the schools -- and the classrooms
15 are better. As parents we support the teachers 18:48:50
16 and their strike and we want the support of the
17 teachers. I hope that we all fight for a better
18 future for our schools. Thank you.
19 MS. CARDENAS-LOPEZ: Thank you,
20 Ms. Arriaga. 18:49:26
21 Mr. Juan Elias, speaker 48. Speaker
22 49, JW, or I might be pronouncing the name
23 incorrectly.
24 MR. ELIAS: Good evening, my name is

1 Juan Elias, and I attended Von Humboldt -- I
2 attended Von Humboldt from kindergarten to 4th
3 grade and I remember a family at Von Humboldt
4 School. This brings back memories to my family
5 at Von Humboldt School. So much so that it was 18:50:06
6 a family my godmother was the lunch lady.
7 But there was a period and there was a
8 dark period where something was missing in
9 between and something happened, I don't know
10 what it was, we moved. We moved. The quality 18:50:50
11 of life moved. It's back. It's here. Closing
12 the school would create such a black hole. What
13 do we have, Yates to Armitage? What do we have,
14 Shopan to Chicago. It's crazy.
15 I'm also representing the 1st Ward 18:51:16
16 first alongside Alderman Moreno. We are the
17 people that come to ask you for support before,
18 during and after elections. I don't know what
19 happened with Aldermen prior to us, but we're
20 here with you and we're here to stay. You can 18:51:38
21 count on us, you can count on our volunteers,
22 you can count on security, whatever you need we
23 are here keep these schools open.
24 MS. CARDENAS-LOPEZ: Thank you.

1 Speaker 49.

2 STUDENT JW: Hello, my name is JW and I

3 went -- I go to kindergarten at Duprey. Please

4 don't close our schools indivisible don't pledge

5 our schools. 18:52:32

6 MS. CARDENAS-LOPEZ: Thank you, JW.

7 Just a quick announcement. We just got

8 a note from security for parents to please keep

9 an eye on your children, they are jumping on the

10 chairs and the railings are not that secure so 18:52:50

11 please we don't want them to get hurt.

12 (Whereupon, Ms. Cardenas-Lopez

13 spoke in Spanish.)

14 MS. CARDENAS-LOPEZ: Speaker 50,

15 Natasha Ortiz, and speaker 51, Denise Beasley. 18:53:16

16 Natasha, Natasha Ortiz will be next, 50.

17 MS. ORTIZ: Hi, I used to go to Von

18 Humboldt years ago. I know Carol. My kids now

19 go there. I have a 6-year-old son who went to

20 Von Humboldt CPC when he was at the age of 3, 18:53:46

21 his teacher Ms. Torres, Ms. Jiminez, and he is

22 now in the big school doing wonderful. I also

23 have a 4-year-old daughter who is also at the

24 CPC. Please do not close Von Humboldt School.

1 MS. CARDENAS-LOPEZ: Thank you,
2 Ms. Ortiz.
3 Ms. Beasley.
4 MS. BEASLEY: I talked last night at
5 the Lafayette meeting here at Clemente. I told 18:54:18
6 the story about my children. I have six
7 children. I was a single parent. All six of my
8 children have high school diplomas, four of my
9 children are in college, two of my children went
10 to the Navy. I have a child here right now that 18:54:38
11 goes to Clemente High School that will graduate
12 in June, when he is through graduating he will
13 be in college. So I believe -- I believe that
14 all schools should stay open for their purpose.
15 Every child has a right to education. Every 18:54:58
16 child has a right to be all they can be and get
17 as much education as they can get. I feel that
18 my grandbaby has that right too. All children,
19 all children should have -- should have the
20 right to education just like my children had the 18:55:16
21 right to education. They have a right to go to
22 college. And CPS, Mayor Emanuel and Ms. Bennett
23 does not have the right to stop it. They do not
24 have the right to take that education from us.

1 Our children deserve this education, that's why
2 I am for no -- I am against no school closing.
3 Everybody, no school closing. No school
4 closing. No school closing. No school closing.
5 CPS, Mayor Emanuel, Ms. Bennett, you all should 18:55:54
6 be ashamed of yourselves.
7 MS. CARDENAS-LOPEZ: Thank you,
8 Ms. Beasley.
9 That concludes the list of speakers
10 that we have. Please remember that the next 18:56:10
11 meeting will be on Saturday, April 13th here
12 also at Clemente from 10 to 1 p.m. We hope to
13 see you here again, Saturday, April 13, from 10
14 to 1 p.m.
15 (Whereupon, Ms. Cardenas-Lopez 18:56:26
16 spoke in Spanish.)
17 MS. CARDENAS-LOPEZ: Thank you,
18 everyone. Have a good night.
19 We are going to continue with the
20 speakers. We have two more speakers, speaker 52 19:19:52
21 and speaker 53. We'll be taking notes, taking
22 your message back to listening to what you have
23 to tell us and our responsibilities to collect
24 the message that you're giving us and bringing

1 it back to Barbara Byrd-Bennett and the Board of
2 Education.
3 We have the court reporter and then we
4 have the note taker. And with me also is the
5 Chief of the Network Office, Shonda Hardman. 19:20:20
6 And my name is Elizabeth Cardenas-Lopez, I'm the
7 Director of the Department of Language and
8 Cultural Education. So we're going to start
9 with Rosalva Nava.
10 MS. NAVA: Hello, good evening, my name 19:20:50
11 is Rosalva Nava, and I'm a community member from
12 Peabody Elementary School. And the reason I'm
13 here is to plead to the CPS regarding about our
14 children traveling from one -- from Peabody
15 Elementary all the way to Otis, which is about a 19:21:06
16 mile away.
17 My concern is that most of the parents
18 at Peabody Elementary are below poverty, are in
19 the school lunches, maybe some of the parents
20 are undocumented, some of those children who 19:21:22
21 really want to have this education and really
22 are working for the ability to advance in the
23 school education. But as myself when I first
24 became a Peabody parent in 1992 as I spoke

1 before about my barriers and problems with the
2 domestic violence and problems with suicide and
3 how Peabody Elementary involved in parent
4 leadership classes and how they emphasized on
5 parents to work on themselves in order to 19:21:54
6 maintain goals and keep going and also to have
7 work with your family. When you work with your
8 family you have goals and you try to strive for
9 those children to continue their education. And
10 as we continue the trainings we continue 19:22:10
11 focusing on also on our community, how we can
12 make our community better. Even with the
13 gentrification and all the new condominiums
14 moving in and everybody being pushed out there
15 are people who travel from the south side just 19:22:26
16 to come to Peabody Elementary.
17 I was one of those parents who lived in
18 Hermosa and traveled to Peabody with my two
19 children. Even as a single mother, sometimes
20 unemployed, sometimes employed, and traveling to 19:22:40
21 take these kids because they wanted to continue
22 their school. Now, as I've grown and traveled
23 and become a facilitator and become a trainer
24 within these trainings, the one saved my life,

1 and now I'm helping parents to do the same
2 things for themselves and them kids. This is an
3 opportunity. We are now doing an opportunity
4 for advancement because you work not only for
5 yourself, family and team, but you work in your 19:23:12
6 community and you believe in early education.
7 And focusing with this training they are now
8 going to go outside and canvas in the community
9 in order to reach out the community and let them
10 know to bring the kids to Peabody for early 19:23:28
11 learning and Head Start because one of the key
12 points is to bring our children from zero all
13 the way to five because to enhance they have a
14 Mother Goose Program where early learning from
15 zero to 2 years old every Wednesday parents come 19:23:46
16 with their early kids and they have reading for
17 kids -- for children. The librarian comes in
18 and does a reading for the kids. They have
19 music, they have art, they have drama, guitar
20 classes, soccer team, math and bringing other 19:24:04
21 resources into the Peabody school and bringing
22 other grants for these kids to try to get
23 better. Thank you.
24 MS. CARDENAS-LOPEZ: Thank you,

1 Ms. Nava.

2 Felipa Mena, speaker 53.

3 MS. MENA THROUGH THE INTERPRETER: Good

4 afternoon, my name is Felipa Mena. I live in

5 the community of West Town and Peabody which are 19:24:44

6 the schools that are in my community. My worry

7 is about the closing of Peabody and the closing

8 and how it's going to be affecting students who

9 have to be traveling. I know that they're going

10 to be having the Safe Passages Program, but I'm 19:25:22

11 just concerned and worried about the lengths and

12 how children are going to be having to travel

13 from one place to the next. My worry is because

14 I already lost one child in that area and in

15 that area there's a lot of gangs. So to put 19:25:42

16 kids in that position where they're traveling

17 and you're not really quite sure whether or not

18 they're going to be safe, we're only exposing

19 them to the violence that there is in the city.

20 So that's my worry because I don't want 19:26:22

21 to see anymore children die or hurt because of

22 having to transport them from one place to the

23 next because the place that they're already at

24 is already safe. And I say safe because I've

1 been living there in the community for several
2 years and now to have to see the children travel
3 so we need to just ensure and make sure, make
4 certain that they're to be safe when they're
5 traveling. As well as the transportation, how 19:27:20
6 can we make sure that us as parents and us as
7 community members are certain that they're going
8 to be arriving safely from one place to the
9 next?
10 Those are my two questions. How are we 19:27:48
11 going to make sure that the transportation is
12 actually going to be happen and that it's going
13 to be safe? That's it.
14 MS. CARDENAS-LOPEZ: Thank you,
15 Ms. Mena. 19:27:58
16 That concludes the list of speakers
17 that we have. Please remember that the next
18 meeting will be on Saturday, April 13th here
19 also at Clemente from 10 to 1 p.m. We hope to
20 see you here again, Saturday, April 13, from 10 18:56:22
21 to 1 p.m.
22 (Whereupon, the proceedings
23 concluded at 8 o'clock p.m.)
24

1 STATE OF ILLINOIS)

2) SS:

3 COUNTY OF C O O K)

4

5 Karen Fatigato, being first duly sworn,

6 on oath says that she is a court reporter doing

7 business in the City of Chicago; and that she

8 reported in shorthand the proceedings of said

9 meeting, and that the foregoing is a true and

10 correct transcript of her shorthand notes so

11 taken as aforesaid, and contains the proceedings

12 given at said meeting.

13

14 Karen Fatigato

15 Karen Fatigato, CSR

16 LIC. NO. 084-004072

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CHICAGO PUBLIC SCHOOLS CPS

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Community Meeting for the Proposal to close Ana Roque De Duprey Elementary School and Alexander von Humboldt Elementary School

April 9, 2013; 5:00 p.m. to 8:00 p.m.

Location: Roberto Clemente Community Academy High School, 1147 N. Western Avenue

CPS Staff in Attendance: Luis Soria (Chief, Midway Elementary Network), Elizabeth Cardenas-Lopez, Shonda Huery-Hardman (Chief, Fulton Elementary Network), Theresa Plascencia (Chief, West Side High School Network)

Also in Attendance: Court Reporter, Sign Language Translator, Spanish Language Translator

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close both Ana Roque De Duprey Elementary School and Alexander von Humboldt Elementary School, in accordance with 105 ILCS 5/34-230.

CPS Presentation

Luis Soria welcomed those in attendance and explained the meeting rules and procedures. He noted that the meeting has been convened to discuss the proposal to close Duprey and Von Humboldt and be welcomed by Jose De Diego Elementary Community Academy. Mr. Soria talked about the information on the handouts. He indicated that there are Spanish language interpreters and sign language interpreters available.

Mr. Soria then turned the meeting over to Ms. Cardenas-Lopez, who facilitated the public comment Ms. Cardenas-Lopez gave an overview of how public comment would proceed to ensure all comments were documented and communicated appropriately to the CEO. She acknowledged the presence of the Spanish language translator, court reporter, note taker, sign language translator in attendance. She noted that CPS wants to make sure everyone is heard but comments would be limited to those who signed up. She asked that all speakers please adhere to the 2 minute time limit. Speakers were asked to hand over prepared written notes to the court reporter. Ms. Cardenas-Lopez then introduced the first speaker, Alderman Joe Moreno.

Both Mr. Soria and Ms. Cardenas-Lopez translated their messages in Spanish.

Public Comment

Alderman Joe Moreno –
Alderman Moreno referred to a plan that he forwarded to CPS. He expressed his desire to keep Duprey and Von Humboldt open in their current facility as one school. He was upset that the plan changed from operating Diego in the Diego and Von Humboldt/Duprey facilities to just the

Diego building. He mentioned Community as a Campus recommended keeping Duprey and Von Humboldt open to help feed Clemente. He listed some of Von Humboldt's and Duprey's goals. He will advocate to keep Von Humboldt and Duprey open daily.

Alexander Roy-
The speaker mentioned he had documents to submit and would submit them at the conclusion of his statements. The speaker used quotes from City and CPS leadership in the Chicago Tribune to talk about three reasons to not close these schools. The speaker complained that the document "Providing a Quality Education for Students" did not mention Duprey and Von Humboldt's academic performance. The speaker complained that CPS policy changes led to Duprey's declined enrollment.

AR Student-
AR student cried through her comments. She asked, "Please don't close my school."

Javier Flores, parent-
The speaker talked about the family environment, small class sizes, and the capability of the leadership at Duprey. The speaker was concerned about the distance traveled and gangs in the area. The speaker mentioned that he grew up near gangs.

Marie Saguerrero, parent for 4th grader at Duprey-
She mentioned her daughter transferred into Duprey from a larger school. She said her daughter has been thriving at Duprey. She said the parents and teachers are on a first name basis.

Madeline Diaz, SPEd teacher Duprey-
She said that in order to fill Clemente with students who can succeed we need schools like Duprey. She mentioned the small class sizes at Duprey allow her to give students the individual attention they need.

Abraham Abrero, Duprey Teacher-
He mentioned that Von Humboldt and Duprey are two great small schools in one building. He mentioned the gangs are dangerous and asked the board think about the childrens' safety as they make their decisions.

Josefina Barrientos, parent-
She wanted to address documents she received on March 21st. She didn't think that Duprey can handle 300 students. She was not pleased that Diego is on probation but Duprey is not.

Rosenia Barone, grandparent-
She asked what will happen to a special needs student in a class of 30? She wanted to know why education must be cut instead of river walks and transportation. She stated that education should come first.

Denise Beasley, parent and grandparent-
She mentioned she was not mad nor angry but very upset. She mentioned some aldermen favor school closings.

Rache Mahai, teacher-
She mentioned that in her 20 years of teaching this was her best year, because Dr. Roman understands instruction. She mentioned that everyone is friendly and that Duprey is better than many north side schools. She mentioned that small class sizes are necessary to student achievement.

Magdalene Thurman, parent-
She mentioned she's against school closings and believes all students should receive a high quality education. She said she does not believe that students should walk three to four blocks away when the schools are at the same performance level. She expressed her desire for TIF funds to pay for IB programs to schools like Duprey and Von Humboldt.

Rosemarie Vega –
She wanted to know what happened to "No Child Left Behind." She feels like the community is being attacked.

Eliud Medina-
He criticized the board because of the lack of consultation with community. He mentioned Community as a Campus. He mentioned he wanted schools provided with resources.

Nancy Forell-
She mentioned she wanted to maximize every child's potential. She proposed merging Duprey and Von Humboldt into one school.

Robin Vine-
She wanted to discuss the trauma that will afflict the children affected by school closings. She spoke at length about trauma and its affects on educational attainment.

Michelle Burn-
She spoke about the Child Parent Program at Von Humboldt, and that it was the 2nd oldest federal funded program , second to Head Start. She spoke at length about the beneifts of CPC programs.

Alicia Helmeck, teacher at Von Humboldt-
She cited Von Humboldt's growth from Level 3 to Level 2 as proof that they are a quality school. She listed a series of teacher led initiatives and programming at Von Humboldt.

Unidentified Speaker-

She asked a rhetorical question of why schools become underutilized. She asserted that parents follow resources and that they have proven how well Von Humboldt utilizes their scarce resources. She further asserted that therefore the Board should give them moreresources.

Erin Easter, teacher Von Humboldt-
She cited the example of a student she is working with in her sel-contained classroom and the growth he has made. She mentioned his story is not unique.

Bill Sherwin, teacher Von Humboldt-
He stated that he believes that the staff at Von Humboldt is the most dedicated staff he has seen in his 25 year teaching career. He stated that his special education students will not be able to overcome school closing. He also said that his students will have trouble getting along well with others and changing the culture would be hurtful to their education.

Martin Ritter, CTU-
He mentioned that a CPS official was granted a residency waver. He cited the CPS official's salary. He criticized the Board's decision regarding the waver.

MB student, Duprey-
She said she does not want her school to be closed because her teachers are awesome.

Erin Easter, teacher Von Humboldt-
She cited research that said that larger schools are not automatically better. She said the study was not supportive of economies of scale. She mentioned that all three schools are Level 2 schools and that "they" would like to merge Von Humboldt and Duprey. She mentioned they want to create partnerships with Clemente HS and the community.

Robert Davidson, Local Advisory President of Lathrop Homes-
He said he wants Mike Madigan to do something about school closings. He said he wants the CPS CEO to leave.

Alexander Roy-
He criticized CPS performance policy. He took exception to Diego and Von Humboldt's probation status. He cited several test results and a parent survey.

Pat Cardona, nutrition specialist Von Humboldt-
She said she sponsored multiple nutrition programs at Von Humboldt. She talked about the importance of nutrition to student achievement. She cited statistics about nutrition program participation.

Marisa Luisa August-
She complained that the City has $400 million to spend on river walks but not to keep schools open.

Josefina Barrientos-
She mentioned Duprey and Von Humboldt are Level 2. She said they have smart kids but do not need a gifted program. She said they have pre-k. She said she thought that IB was an experiment.

Alfredo Rodriguez-
He stated that he does not want any schools closed. He wanted everyone to "get united."

Rose De Jesus, Women Living with Hope-
She begged CPS not to close the child parent center. She will call a press conference with Mr. Medina to talk about violence when it happens.

Rache Mahai, teacher Duprey-
She read a letter from a parent. She said that the parent's child has an IEP and was denied admissions at other schools. She said the small class size at Duprey met the needs of her son. She said the staff is supportive and provides an individual education. She said the parent's name was Gloria Oliva.

JC student-
He asked where was the TIF money? He asserted the board does not spend its money well.

Rosa Garcia, parent-
The speaker spoke in Spanish and had a translator. She said she does not support school closing, she is a parent. She said the school is the only one in their community and the kids have learned a lot and the children feel safe. She said the teachers are great.

DM Student at Von Humboldt-
She said the teachers will haveto find new jobs. She asked to please not close Von Humboldt.

AG Student at Von Humboldt-
He said he did not want the school to close because the teachers will have to find jobs. He said they don't care if they don't have a lot of students. He said he knows the teachers and staff there.

Maritza Rios, parent-
She is worried that if CPS closes schools in Humboldt Park, the streets will not be safe. She is worried about the safety of the community.

AR student-
She said that Von Humboldt made her a great writer. She said that children shouldn't have to travel far.

Alderman Joe Moreno-

He stated that he believed parent involvement was crucial. He said he was willing to do anything to support keeping Von Humboldt and Duprey open and to implement the plan that they created. He said he does not want community crushed, and that parents want resources at their current school.

Darcy Nichol, teacher Dever-
She said she wanted everyone to know it's about all of us together. She said children are human beings with feelings and dreams. She wanted to know why we spend more on prisons than schools.

Denise Beasley, parent-
She wanted to know why buildings are being closed when some are only 5 years old. She said she will refuse to walk her grandson across gang lines.

Angel Rivera-
Speaker was translated. He wanted to know why no money for the Chicago Public Schools but they raised the cost of milk, cigarettes, and casinos. He wanted to know where is the money?

Christine Rankins, great grandmother of student at VH-
She said that Von Humboldt has good teachers that helped her grandson to become a straight A student. She said Von Humboldt is safe and people that work there get along and do well together.

Josefina Barrientos-
She cited letter from the CEO. She said she feels discriminated because there are quality teachers in Duprey and Von Humboldt. She said she does not have the funds to send children to charter schools. She does not want neighborhood schools to be closed. She feels secure at Von Humboldt.

SR former student of Duprey-
She said the teachers and staff member work hard. She wanted to know why are the schools being closed. She does not support school closing.

AJ student-
He said people at these schools are learning and going to college. He said he likes Duprey because he learns a lot.

Anna Castro-parent
She said she does not support school closing.

Josefina Castellio-

Speaker was translated. She said she does not support school closing, the children are what are important. She said she wanted decision makers to have a heart. She said she thinks this always happens to to poor people.

Elise Aguilara, parent-
Speaker was translated. She said she was sad that schools were going to be closed. She wanted to know if Chicago Public Schools has really investigated these schools to understand the problem. She said she does not want the children to walk through gang territory to go to schools. She said that parents do not have the means for transportations. She said she thinks the community should unite and make areas safer and supports teachers.

Juan Ilias, former student-
He said that Von Humboldt is a family school, and is against school closing. He said closing the school would cause a black hole in the community. He asked for the support of alderman Moreno. He said he wants schools to remain open.

J student - KG at Duprey
He said he does not want Duprey to be closed

Natasha Ortiz- Parent of student at VH
She said she was a former student and current parent of Von Humboldt student. She asked to please not close Von Humboldt.

Denise Beasley, grandparent-
She said every student has a right to education. She thinks all schools should stay open, and there should be no school closings. She incited the crowd to chant "no school closing".

Concluding remarks at 6:55 PM.

More speakers arrived at 7:19

Rosa Nava, Community member of Peabody school-
She said she was concerned about Peabody students traveling all the way to Otis. She said Peabody helped her to work on herself and to maintain goals. She stated she wants to continue training at Peabody. She said there are people that travel from far way to attend Peabody. She said she is now helping other parents learn how the program helped her. She said she wants to keep children at Peabody for early learning and Head Start. She said Peabody has music, art, drama, math, soccer time.

Philippe Amena, community member-
Speaker was translated. She said she was worried about students that have to travel to go to school even with safe passage. She said she had already lost a child in that area because there are a lot of gangs there. She said travel could be exposing them to violence in the city. She said

the place they are is safe right now. She said she wants to know how you can be sure that students will be safe. She asked how the transportation will take place?

No additional registered speakers came forward and the meeting concluded.

CHICAGO PUBLIC SCHOOLS

FOR THE PROPOSED CLOSURE OF DUPREY ELEMENTARY AND VON HUMBOLDT ELEMENTARY

Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in the above-entitled matter held on April 13, 2013, at CLEMENTE HIGH SCHOOL, 1147 North Western Avenue, Chicago, Illinois, commencing at 10:00 a.m.

CPS STAFF MEMBERS PRESENT:

MS. THERESA PLASCENCIA, Chief Officer West Side Network

MS. ELIZABETH CARDENES-LOPEZ, Director of the Department of Language and Cultural Education

MR. LORENZO RUSSELL, Deputy Chief of Schools

MR. LEONARD COOPER, Lead Parent Transition Coordinator

Reported By: Jennifer Campbell

License No.: 084-003282

1 ALSO PRESENT:

2 MS. JUDY CAMACHO, Family and Community

3 Engagement Manager Fulton

4 MR. RODNEY BLY, Timekeeper

5 MS. ERIKA ROJAS, Note-Taker

6

7

8 MR. JOHN ANTIA,

9 Spanish Interpreter.

10 MR. ALEX CACHIMERO-GORMAN,

11 Spanish Interpreter.

12 MS. CHARLOTTE BUEHLING,

13 Sign Language Interpreter.

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SPEAKERS

Alderman Joe Moreno 1st Ward	9
Mario Pineda	11
Carmen Velez	12
Alexander Roi	13
Queala Wells	15
Gloria Roman	17
Student LM	21
Evon Easter	22
Nancy Farrell	23
Alicia Heltmach	23
Evon Easter	24
Nancy Farrell	25
Alicia Heltmach	26
William Sherwin	26
Rose DeJesus	28
Paula Jacko	30
Alexander Roi	31
Angelica Navarro	33
William Sherwin	34
Evon Easter	35
Nancy Farrell	36
Alicia Heltmach	37
Sara Echevarria	38
Denise Beasley	41
Carl McKinzie	43
Alderman Moreno	45
Gloria Roman	47
Alexander Roi	53
Student DB	55
Student JM	55
Denise Beasley	56
Reshma Hai	57
Rose Mary Vega	58
Ana Castro	60
Rose DeJesus	61
Denise Beasley	62
Carl McKinzie	63
Gloria Roman	64
Tarnesha Williams	66
Wanda Nunez	69
Denise Beasley	71

1 MS. PLASCENCIA: Good morning, everyone. And
2 welcome to our community meeting. This community
3 meeting is a continuation of a process that has
4 been underway for over four months. We have heard
5 from over 20,000 people throughout the city. My
6 name is Theresa Plascencia. I am the Chief Officer
7 for the West Side Network.
8 My partner, Elizabeth Cardenes-Lopez, is
9 the Director of Language and Cultural Education.
10 We are here with you today on behalf of
11 our CEO, Barbara Byrd-Bennett, to share some basic
12 information and to listen to your concerns.
13 We'd also like to acknowledge any
14 principals that are joining us today.
15 The purpose of this meeting is to allow
16 CEO, Barbara Byrd-Bennett, and the Board's office
17 to hear from those in attendance about the proposed
18 school action and ensure that she will be reviewing
19 the notes and documentation from this meeting.
20 In order to make sure that our CEO and
21 School Board Members are able to review each and
22 every comment, we have a court reporter recording
23 every word that is said.
24 We also have a sign language interpreter.

1 And for those who might need a translator, one is
2 available.
3 In addition, we have a CPS note-taker
4 present tonight to take additional notes on a
5 laptop. These notes are to be provided directly to
6 the CEO, Barbara Byrd-Bennett.
7 Please be reminded that this is the second
8 of three meetings before a Board vote. The next
9 meeting will be the public hearing that will take
10 place on Wednesday, April 24th, at 5:30 at CPS
11 Central Office, 125 South Clark. Each of you
12 should have received a handout. Everyone should
13 have this handout. I'm going to briefly describe
14 the information that you have received.
15 On Page 1, the map in the center shows the
16 location of all schools involved in the proposal.
17 On both sides of the map, there's an
18 overview of historical enrollment data as well as a
19 summary of how students in all schools involved
20 will benefit.
21 On the bottom of the page is more
22 information on how to learn more, call 311 or visit
23 www.cps.edu/qualityschools.
24 Page 2, the box at the top of the page

1 outlines the future location of students from all
2 schools if the proposal is approved. The rest of
3 the page outlines many of the questions that are
4 frequently asked by families, including information
5 on how to consider enrollment in different school
6 options, security and safety plans. For example,
7 every school action will receive Safe Passage with
8 CPS, CPD working with communities to develop
9 routes, how teachers will be reassigned and
10 programs will be transferred.
11 Page 3, as part of our proposal, we are
12 looking to reinvest to support students both in the
13 schools that are closed as well as those that will
14 welcome students.
15 This page outlines both investments that
16 will go into every welcoming school, including AC
17 in every classroom that does not currently have it,
18 and interior improvements to schools, iPads for all
19 students in grades 3 through 8, safety and security
20 plan that includes Safe Passage and equipment
21 upgrades. In addition, in the box at the bottom of
22 the page there is contact information on how to
23 reach support offices if you have specific
24 questions.

1 Page 4, this page shows the potential
2 future boundary if the proposal is approved.
3 Again, thank you for coming out this
4 morning, and now I'm going to turn the microphone
5 over to my partner, Director Elizabeth
6 Cardenas-Lopez.
7 MS. CARDENES-LOPEZ: Good morning, everyone.
8 (Speaking Spanish.)
9 MS. CARDENES-LOPEZ: Thank you again for being
10 here today. I know that many of you were at the
11 meeting on Tuesday. And for those of you who are
12 returning today, thank you. We will follow the
13 same procedure that we did on Tuesday. For those
14 of you who are new, let me explain briefly what we
15 will be doing.
16 If you have signed up to speak, every
17 speaker will have two minutes, and we have a
18 timekeeper here to my left, Rodney Bly, who will be
19 recording or monitoring the time. So when there is
20 one minute left, he will show the card. When
21 there's 30 seconds left, he will show the card
22 again. At the time when the two minutes are up, I
23 will ask the speaker to conclude his or her
24 comments. I'd also remind everyone that there is a

1 second or third opportunity to speak again, please,
2 if you wish; if you are not able to conclude your
3 message or your comments, you may go back to the
4 registration table and sign up to speak again.
5 (Speaking Spanish.)
6 MS. CARDENES-LOPEZ: We have, also, as Theresa
7 noted, we have the note-taker and then we have our
8 note-taker, also, the court reporter and our
9 note-taker from the central office network as well.
10 We have two people here from the network
11 office, Lorenzo Russell, and Mr. Leonard Cooper,
12 also representing the network as well.
13 And with that, we're going to start. We
14 need to start, because we want to make sure that we
15 have enough time to hear everyone's messages.
16 In terms of interpretation, please raise
17 your hand if you need interpretation in Spanish.
18 ALEX CACHIMERO: Good afternoon, everyone. My
19 name is Alex Cachimero. And my friend over here,
20 John Antia, and me, we are both going to be serving
21 as interpreters for this meeting.
22 And as it was just announced, if you are
23 in need of Spanish translation, please move to this
24 section over there so that we can translate for

1 you, and we will also be interpreting anybody who
2 comes up to the microphone to give testimony.
3 I would ask that people who are speaking,
4 please keep in mind the needs of the people who
5 need interpretation, please speak in a clear voice,
6 keep your pacing, because we need to be able to
7 catch everything that is being said verbatim.
8 Thank you for your cooperation. I hope
9 you have a good meeting.
10 (Speaking Spanish.)
11 MS. CARDENES-LOPEZ: Thank you. Okay. To
12 begin, we have Alderman Joe Moreno for opening
13 remarks.
14 ALDERMAN MORENO: Thank you. Good morning.
15 Buenos Diaz. I'm the alderman at Duprey and
16 Von Humboldt School in the 1st Ward.
17 Fist of all, I don't need Spanish-English
18 translation, because I can read and speak them
19 both. But I've got an English version here that
20 says that the kids are going to go to Diego. And
21 I've got a Spanish version here that says the
22 children are going to stay where they are and Diego
23 is going to go there. So I'm hoping we're not
24 saying that our Spanish-speaking kids are staying

1 at Von Humboldt and our English-speaking kids are
2 going to Diego --
3 (Applause.)
4 ALDERMAN MORENO: Because this is a mixed
5 message. You guys have got to get this straight.
6 And then in all seriousness, it's Saturday
7 morning, you know, a lot of our children are
8 playing football or soccer or relaxing at home and
9 maybe watching cartoons, as I did; but they've been
10 here in force, and that's because at Duprey and
11 Von Humboldt, we have a plan. And I know you have
12 this plan. I know that the mayor staff has this
13 plan. I have given it to them. I know CPS in
14 general has this plan. So we're a Level 2 school.
15 It's on the rise. If we close these two schools,
16 along with Lafayette, where I was here last night,
17 although not my ward, but I was here, there will
18 not be a CPS school in the East Humboldt Park
19 Neighborhood. That is not acceptable. That is not
20 acceptable. We need to continue to push --
21 (Applause.)
22 ALDERMAN MORENO: -- for Duprey and
23 Von Humboldt to remain open. Okay? To remain open
24 to continue the success that they have under the

1 plan that we presented. The teachers, the
2 counselors, the students, the parents have worked
3 on this plan. It's a solid plan. Diego will
4 continue to rise. Duprey and Von Humboldt will
5 continue to rise. There is no reason why we can't
6 have two successful schools that are a few blocks
7 apart. We need Duprey and Von Humboldt to stay
8 open today, in the future. I'm not here just to
9 talk tonight. I've been at every one of these
10 meetings. I've met the parents and the teachers.
11 I've met with CPS. I will meet anywhere, anytime
12 to continue to talk and implement this plan so we
13 can keep Duprey and Von Humboldt open for today and
14 the future. Thank you.
15 MS. CARDENES-LOPEZ: I'm going to be calling
16 three speakers at a time, so please line up.
17 Speaker No. 1, Mario Pineda. Speaker
18 No. 2, Carmen Velez. Speaker No. 3, Alexander Roi.
19 MARIO PINEDA: (Through interpreter.)
20 Good morning, everyone. My name is Mario
21 Pineda. I'm a custodian at one of the schools
22 that's on the list of closures. And I'm here in
23 protest so that they don't close this school and
24 that they don't close the rest of the schools on

1 the list as well.

2 And I also want to say to the Mayor Rahm

3 Emanuel that he listens to his conscience and

4 thinks about this. That he's pushing our children

5 into a dangerous situation and causing many

6 problems for our parents. And I just want to urge

7 everyone to stay in the struggle so that we don't

8 let this happen. Thank you.

9 (Applause.)

10 MS. CARDENES-LOPEZ: Gracias, Senor Pineda.

11 Speaker 2, Carmen Velez.

12 And we've changed the position of the

13 timekeeper, so that speakers can see him directly.

14 CARMEN VELEZ: (Through interpreter.)

15 Good afternoon. My name is Carmen Velez,

16 and I'm here to implore and to demand and ask of

17 all of you that we not go through with these

18 closures that are affecting our communities.

19 Because the only thing that these closures

20 are going to create are these free zones for

21 criminal and delinquent behavior that is going to

22 affect all of Chicago.

23 What we should be doing is focusing on

24 this crime that's affecting the students and the

1 children of Chicago. Thank you.

2 (Applause.)

3 MS. CARDENES-LOPEZ: Gracias. Speaker 3,

4 Alexander Roi.

5 ALEXANDER ROI: Good morning. "For too long,

6 our children in certain parts of Chicago have been

7 cheated out of resources they need to succeed in

8 the classroom." That's not my quote, that comes

9 from Ms. Barbara Byrd-Bennett herself back in

10 March.

11 Parts of this City are still being cheated

12 out by this ill-conceived plan to close schools.

13 All the promises that are being made, our

14 school already has a library. More than 200 in CPS

15 don't. We have a playground, we have a science

16 lab, a computer lab, an auditorium. We also have

17 success. Our school is a Level 2 school with

18 above-average growth, not on probation. It was a

19 struggle. It's always a struggle for schools.

20 Now you guys want to talk about

21 underutilization? CPS caused it. They moved us,

22 they removed programs, they removed transportation,

23 the parents take their students elsewhere, and CPS

24 comes back and goes, "Well, what did you do wrong?"

1 In a letter to the parents dated
2 March 21st, 2013, Barbara Byrd-Bennett herself said
3 that she would ensure that every student attends a
4 higher-performing, 21st century school with updated
5 amenities, more individual instruction, and
6 programs we need to compete and succeed.
7 First of all, the information sent to
8 parents on March 21st states that they'll be
9 keeping Von Humboldt campus open. Then last
10 Tuesday, the document removed that information.
11 This looks like a bait and switch.
12 If all the students go to Diego, they'll
13 jump from a 71 percent utilization rate to
14 110 percent utilization rate. They'll have over
15 1260 students. Our students do not deserve to be
16 cattle in a stockyard. They need to get their
17 education.
18 Now, even my kindergartens understand that
19 you cannot pour 110 gallons of liquid into a
20 container that only holds 100 gallons without
21 causing spillage and creating a mess.
22 You don't get individualized instruction
23 by overcrowding a school.
24 You also don't go to a school on probation

1 and call it higher performing.

2 Diego is a good school. I wish it

3 success. I wish the staff and students success as

4 well. But this is not what you put in to a school

5 with high poverty and overcrowding and call it a

6 smart investment like Mayor Emanuel did.

7 One of my parents told me the other day,

8 we might be poor, but we're not stupid. Thank you.

9 (Applause.)

10 MS. CARDENES-LOPEZ: Thank you, Mr. Roi.

11 Speaker No. 4, Queala Wells. Speaker

12 No. 5, Gloria Roman. Speaker No. 6, Luis Muñoz.

13 QUEALA WELLS: My name is Queala Wells. And

14 I'm a parent of a student at Duprey Elementary

15 School.

16 I stand here not only as a parent but as

17 an educator who moved to Chicago five years ago to

18 teach here to help students at Chicago go to

19 college and beyond college and teach them how to

20 be, because a lot of times in homes, that's not

21 learned.

22 My daughter recently moved to Duprey in

23 December after I fought long and hard looking for a

24 school for her to go to. After her going to our

1 community school and coming home every day, not
2 being able to tell me anything about what she's
3 learned but can tell me all the latest gossip and
4 who's bullying her, nothing at all is being done
5 about it.
6 Also, testing scores for the Office of
7 Access and Enrollment, even though her test scores
8 are above what they need to be to be allowed into a
9 gifted and talented school, she was not selected
10 for any schools and has been wait-listed for every
11 single school that I apply for.
12 I urge you to leave Duprey open, because
13 when my daughter comes home, instead of drama, her
14 scores in Achieve 3000 were her current academic
15 levels on Accelerated Reader. She can tell me what
16 she wrote in Boom Writer and all of these exciting
17 things that she's learning. And, at this point, I
18 feel pain that I go to work every day and I bring
19 the best education that I can to other students,
20 but I can't do anything and I'm helpless and
21 hopeless when it comes to my own daughter.
22 MS. CARDENES-LOPEZ: Thank you, Ms. Wells.
23 PRINCIPAL ROMAN: Hello, my name is Gloria
24 Roman. I'm the principal at Duprey Elementary

1 School. I'm here today to testify about my
2 concerns for the children, not only at Duprey but
3 also the children at Von Humboldt and Diego.
4 And my concerns about the impact that this
5 proposed merger or change or whatever it's called,
6 the impact that it's going to have on children.
7 So I just wanted to share an article, and
8 it's from the Mid Atlantic Equity Center. And it's
9 called, "Does Closing Schools Cause Educational
10 Harm? A Review of the Research."
11 This paper was written to review relevant
12 research on the educational impact of school
13 closures on student learning and to provide
14 information on criteria frequently used when
15 closing a school, examine the characteristics of
16 what constitutes a better school, i.e., the
17 receiving school, and to identify the strategies
18 that can be used to help students and their parents
19 during the transition to a new school.
20 So I'm not going to read you the whole
21 article, obviously, and I'll leave it as part of my
22 testimony. However, I do want to point out a few
23 of the findings.
24 It talks here about -- I just dropped my

1 iPad. Sorry. "Students receive few benefits from
2 transferring to a new school unless the new option
3 is better than their current school.
4 "In some districts, there are few options
5 that are better than the sending school, and
6 schools that are higher performing may have limited
7 space to accommodate transfer students."
8 That kind of sounds like this situation.
9 "Research suggests that the social
10 composition of the school - the racial/ethnic and
11 socioeconomic composition - is strongly related to
12 student achievement."
13 In this case, they're talking about
14 schools that are more successful are the ones that
15 are transferred to middle -- middle -- I'm sorry --
16 middle-income suburban schools. And this is not
17 the case in this one.
18 The students that are transferred to
19 schools with the same socioeconomic composition
20 actually do worse and are harmed.
21 There's another thing that we should learn
22 from history so that we don't repeat the same
23 mistakes. They actually cite research, "In
24 Chicago, which reconstituted seven high schools in

1 1997, staff replacements were not necessarily of
2 higher quality than the original teaching staff,
3 and staff morale plummeted in many schools.
4 Reconstitution made it difficult to hire
5 high-quality teachers because good teachers were
6 reluctant to transfer to these schools." And -- or
7 schools with numerous vacancies, which were filled
8 with substitutes for several years.
9 This was not successful in Chicago.
10 There's also the negative effect of
11 mobility is not just confined to the student who
12 has changed schools, not only confined, the entire
13 school is impacted, affecting the achievement level
14 of the non-mobile students as well.
15 I am talking now Diego students.
16 "Teachers from classroom with a high
17 number of mobile students report that the constant
18 student turnover disrupts the functioning of their
19 classroom."
20 Mobile students are typically already
21 performing below grade level and require more
22 review and attention from teachers. As a result,
23 the pace of instruction is slower and the test
24 scores of both mobile students and non-mobile

1 students tend to be lower in highly mobility
2 schools. One study comparing the curricular pace
3 of stable schools and highly mobile schools in
4 Chicago found that highly mobile students lagged
5 behind the stable school by one grade level on
6 average."
7 So my concern is Duprey was very mobile,
8 but we're in voluntary transfer. Now that we're
9 growing our school, we're finally stabilizing our
10 population. Now we're being forced to be moved
11 again. And our students -- not only our students
12 will suffer, but also the receiving school will
13 suffer. So I'm going to leave this article, and
14 hopefully this will be taken into consideration.
15 We want this to be a success for all children.
16 (Applause.)
17 MS. CARDENES-LOPEZ: Thank you, Ms. Roman.
18 Quick announcement, if you have handouts,
19 documents that you want to include as part of the
20 permanent record, please give them to the
21 timekeeper. He will give them to us to make sure
22 that they are part of the permanent record.
23 LM.
24 STUDENT LM: Yes. Good morning. My name is

1 LM, and I'm a current CPS student.

2 I want to say that right now there is

3 already a struggle for gathered classrooms and

4 having this impact will make it even worse. How

5 are kids supposed to learn in that kind of

6 environment? Why don't you focus on having kids

7 learn, having better test scores, and having the

8 one-on-one attention they deserve in school?

9 Tutoring should be something a kid deserves so he

10 can get better things. Everybody will be affected

11 by this impact, because the custodians, staff

12 members, the counselors, especially the students,

13 they will suffer more. It will affect the

14 communities. And the Mayor should realize that

15 everything is going to have to suffer through

16 everybody, and he should think about everybody else

17 and not just himself. Thank you very much for

18 listening.

19 (Applause.)

20 MS. CARDENES-LOPEZ: Thank you, Mr. M.

21 Speaker No. 7, Evon Easter. Speaker

22 No. 8, Farrell, Nancy. Speaker No. 9, Heltmach,

23 Alicia.

24 EVON EASTER: Okay. So last Tuesday we talked

1 about the effects it had on our school, the
2 closings and the mergers that are taking place.
3 Today we're going to present evidence and
4 research that disproves CPS's plan.
5 "In CPS, underutilized schools are a
6 problem. According to the PEW Charitable Trust,
7 there are more than 100,000 empty seats in the
8 Chicago Public Schools as of 2011, which is
9 20 percent total capacity.
10 CPS's solution is to close and merge
11 schools. This plan is flawed in both practical as
12 well as theoretical principles.
13 Mandates for consolidation and mergers are
14 not sound policy. They do not have the necessary
15 input from those directly affected - teachers,
16 students, parents, and community members.
17 Research shows adverse student
18 achievement.
19 Research also shows no documented savings.
20 Consolidation sucks power upward, away
21 from the parents, students, and the community
22 members that need this power to improve their
23 schools." That's from Wenders 2003.
24 MS. CARDENES-LOPEZ: Ms. Easter, thank you.

1 NANCY FARRELL: "Cost. The argument that
2 consolidation saves money is based on the premise
3 of the economy of scale.
4 "In the business world; increase the size
5 of business, increases the efficiency and lowers
6 per unit costs."
7 Larger schools, therefore, should be more
8 efficient. Wrong.
9 As Fox stated, "The cost of schools takes
10 a U-shaped curve." At the beginning, the small
11 schools is like the down bar. As you're getting
12 into medium-sized schools, which we would be if our
13 plan is accepted, that's where you have the most
14 cost efficient, most optimal efficient cost of
15 schools.
16 As you start going up and adding students,
17 you're adding costs, much more costs.
18 So we want our school plan to be
19 considered.
20 (Applause.)
21 ALICIA HELTMACH: Hi. My name is Alicia
22 Heltmach. I'm a teacher at Von Humboldt School.
23 Some research we found on cost, "In
24 Detroit, after closing and/or consolidating several

1 schools, a deficit of $200 million dollars rose to
2 $327 million dollars. And as of 2011, 8,000
3 students have left Detroit Public Schools.
4 Some research we found on academics,
5 "Greenwood, Hedges, and Laine in 1966 -- 1996,
6 excuse me, found per-student expenditures are
7 directly related to student achievement. Smith and
8 Glass 1980 calculated that a student performing at
9 the 50th percentile in a class of 30 students would
10 drop to the 38th percentile if the class size were
11 doubled."
12 MS. CARDENES-LOPEZ: Thank you, Ms. Heltmach.
13 Speaker No. 10, Evon Easter. Speaker 11,
14 Nancy Farrell. Speaker No. 12, Alicia Heltmach.
15 EVON EASTER: The cost of schools as well as
16 the size of schools in academics all are
17 intertwined. The size of schools, the National
18 Association of Secondary School Principals in its
19 study, Breaking Ranks, makes the key point that
20 students learn best in schools with about 600
21 students, which if you merge the Child Parent
22 Center, Duprey, and Von Humboldt, our number
23 is 468, which is right around that middle range on
24 the U-shape curve, which makes us cost efficient

1 and gives us resources to help our students improve
2 academically.
3 From the American Board Journal, students
4 from impoverished communities benefit from smaller
5 schools.
6 On the other hand, students from affluent
7 communities do better at larger schools.
8 Because of our economic status and our
9 community members, we -- it is proven that we will
10 be more successful at a smaller school where kids
11 get more individualized instruction, one-on-one
12 help, teachers know all of their students, those
13 are the types of things that our students need and
14 our population and our community.
15 (Applause.)
16 MS. CARDENES-LOPEZ: Thank you, Ms. Easter.
17 Nancy Farrell, Speaker 11.
18 NANCY FARRELL: Okay. It says here that if we
19 merge co-located schools, we could offer a stable
20 alternative. Von Humboldt, Duprey, and the Child
21 Parent Center would all be a total of 468 students,
22 and we could partner to form one council. We could
23 serve one unit. And we may remain housed at our
24 current location. And we would rename ourselves to

1 reflect the partnership of all the schools.

2 We would consider that the Child Parent

3 Center moving into our building as an option. And

4 we would use academic reinvention to enable faster

5 gains. I know we would also like to integrate the

6 use of technology in all classrooms to reach all

7 our learners to maximize their education.

8 MS. CARDENES-LOPEZ: Thank you, Ms. Farrell.

9 ALICIA HELTMACH: Again, with our proposal, we

10 would work with CPS and the Board of Education to

11 improve our school. We would invest in children,

12 allocate resources, equitable distribution of

13 resources, secure additional grants and community

14 partnerships, engage community to continue to

15 enhance our school esthetics.

16 MS. CARDENES-LOPEZ: Thank you, Ms. Heltmach.

17 William Sherwin. Rose DeJesus, No. 14.

18 Speaker No. 15, Paula Jacko.

19 WILLIAM SHERWIN: Who do I give my ticket to?

20 Anybody?

21 Good morning, everyone. My name is Bill

22 Sherman. I'm a teacher at Von Humboldt School.

23 I've been a special education teacher there for

24 seven years. And I would like to speak against the

1 proposed closing of Von Humboldt. Okay? And the
2 reason for this is I believe that the Board of
3 Education, this move by the Board of Education
4 would weaken the strong alliance that teachers and
5 schools have with the community.
6 The Board's rationale over time has
7 changed. Okay? And it's not based on sound
8 evidence. But the impact of this closing, if it's
9 approved, will be felt for years by our children.
10 The children will be impacted going into unfamiliar
11 neighborhoods, unfamiliar surroundings. Okay.
12 And, you know, like Mr. Roi said, I'm sure Diego is
13 a fine school, and I'm sure our kids would be fine.
14 But going into a neighborhood where I think the
15 kids are unfamiliar with the surroundings, where
16 they're unfamiliar with the neighborhood, I think
17 it's going to impact them in an emotional way. And
18 learning is an emotional pursuit as well as an
19 intellectual one. And when you affect the
20 emotional input of a child, you affect them in a
21 negative way that can harm them, and then they
22 begin to lose hope. And I don't think this
23 community will allow that to happen. Okay?
24 The parents are affected because of the

1 fears associated with gangs, crossing into
2 neighborhoods, being unfamiliar with the staffs and
3 environment. Okay?
4 The community is affected because it
5 creates a loss of belonging -- a sense of ownership
6 to the school building, to the school's classroom
7 and teacher, and to the child's peers. Okay?
8 How can a parent serve and protect their
9 child if they're working with and in a neighborhood
10 that they're unfamiliar with? It's very difficult
11 to do.
12 We are Humboldt Park, and I want you to
13 understand that the parents here, the community, my
14 colleagues, and the teachers -- excuse me -- the
15 students here stand together.
16 Thank you very much.
17 (Applause.)
18 MS. CARDENES-LOPEZ: Thank you, Mr. Williams.
19 Rose DeJesus and then Paula Jacko.
20 ROSE DE JESUS: My name is Rose DeJesus. And
21 I'm a Director of Women Living With Hope.
22 And I would like that camera pointed at
23 the Board and at CPS Members, because your plans
24 have bloodshed, bloodshed in our community. You're

1 not thinking about our children. You're not
2 thinking about my grandson. You're talking about
3 closing schools and making them cross boundaries.
4 Our plan was supported by Joe Moreno. Our plan
5 also has the CPC open and it's going to keep my
6 child, my grandchild in that school and also I can
7 go to work and daughter can go to nursing school.
8 Your plan does not have that. Our plan puts safety
9 first. We don't want our kids crossing boundaries.
10 I want you to look at our faces, and I want that
11 camera to look at you, because you're going to have
12 to come back to us. And when you see the bloodshed
13 on the sidewalk, when our kids have to cross, how
14 are you going to look in my face and tell me it's
15 okay, our plan is working and our kid's blood is on
16 the sidewalk? How could you go to sleep and know
17 that that's a good plan? That's a plan that works?
18 Would you want your child to cross boundaries? Put
19 the camera towards them, because I want to see you
20 come back to me, and I want to see your face, I
21 want to see the notepads. I want to see it all.
22 CPS is doing wrong. Put our kids first. Our
23 school needs to stay open. Thank you.
24 (Applause.)

1 MS. CARDENES-LOPEZ: Thank you. Ms. DeJesus.
2 Speaker 15, Paula Jacko. 16, Alexander
3 Roi. And 17, Angelica Navarro.
4 PAULA JACKO: Hi, my name is Paula Jacko. And
5 I am a teacher for CPS. This is not my school, but
6 I feel that all closed schools are my schools. And
7 I'm standing here in support of you.
8 Because it's your school today, it could
9 be -- it will be my school tomorrow.
10 They don't understand. I'm picking back
11 up on the previous speaker. They don't understand,
12 they don't get it. If they did, we wouldn't be
13 here today. Of course I'm stating the obvious,
14 which they don't get.
15 Like she said, they're making the mess,
16 because they don't live here. We live here. If we
17 want to keep our community, we have to stay here
18 and fight for it, and we have to clean up the mess
19 that they make, because they won't be here in a
20 year or two after this whole thing, hopefully does
21 not, gets implemented. If it does not, we will be
22 happy campers. I love this city. I love this
23 school. I love all schools at CPS by good, quality
24 CPS teachers. And I don't like this racism that's

1 covering the City of Chicago that I love. So I
2 stand in support of you, and I will march with you,
3 and I will do whatever you want me to do.
4 Thank you.
5 MS. CARDENES-LOPEZ: Thank you, Ms. Jacko.
6 And Alexander Roi, then we will follow
7 with Speaker 17, Angelica Navarro.
8 ALEXANDER ROI: So, again, thank you.
9 Besides the fact some of my parents know
10 that they're not stupid, but they also know how to
11 think, they know how to read, and they understand
12 basic math. They also know their history. And
13 CPS, although the leadership has changed a great
14 deal in the last few years, they may be -- needed
15 to be reminded about their own research that has
16 been done in Chicago. Small Schools Great Strides
17 has been studying small schools in Chicago in 2000.
18 And that research report was done right here in the
19 City, and it found, beyond a shadow of a doubt,
20 dropout rates are significantly lower in smaller
21 schools, students have higher grade point averages,
22 the do better in their attendance, they fail fewer
23 classes, they demonstrate more persistence towards
24 graduation, and we know that we have a horrible

1 graduation rate in Chicago, that should be in --
2 get consideration.
3 Fewer students are also retained at the
4 elementary level and they achieve higher in the
5 standardized reading scores.
6 Bickel and Howley did another study on
7 school size, poverty, and student achievement, and
8 they also found that poor students from relatively
9 smaller schools outperformed poor students in
10 larger schools time and time again.
11 CPS says it believes in our students'
12 safety, it believes in our children's progress, and
13 it believes in our children's success. At this
14 point, don't tell me, show me. Show me that you're
15 willing to keep Duprey and Von Humboldt open. It
16 can clearly be a receiving school. We've already
17 proven it has nothing to do with our performance.
18 We've proven beyond a shadow of the doubt of the
19 evidence that we've given you that we've had a plan
20 to increase the student population, and we have
21 been stopped every single time. We, in the City of
22 Chicago, are supposed to be teaching our students
23 from the Core Curriculum. The Core Curriculum
24 clearly states you are supposed to take facts,

1 you're supposed to do research. You're supposed to
2 look at the evidence to make decisions. Please
3 explain to me why the people in charge of CPS are
4 ignoring the evidence, are ignoring the facts, and
5 ignoring all of the information that they're given
6 and creating an ill-conceived plan to throw at
7 people. Because at the end of the day, the
8 students aren't necessarily going to believe
9 exactly what's in the textbook, they're going to
10 believe the proof that's in front of their face,
11 and they're going to see it doesn't matter if you
12 have the right answer or the facts, somebody is
13 going to do it to you anyway. Thank you.
14 MS. CARDENES-LOPEZ: Thank you, Mr. Roi.
15 (Applause.)
16 ANGELICA NAVARRO: (Through interpreter.)
17 Good morning, my name is Angelica Navarro.
18 I am a custodian. I have worked 11 years as a
19 custodian. Nine years, I worked in one school,
20 then they cut my position. And when they cut my
21 position, I became depressed.
22 I imagine that what happened to me will
23 happen to the students who have to go through that
24 process of getting their school closed, seeing

1 different faces, a different community.

2 I do not support the plan by CPS to close

3 these schools. I have seen with my own eyes how

4 they waste their money, how they waste their

5 resources, and now they complain about having huge

6 deficits. We are not the ones who are at fault.

7 It is them who are misusing their financial

8 resources. Closing these schools will only

9 increase the dire employment rates we see now.

10 I have five children. And instead of

11 filling the abandoned buildings that you see,

12 putting in kids in those buses, that is not what

13 they're doing. And for them to stop wasting those

14 financial resources, we are the ones who are paying

15 our taxes. We are the ones who are being affected

16 by this. Thank you.

17 (Applause.)

18 MS. CARDENES-LOPEZ: Gracias, Senora Navarro.

19 Speaker No. 18, William Sherwin.

20 WILLIAM SHERWIN: To continue our proposal, I

21 would like to add that we would like to add

22 desirable programs and include student services.

23 Along with adding desirable programs, we'd

24 like to add IB programs to help our Von Humboldt

1 students integrate to Clemente High School, add
2 performing arts, music, technology in all of the
3 classrooms, trade programs, and athletics.
4 Under student services, increase mentoring
5 and tutoring, social-emotional development,
6 increase special needs services, and Saturday
7 school.
8 Thank you.
9 (Applause.)
10 MS. CARDENES-LOPES: Speaker 19.
11 EVON EASTER: Also at Von Humboldt we want to
12 be able to teach the entire community and help the
13 entire community grow, so we'd also like to
14 incorporate parent services, workshops and
15 trainings, a GED program, include job training for
16 parents and help them with their resume so that
17 they can be gainfully employed, create partnerships
18 with the receiving high school, as Mr. Sherwin
19 referenced, partnership with their academic
20 programs, make sure we're aligned with the high
21 school's standards so our students transition
22 smoothly into high school, set up programs with
23 their athletes so that we are performing
24 athletically at the high school level, and our kids

1 are able to grow athletically, because that is
2 scholarships for college.
3 Thank you.
4 (Applause.)
5 MS. CARDENES-LOPEZ: Thank you, Ms. Easter.
6 Speaker 20, Nancy Farrell. Speaker 21,
7 Alicia Heltmach.
8 NANCY FARRELL: Our plan for improving
9 instruction and increasing student gains, we would
10 continue using our same Data Informed Instruction.
11 We would continue using our ILT and our Data Teams.
12 We would ask that the Board and Network continue
13 their training. And we would continue our progress
14 monitoring, which has been very successful.
15 We would help REACH students. We continue
16 reaching the students through qualified
17 administrators, and ask that we would have some
18 coaching from the Board, some increased coaching.
19 Flood us with resources. That would enhance our
20 teacher support. We continue focusing on our
21 students' instruction, intervening, maintaining,
22 and accelerating each of our students along the
23 way. We would continue with our differentiated
24 instruction. And with our new flood of resources,

1 we would be able to give them iPads, give them the
2 technology.
3 We would continue making sure, instilling
4 every child with the knowing and the loving that we
5 all give them and understanding that each child is
6 a special, special person. They're not a business,
7 they're not a unit, they are a human being, and
8 they deserve the best. They deserve to be given
9 all the resources that you give every other school.
10 They deserve this, because they are special. And
11 they need this, because they need this on the road
12 to academic success.
13 MS. CARDENES-LOPEZ: Thank you, Ms. Farrell.
14 (Applause.)
15 ALICIA HELTMACH: We would plan to -- we will
16 plan to heighten LSC support involvement. We will
17 develop community-parent support committees, offer
18 increased parent involvement volunteers -- increase
19 parent volunteer opportunities, conduct more
20 frequent parent nights and workshops, increase
21 fundraising activities, and collaborate with school
22 personnel to help support achievement.
23 In conclusion, I would like to give all of
24 you a homework assignment, please do your research.

1 It's completely overwhelming.

2 In conclusion, "According to Raywid, 1996,

3 Research evidence is shown that small schools

4 benefit entire school communities. Small schools

5 are particularly beneficial for disadvantaged

6 youth, who benefit from the extra attention and the

7 same sense of belonging promoted by small schools."

8 Thank you.

9 (Applause.)

10 MS. CARDENES-LOPEZ: Thank you, Ms. Heltmach.

11 Alderman Joe Moreno. Do you want to go

12 next, or do you want to go last? Okay.

13 I'll continue on with Speaker Sara

14 Echevarria.

15 Then Speaker 24, Denise Beasley.

16 And Speaker 25, Carl McKinzie.

17 SARA ECHEVARRIA: (Speaking Spanish.) I don't

18 need translation. I'm very well bilingual.

19 And I want to address the crowd.

20 (Speaking Spanish.) So it's nothing personal. I

21 know you guys are here doing your duty, you're not

22 making the call, you don't make the shots.

23 Unfortunately, this City -- (Speaking Spanish.)

24 The crisis in CPS is fabricated. It is

1 not true. Only to justify their actions.

2 In 1995, the General Assembly gave CPS

3 control, mayoral control. (Speaking Spanish.)

4 Mayor Daley -- (Speaking Spanish.) They're the

5 ones who created the status quo. They're the ones.

6 They cannot be criticizing other people for doing

7 that. This was Mayor Daley's creation, and Emanuel

8 is here to maintain that. Their status quo. There

9 is no reason to be closing any of the schools when

10 they denied them the resources.

11 (Speaking Spanish.)

12 (Applause.)

13 SARA ECHEVARRIA: Barbara Byrd-Bennett is a

14 mercenary. She's from New York, she's not from

15 Chicago. Actually, she -- her official residency

16 is in Cuyahoga, Ohio. I know where she lives.

17 She's not even from here. So Rahm Emanuel gets her

18 to come here, destabilizes Philadelphia,

19 destabilizes Detroit, and comes here to leave a

20 mess, and God knows where she's going to be in a

21 few months. Because since the Mayor took office,

22 actually, since the Mayor left, there have been

23 three CEOs. So who is invested in our community?

24 We are. Because we are here to stay.

1 (Applause.)

2 (Speaking Spanish.)

3 SARA ECHEVARRIA: I work for CPS, and I'm very

4 proud of that. Because CPS is calling the shots --

5 I mean, I'm sorry. I work for CTU. CTU. There's

6 a big difference. I work with honor and pride on

7 what I do, defending each teacher and the students

8 that we serve, because each student deserves

9 quality public education in their neighborhood

10 schools.

11 They come, they destroy, they destabilize

12 everything, and then they want to blame the

13 teachers. It is not our fault. You created this

14 mess. And it can be corrected. There is no reason

15 to close Duprey or Von Humboldt.

16 (Speaking Spanish.)

17 He's doing it again to our Hispanic-Latino

18 neighborhood and African-American, because that's

19 easy to do. They wouldn't allow him to do this in

20 other places.

21 (Applause.)

22 SARA ECHEVARRIA: Are we going to allow him to

23 get away with this? Absolutely not. It's time to

24 stop this. We have to stick together and not

1 forget about this when election time comes. We are
2 voters, we have to exercise that power.
3 (Speaking Spanish.)
4 SARA ECHEVARRIA: Mayor Rahm Emanuel is a
5 bully. He is coercing aldermen to be with his plan
6 with a self-created crisis; but, yet, they give
7 loopholes to all these corporations, to the Chicago
8 Mercantile Exchange, where they give loopholes for
9 millions of dollars for the TIF money. Why don't
10 you bring the TIF money back to the communities?
11 Enough is enough. It's time to stand up to our
12 Mayor. Thank you very much. My name is Sara
13 Echevarria. Thank you.
14 MS. CARDENES-LOPEZ: Gracias, Sara Echevarria.
15 Ms. Beasley, Speaker No. 24, Denise
16 Beasley.
17 Speaker 25 is Carl McKinzie.
18 DENISE BEASLEY: CPS, you should be held
19 accountable. I blame you for all this. You let
20 these greedy uppity-up politicians and businessmen
21 downtown steal our money to do as they please to
22 use for other means. You knew our tax money was
23 supposed to go to the schools for the education of
24 our children, yet you stood by and did nothing.

1 The Mayor does as he please, as he wants,
2 he is out of control. Chicago does -- does not
3 belong to him, but the People. And he needs -- he
4 needs to know his place.
5 Are there any CPS schools downtown? Then
6 why is our education money downtown?
7 You, CPS, are looking irresponsible to me
8 right now. And you have the nerve to punish us
9 parents and our children and make them cry and our
10 schools and communities for something you let
11 happen?
12 This money was entrusted to you for our
13 children's education resources, and now it's spread
14 all over the place. And now not one penny went to
15 the education and resources of these schools. We
16 the parents and all these schools' staff members
17 need to be sitting on that panel asking you
18 questions, CPS, just like you have the nerve to try
19 to close our schools, you should have said, "Stop
20 this, it's not right." You need -- you need to
21 stand up and get a backbone and tell the greedy
22 politicians, the businessmen, the Mayor put that
23 money back or replace it. It's not yours to spend.
24 It belongs to CPS schools of Chicago. It belongs

1 to the People.

2 (Applause.)

3 MS. CARDENES-LOPEZ: Thank you, Ms. Beasley.

4 CARL MC KINZIE: I just want to say that some

5 of the best things are free. Public education,

6 free. For Blacks, there's a long struggle to get a

7 good education, as well as for Hispanics, as well

8 for all people to get a good education. No school

9 should close. The school was built for a reason.

10 It fulfills needs to teach the young. No matter

11 how big or how little. It should never close.

12 It's about being made available for the public.

13 That's what it's for. If it was big in the

14 beginning and it grew smaller because maybe

15 population grew smaller, that don't mean that the

16 school is not needed. It's still needed. If it

17 got smaller, it should have got better. Because,

18 like, if a school is overpopulated, they seem to

19 have more problems, more violence, they seem to

20 have security problems, they seem to have learning

21 problems. Instead of being too big for the

22 teachers, well, now the classrooms got smaller.

23 That's better for the teachers. It's better for

24 the students. That's natural. I mean, that's the

1 natural progression. And the thing about it is
2 that the money that they spent on the larger, you
3 should have spent on the smaller. That's how you
4 manage it. It should be there. It really should
5 be there. You know, because then that makes --
6 that makes -- it should make a big flag for what
7 happened to the money? That's just like when gas
8 prices went up. When gas prices went up to $5,
9 everything went up. But when gas prices went down,
10 didn't nothing go down. What happened to the
11 money? They still got that money. They still
12 accumulate that money. What happened to that
13 money? Why isn't that money still there? Why
14 isn't it? I mean, you got to look at, you know,
15 like when the Mayor wanted the people to be behind
16 him, they were. Now the people want the Mayor to
17 be behind them, support our schools. What's up
18 with that? You know, you want us to be there for
19 you, but you don't want to be there for us? You
20 don't want to be there for the kids? As you say
21 that you don't want to be there for the kids
22 because they not meeting standards, but everybody
23 can't make an A. What about the student that's
24 making an F trying to get to a D? What about that

1 student? Are they going to leave him behind? Is
2 they going to close the door? "Well, that one is
3 not making As." Okay. If a school go down from
4 1,000 to 7 -- 7500, you going to say you all don't
5 deserve it because it's getting too small? That
6 don't make sense. That don't make promises.
7 (Applause.)
8 MS. CARDENES-LOPEZ: Thank you, Mr. McKinzie.
9 Speaker 26. Speaker 27. Alderman Moreno,
10 do you want to address the pulpit again?
11 If you wish to speak again, please go
12 upstairs to the registration and sign up again.
13 Thank you.
14 ALDERMAN MORENO: I don't have anything else to
15 add that we haven't added at these meetings. We
16 have a strong case, based on facts, based on
17 emotion, based on participation. Von Humboldt,
18 Duprey, again, is a school on the rise with
19 dedicated teachers, resourceful parents, and
20 students that are learning and are succeeding,
21 excelling. We cannot close these schools and not
22 have any school in the East Humboldt Park
23 Neighborhood. Period.
24 Now, I hesitate to speak again, because I

1 don't want to think that I'm just coming here,
2 giving a two-minute speech and walking away. I've
3 been at every meeting. I just want to make sure
4 that when it's said that we didn't have time to
5 meet on the schools, that that's not a proper
6 excuse. We want to meet. We want to discuss the
7 plan. We want to implement it. We want to get
8 some security to these parents, kids. We've got a
9 couple months left of school. We need to give them
10 security that the school is going to remain open so
11 they come back next fall and continue our plan.
12 Save Duprey and Von Humboldt. Keep it open. It's
13 not only good for the kids, it's not only kids for
14 the parents, it's not only good for the teachers,
15 it's good for the 1st Ward and the community around
16 it.
17 Thank you so much.
18 (Applause.)
19 MS. CARDENES-LOPEZ: Thank you, Alderman
20 Moreno.
21 So I know that Denise Beasley is signed
22 up, and she will be coming down soon. And if
23 anybody else would like to speak, please go up and
24 register again.

1 (Speaking Spanish.)
2 UNIDENTIFIED SPEAKER: Actually, I went
3 upstairs to sign up again. Actually, there's other
4 speakers before me, they just haven't brought the
5 paper down, so I'm going to wait on them.
6 MS. CARDENES-LOPEZ: Please. Let's move on.
7 Thank you.
8 PRINCIPAL ROMAN: Thank you. I know that
9 Alderman Moreno was speaking about a plan that's
10 been submitted, so I just wanted to give some
11 highlights of what is in that plan.
12 We have been working with CAC, which is
13 the Community Action Council for a number of years
14 now. And if -- the plan is for all the schools in
15 the community with Clemente High School being the
16 magnet, if you will, and I've been a part of that
17 planning process in getting the IB program into --
18 in helping to get the IB program into Roberto
19 Clemente. Because we saw that a lot of our
20 children -- what we call a brain drain. A lot of
21 our children who are really needing that
22 accelerated learning have been going to other
23 schools because there's no options in our
24 community. So we have been working together to try

1 to improve or schools and using the Community
2 Action Campus Model, that's the plan. And it's our
3 school community within that community campus to
4 bring in more resources into our schools that
5 already are in our community. We're not even
6 asking for a lot of additional money. We think it
7 would be great if CPS can help to give, in kind, to
8 whatever we are fundraising and through our
9 partnerships and grant writing that we're doing to
10 do these programs. So our blueprint for Duprey
11 particularly is our mission is to develop our mind,
12 body and spirit to prepare ourselves for college,
13 career and life. Our vision is a community of
14 learners. And when I'm talking about community,
15 I'm talking about community in the broader sense,
16 collectively striving for excellence, encourage,
17 and inspiring each other to be the very best we can
18 be. Our action plan is to prepare students to
19 compete in a global society through success in
20 rigorous Common Core standards and performance
21 assessments. And we have a plan of action of how
22 we're going to address mind, how we're going to
23 address body, and how we're going to address
24 spirit. Mind and all these things we already have

1 in place, we just want to strengthen it and give it
2 the resources and the time to work on getting these
3 resources which we're willing to put in the work to
4 do the grant writing and to we have a lot of
5 community partners that can help us to -- with some
6 of these resources that are already in our
7 communities.
8 Personalization for body. We want to
9 continue the small schools model. We want to
10 reduce classroom size in all grades. The ideal, we
11 have done this already at Duprey, but we want to
12 expand the model. The ideal class size that's
13 shown, proven through research, is 15 to 1,
14 especially in the primary grades. This is putting
15 money before we -- we have to remediate. It's the
16 front-loading where you spend the resources in
17 helping the students to succeed. We know that
18 students enter the trajectory of failure by the
19 time they are in 1st grade, they are already on the
20 trajectory to either succeed or fail. We are
21 going -- want to start -- we want to bring in a
22 preschool so that we to enhance our preschool
23 programming, which is CAC was willing to work with
24 us to get. They said they can guarantee a pipeline

1 of about 60 students. That would fill up our
2 school in a number -- in a few years.
3 We want to continue our use of technology
4 we have. We're already using iPads, we're using
5 them with our desktops, we have a limited amount of
6 them, but our computer, if you look at the CPS
7 Dashboard, you'll see that our computers-to-student
8 ratio is already low, lower than the average. We
9 want to make it a one-on-one ratio. And we know
10 that this really motivates our students. We use
11 the CAC Academy, which is free. It doesn't cost
12 anything. Children can learn at their own pace
13 using the CAC Academy. And that's what we want to
14 bring. Because we dont' want to just focus on our
15 lowest performing. We want every child to be able
16 to accelerate their learning at their own pace.
17 The other thing we would like to do, we
18 talked, we met with the teachers yesterday. They
19 are really excited, even though there is that
20 looming closure coming, they were really excited
21 about doing the portfolios with the children.
22 We've already done book publishing with our
23 students using Shutterfly, and so we want to
24 continue that concept where all of our children

1 have an actual book that all families can have
2 access to what they've learned that year. And we
3 want to use our personal histories, we want to use
4 genealogies and timelines. We want to continue,
5 because we have already started the goal setting.
6 We want to continue goal setting for our children,
7 because that's been the best motivator when
8 children set goals for themselves and they're able
9 to attain them. That's when our children are
10 really motivated. Our special ed students are so
11 motivated by Achieve 3000. It's unbelievable.
12 Every day they are the ones that win the award for
13 doing the most reading. And Mr. Roi can attest to
14 that, because we have a trophy that goes around.
15 And every day it seems one of our special ed
16 students wins it. Because time on task is what
17 raises performance level.
18 So we also want to -- and in that
19 portfolio, talking about body. We -- our students
20 are already -- their body mass -- talking about
21 obesity, Michelle Obama's big thing, our gym
22 teacher already has a section on the student body
23 mass index. And they have already set goals based
24 on their training, their training level, what would

1 maximize their meeting their goals, so they have
2 fitness levels on there.
3 We have also -- well, I'm sorry. We have
4 been doing -- we're a gold standard school, so we
5 want to look at mind, body, spirit. And we address
6 spirit. We believe through the arts we will have,
7 we will be addressing the students there. We
8 already have partners such as the Chicago Dance
9 Theater Ensemble, and we want to expand on the arts
10 with our children in creating art projects and also
11 movement that goes with it. So we do have a plan.
12 We have submitted it. We're going to continue to
13 work on it. We are really excited about it. We
14 want to continue one hundred percent until the very
15 last minute.
16 One more thing that I just want to say, we
17 are a small school with a big heart. And that's
18 what we're known as, that's what's attracting
19 people.
20 And we are not only a small school with a
21 big heart, but we're also small -- a small school,
22 but it's a big component of the community as campus
23 model of the CAC.
24 MS. CARDENES-LOPEZ: Thank you. Could you

1 please restate your name so they can have it on
2 record.
3 PRINCIPAL ROMAN: My name is Gloria Roman,
4 Principal of Duprey.
5 (Applause.)
6 MS. CARDENES-LOPEZ: Thank you. Our next
7 Speaker now Alexander Roi. And then Speaker
8 No. 28, DB.
9 ALEXANDER ROI: Again, my name is Alexander
10 Roi. I'm the school counselor of Ana Roque de
11 Duprey. And I just want to strengthen again
12 something Ms. Roman talked to you about in regard
13 to the CAC. We want to built in this community a
14 good education system. That starts from the
15 elementary side. And if anyone knows anything
16 about architecture, you don't build a strong
17 building but removing blocks from it. It's not
18 Jenga. We're not going to take away as many as we
19 can to see how it collapses.
20 A history lesson again for all of us,
21 Duprey was in its own building for 20 years. And
22 for years we lived with the conditions of that
23 building. CPS started fixing the building up, they
24 spent millions of dollars repairing windows and

1 fixing lights, and then conveniently they moved us
2 out under the guidelines of saving money. They
3 gave that school to a Charter school. We were off
4 probation before we were moved. Unfortunately,
5 during the move we did have our test scores fall.
6 But we worked with Von Humboldt, we helped fix up
7 the building. We worked on both of our test
8 scores. All of our test scores started raising.
9 They fixed the windows at the cost of, again,
10 millions of dollars. They're currently in my
11 building right now fixing the lights. Why are you
12 fixing the lights if you're not going to keep us?
13 Why are you spending millions of dollars right now
14 to fix lights that I've had to suffer with for six
15 years? Because, again you want to move us. Then
16 we're going to have to worry about overcrowding in
17 a new school. They're gonna take programs away.
18 They took programs away from the building, they
19 took away the gifted program, the orchestra, the
20 band, they took away our busing, they took away our
21 magnet cluster, and then they come back and say,
22 "Well, hey, you couldn't hack it, now we're going
23 to move you to an overcrowded school." Where,
24 again, they will then take programs away. They

1 will then continue to force students into
2 overcrowded situations. And then they will be
3 back, yet again, to tell them they failed. I'm not
4 calling Barbara Byrd-Bennett a racist, not at all.
5 That's an ugly word that should not be used. But
6 any educator, any educator who has had a political
7 science class in the last 40 years knows that there
8 is still institutional racism in this country. We
9 do not take resources continually away from
10 minorities and then tell them that they are
11 failures; because you are a failure, not the
12 students.
13 MS. CARDENES-LOPEZ: Thank you, Mr. Roi.
14 DB. And then Speaker 29, JM.
15 STUDENT JM: Hello, I'm JM.
16 STUDENT DB: Hello, I'm DB.
17 STUDENT JM: We're current students at Humboldt
18 School. Why would you close a great school with
19 great students and great teachers?
20 STUDENT DB: We know every staff member and
21 every staff knows us. Why should a great school
22 like ours close?
23 MS. CARDENES-LOPEZ: Ms. Denise Beasley,
24 Speaker 30.

1 DENISE BEASLEY: My name is Denise Beasley.
2 I'm a mother and grandmother, and a teacher, too.
3 I'm not a certified teacher. But I'm one -- but I
4 am one. We all are. After the real teachers go
5 home, the teaching doesn't stop. We have to still
6 continue to teach our children at home.
7 The Mayor gave these teachers a raise
8 after they fought so hard for them only to take it
9 back. For them and their families they have to
10 support -- they have to support. They have bills,
11 too. To make it worse, he tells them they're going
12 to close their schools. I don't understand that.
13 These teachers have done their job. They have been
14 to school themselves, college, to get their
15 associate's, master's, bachelor's, so they can be
16 good teachers -- no, not good teachers, great
17 teachers -- only to have their job taken? Any
18 person who does that, I have no respect for. Any
19 person who would take somebody else's livelihood,
20 job, education, I have no respect for. For the
21 Mayor, CPS Bennett to do this to another human
22 person, I have no respect for. No respect for
23 them. Who have educated everybody's children and
24 their selves. Do you know where these teachers are

1 going? Do you? Do you know where these teachers
2 are going? Do you know where their next meals will
3 come from when the closing of the schools? Do you
4 even care? CPS, the Mayor, Bennet, and anyone else
5 that is standing up for schools closing I have no
6 respect for.
7 I thank you teachers, and principles,
8 janitors, cafeteria staff, security staff of all
9 the schools on the list. You are appreciated, and
10 I respect you.
11 MS. CARDENES-LOPEZ: Thank you, Ms. Beasley.
12 Reshma Hai, Speaker 32.
13 RESHMA HAI: My name is Reshma Hai. I'm a
14 kindergarten teacher at Ana Roque de Duprey
15 Elementary School.
16 Duprey has a 15 percent population of
17 special education students. Many parents with
18 students in my kindergarten classroom are traveling
19 long distances to bring their children to Duprey,
20 because they feel it is well worth it for their
21 child to be in a school where they are able to
22 receive individual attention. Our parents
23 recognize that Duprey is highly successful at
24 meting each student's individual needs. As a

1 result, more and more parents of special needs
2 students are enrolling at our school.
3 At Duprey, we are doing everything we can
4 and more to address the needs of each of our
5 students. And we have been very successful.
6 Please give us the resources we need to be
7 able to accelerate and continue the success instead
8 of putting our students in a situation which will
9 set them up for failure.
10 Thank you.
11 (Applause.)
12 MS. CARDENES-LOPEZ: Thank you, Miss Hai.
13 Speaker 33, Rose Mary Vega.
14 ROSE MARY VEGA: That's me. I am back. Hi,
15 guys. I'm only here because I know this is going
16 on record. My name is Rose Mary Vega, and I want
17 everybody to know that the Mayor's purpose was to
18 make us fall apart. He expected Humboldt Park not
19 to fight back. And as mad as I am and I want to
20 throw tomatoes at the Mayor, but I can't; so I want
21 to send angry parents at the Mayor. And I want the
22 Mayor to know that Lafayette, Von Humboldt, Duprey,
23 and any other school in the Humboldt Park
24 Neighborhood will stand together and not against

1 each other. And whether the schools close or not,
2 we are going to fight against the Mayor. We need a
3 city mayor, someone who understands our needs and
4 knows our neighborhoods.
5 Not someone who hires the Detroit Barbara
6 Byrd-Bennett and say, "Hey, figure out what these
7 schools need. Chop them all if they got to go."
8 That's not what we want. We don't want Barbara
9 Byrd-Bennett. We don't want Rahm Emanuel, because
10 he can't be a mayor when he is practically hurting
11 our kids. Because a real mayor cares for his City,
12 not partially City.
13 So that's why I'm here today, so you guys
14 can spread the word that we need to stick together
15 and fight. Because he expected us not to come out
16 and fight. We did. We will. And we need to
17 change. We need a change. So I want everybody to
18 know and to be on record that we will do what we
19 got to do to give it up, Barbara Byrd-Bennett.
20 Don't let Humboldt Park Schools close. And Rahm
21 Emanuel. Thank you. Thank you.
22 (Applause.)
23 MS. CARDENES-LOPEZ: Thank you, Ms. Vega.
24 ROSE MARY VEGA: Thank you.

1 MS. CARDENES-LOPEZ: Is there a Speaker 34?
2 35? If anybody wishes to come up, please then we
3 will just put the number on the list. When you
4 approach the mic, please state your name.
5 ANA CASTRO: My name is Ana Castro. I'm a
6 parent of Duprey School. I can -- I just want to
7 say this is Saturday morning, and I can be spending
8 my time with something else with my two little
9 girls, but I'm not going to start pouting. You
10 know, I would like to ask you if, if you want -- I
11 have a six-year-old daughter and she asked me,
12 "Mommy, I think we have the nicest school. I think
13 we have a great school. Why do they want to close
14 it?" How can I answer that to my daughter? She is
15 sitting right there?
16 You know, I want to say, since I have my
17 daughter in Duprey, I feel not like it's just one
18 school, it's like my family. It's like they treat
19 my girl like they care about her. She is learning
20 a lot. You know, I want to say I think I feel that
21 small schools work. I see my daughter learning a
22 lot, and I want my little one to do the same thing.
23 That's why I like to keep Duprey open. And I like
24 to have small schools in our community because it

1 works. Please don't close the schools.

2 (Applause.)

3 MS. CARDENES-LOPEZ: Thank you, Ms. Castro.

4 ROSE DE JESUS: Hello, once again. My name is

5 Rose DeJesus, I'm a Director of Women Living With

6 Hope.

7 In 1997, we started Women Living With

8 Home, and as a Humboldt School parent, due to the

9 death of my nephew; please don't let me have to

10 close my program because you guys closed the

11 building. I'm there every day. I speak to the

12 parents. We encourage our parents to be part of

13 the community. And we don't want to see anymore

14 bloodshed in our community. Actually, we beg you.

15 If I have to get on my knees to keep our school

16 open so my grandson can go to the CPS -- you guys

17 are not thinking. My program got started due to

18 bloodshed. Do it have to be ending because of

19 bloodshed in my community? I beg you to go back to

20 CPS and tell them Humboldt has to stay open or that

21 will be the end of my program, because I can't take

22 any more of this bloodshed in our community.

23 And I thank you.

24 (Applause.)

1 MS. CARDENES-LOPEZ: Thank you, Ms. DeJesus.
2 Speaker 37. We're going to keep
3 registration down here, so if you wish to speak, we
4 will just enter your name.
5 Okay. Go ahead and speak. I will put
6 your name for those that want to continue.
7 Come to the mic.
8 DENISE BEASLEY: My name is Denise Beasley. I
9 am a mother, a grandmother. I'm not angry. I'm
10 not mad. When I hear all these stories or -- I'm
11 pissed. I am really pissed. For two days, I have
12 watched children cry because they don't want these
13 schools closing. These children have brought tears
14 to my eyes and many others. Are you really
15 listening to them? Because for two days I've been
16 watching CPS Panel, and none of you have shed a
17 tear. These children are emotional and will be
18 scarred. You did this to them. The Mayor.
19 Bennett. You think if these children have to go to
20 another school, they will forget this?
21 I realize this is a job for you. But you
22 sit up there with cold hearts. No sign of emotion.
23 You did this. You did these things to the
24 children. Don't you see that? I don't think you

1 understand. To shed a tear means you have to have
2 a heart. Should no parent ever have to see their
3 child cry over any school closing.
4 (Applause.)
5 MS. CARDENES-LOPEZ: Ms. Beasley, thank you.
6 Carl McKinzie. Speaker 38.
7 CARL MC KINZIE: Hi, my name is Carl Mc Kinzie.
8 I'm a concerned parent. And, like, this is the
9 first meeting I really came to. I got to say I'm
10 moved by you can't sit there and say that the
11 community and the neighborhood don't care. If they
12 didn't care, they wouldn't show up, they wouldn't
13 be speaking from their heart and of their mind.
14 Because, like I say, it doesn't make sense closing
15 the school.
16 You know, if you put this up to a vote, I
17 mean, if you really want to put this up to a vote,
18 the community will vote to keep the schools open,
19 you know. And like I said, they need to be open.
20 It will be a waste of good teachers and
21 good students. I mean, like, we try to do
22 everything we can to motivate the students to go to
23 school. And you're going to close the school?
24 Well, I mean, that defeats the purpose, you know.

1 It's too much going on. It's too much killing
2 going on, too much gang -- gang members, like I
3 say, they don't want it, they don't care about it.
4 They don't care about you. You're giving in to the
5 gangs, really, by closing the school. That's what
6 they want you to do. Gangs want you to close the
7 school. They want you to so they want to say to
8 the kids that would be going to school, "You will
9 do better selling dope and killing, you don't need
10 to be in school, you can make money right now,
11 10 years old." I mean, look what's happened. And
12 you want to close the school? They really need to
13 give that a second thought. They really need to
14 look at the big picture. Look at the long term.
15 (Applause.)
16 MS. CARDENES-LOPEZ: Thank you, Mr. McKinzie,
17 Speaker 38.
18 39, Gloria Roman.
19 GLORIA ROMAN: I just took off my principal
20 hat, and now I'm speaking as a great aunt of my
21 niece who attends Ana Roque de Duprey. And she's
22 currently a 4th grader at Ana Roque de Duprey. She
23 came in last year, she transferred in because she
24 was being very unsuccessful at the big school where

1 she was at, where she felt she was being
2 criticized. And her -- she didn't want to come to
3 school. She was crying almost every day. And the
4 first day that she came in, we toured her around,
5 we showed her to the classmates, and they welcomed
6 her right away. And they knew her name. They
7 asked me, "Where's the little girl that came back
8 to see the classroom?" So they were really, really
9 excited and welcoming to her. She quickly became a
10 part of the school community, and she's really,
11 really thriving at her school. She's making great
12 gains. She's doing -- she's happy. And we had a
13 situation not too long ago with bullying going on,
14 because bullying does happen. And I was able to
15 diffuse it, because one of the things that I do is
16 I'm in the lunchroom, and I'm watching what's
17 happening with all the children. And they approach
18 me, and they all feel able to approach me, because
19 we are a small school.
20 So I saw that she was crying. I brought
21 it to the teacher right away. It was taken care of
22 immediately. And that's the kind of thing that we
23 do at Duprey, because we are a small school. We're
24 able to catch things and nip things in the bud and

1 be there for our children.

2 So speaking on behalf of all the children,

3 other the parents that do bring their children,

4 they're not from the community but they know that a

5 small school works, and I just think that we should

6 be able to be partners with the schools that are

7 overcrowded, because there's plenty of those in our

8 system. If you really are serious about building

9 up our enrollment, but keeping it still a small

10 school, because we're in the catalogue as a small

11 school, is why don't we work as partnering our

12 school with schools that are overcrowded and that

13 need that small personalization?

14 MS. CARDENES-LOPEZ: Thank you, Miss Roman.

15 Okay. Next speaker, Speaker No. 40,

16 please state your name, since I don't have it on my

17 list here.

18 TARNESHA WILLIAMS: Okay. My name is Tarnesha

19 Williams. I'm a fairly new parent to the Duprey

20 School. Actually, I just transferred my kids in

21 this week, so I'm very new to it. And I was really

22 welcome to the school with open arms. They didn't

23 mention the closing to me of the school until

24 after, a little bit after their enrollment, if I

1 was still interested, and I was. Because the way
2 that they handled things in the beginning with me
3 getting my kids in, it seemed as if no problem,
4 they did that with open arms and still explained
5 the good factors of the school and benefits. And I
6 was glad to go through the process. Of course,
7 like any concerned mother, with hearing the closing
8 of the school, well, you can just imagine that my
9 heart nearly dropped. I'm like, wow, you know, to
10 have moved to such a good area neighborhood and to
11 find a school of such convenience, to find this
12 out, it made me feel almost shaken, as if, you
13 know, something wrong had happened or some trouble
14 had come. I feel like -- well, it was also
15 mentioned that I had a choice to get them into the
16 school that was going to take the place of that.
17 Well, of course, me, being a parent, like, kind of
18 on the outside looking in to the situation, I
19 really didn't understand why that issue wasn't kept
20 as a sense of a confidential matter. It just
21 seemed like, to be a profession -- a
22 professional -- a profession in a professional
23 environment, that that could have been an issue
24 that could have been resolved in a more secluded or

1 confidential level. And that's just so that it
2 wouldn't be of horrific -- just a horrific
3 situation for the kids, also.
4 Because they're -- it affects homes,
5 personal budgets, jobs, communities, it affects --
6 it affects a lot. It goes more on a deeper level
7 where parents and individuals have to reconsider a
8 lot.
9 And I just feel like just coming from a
10 professional environment, it could have been held
11 more on a professional level with privacy and just
12 taken to a point where it could have just been
13 handled a little different. Just even the
14 mentioning of the closure, it just seems like it's
15 a troublesome situation, where, if we have an
16 option to do this instead, well, why can't that be
17 done in a more professional manner? Yeah. But I'm
18 still interested in, you know, supporting the
19 effort.
20 MS. CARDENES-LOPEZ: Thank you, Ms. Williams.
21 Speaker 41, please state your name and
22 affiliation to the schools.
23 WANDA NUNEZ: Good morning. My name is Wanda
24 Nunez. I'm currently working as a teacher at

1 Duprey Elementary School. I've been working for
2 the Board since 1990. My role have been from
3 volunteer -- volunteering teacher assistant, now as
4 a teacher. And I have experienced many changes in
5 the system, some positive, yet, the majority of
6 those changes have been inconsistent and
7 unsuccessful. This time, the Board came with
8 another strategic decision, closing as many schools
9 as possible, including small and effective schools,
10 like Von Humboldt and Duprey.
11 This time this decision is not only
12 affecting our children and our school, it's
13 affecting our communities. I would like to ask our
14 Chief of Education, what are the benefits of
15 closing small schools as Duprey? Is this going to
16 make a huge difference on the Board's budget? Why
17 are you punishing our students, our families, just
18 because we don't have the amount of students that,
19 according to you, are necessary for us to stay
20 open. Many other schools are not underused yet.
21 That's great. Yet, they are underachieving
22 schools, some are on probation, or Level 3 schools.
23 The Board should do something about those. But you
24 prefer to have dozen of those schools open because

1 many more students would be affected with your
2 decision, and I said this is great. But now you
3 prefer to close small schools like Duprey,
4 Von Humboldt, because less students' lives will be
5 affected. You are wrong. One student that is
6 affected in a negative way is too many. What is
7 important to you, the people that the closing will
8 have on the Board budget, because this is going to
9 happen, this is not going to be a big difference,
10 or the negative impact that this closing might have
11 on our children educational and social and
12 emotional stability? Well, let me tell you
13 something, small schools work.
14 And our school has demonstrated our
15 students are making amazing gains. They work in
16 adaptive programs for reading and math, because we
17 believe that differentiating instruction is
18 crucial.
19 Writing is a priority as well in our
20 school. We work with our students as a whole. Our
21 emphasis is not only the educational aspect of our
22 students. We are committed of meeting those social
23 and emotional needs as well. They're using a
24 violent prevention curriculum that gives us the

1 opportunity to develop the lack of social skills
2 that many of them -- for many of them.
3 Furthermore, our school is one of the
4 first schools that achieve the healthy school
5 level. I'm not saying that it is the only one, but
6 we're there. Our students learn about nutrition
7 and important benefits of being physically fit. As
8 you can see, there are no valid reasons to close
9 Duprey. Instead, help us to enhance our programs.
10 Give us the resources we need to improve or
11 classroom instruction. Help us to achieve our
12 future goals. For once, make an effective and
13 positive decision and not close our school.
14 Thank you.
15 MS. CARDENES-LOPEZ: Thank you, Ms. Nunez. Is
16 there a Speaker 42? Anybody else wishes to come to
17 the mic, please sign up. We have someone
18 registering people here at the front.
19 DENISE BEASLEY: My name is Denise Beasley, I'm
20 a parent and grandmother. We need our schools
21 back. We need our schools -- we need these schools
22 off the list. And we need our schools back now.
23 When I heard that Von Humboldt is on the list and
24 closing or pre-K kindergarten school, I felt

1 insulted. I felt insulted because for the simple
2 reason they're trying to close the schools in the
3 Hispanic neighborhoods and the African-American
4 neighborhoods. I have African-American, Latino
5 grandchildren. That's why it was a slap in the
6 face for me. I have -- my grandchildren have a
7 right to be educated in the African-American
8 schools, and they have a right to be educated in
9 the Latino schools. They have a right to know
10 their heritage from both sides. To be educated
11 about their heritage from both sides. Shame on
12 you. Shame on the Mayor. Shame on
13 Miss Bennett to take my grandchildren's education
14 and heritage away from them.
15 (Applause.)
16 MS. CARDENES-LOPEZ: Thank you, Ms. Beasley.
17 Please be reminded that the next -- the
18 public hearing will take place on Wednesday,
19 April 24th in 125 South Clark from 5:30 to 8:30.
20 Yes. And if you have any documentation,
21 any papers that you would like to leave in front
22 here with us, please bring it to us. Gracias.
23 (Speaking Spanish.)
24 MS. CARDENES-LOPEZ: With no more speakers on

1 the list, we are officially concluding this
2 meeting. Our next meeting with the Wednesday,
3 April 24th at 125 South Clark from 5:30 to 8:30.
4 Thank you. And good afternoon everyone.
5 (Whereupon, the Public Hearing
6 adjourned at 1:00 p.m.)
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1 STATE OF ILLINOIS)

2) SS:

3 COUNTY OF C O O K)

4

5 JENNIFER CAMPBELL, as an Officer of the

6 Court, says that she is a shorthand reporter doing

7 business in the State of Illinois; that she

8 reported in shorthand the proceedings of said

9 Public Hearing, and that the foregoing is a true

10 and correct transcript of her shorthand notes so

11 taken as aforesaid, and contains the proceedings

12 given at said Public Hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set

14 my verified digital signature this 23rd day of

15 April, 2013.

16

17

18 Jennifer Ann Campbell

19 ILLINOIS CERTIFIED SHORTHAND REPORTER

20

21

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CHICAGO PUBLIC SCHOOLS CPS

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Community Meeting for the Proposal to Close Alexander von Humboldt Elementary School and Ana Roque De Duprey Elementary School

April 13, 2013; 10:00 a.m. – 1:00 p.m.

Location: Roberto Clemente High School, 1147 N. Western Avenue

CPS Facilitators:

Elizabeth Cardenas-Lopez, Director of Language and Cultural Education
Theresa Plascencia, Chief, West Side High School Network

Also in Attendance:

Lorenzo Russell, Deputy Chief, Fulton Elementary Network

CPS Presentation

Ms. Cardenas-Lopez introduced herself, Ms. Plascencia, and Mr. Russell. She announced the purpose of the meeting was to listen to the community and acknowledged the note taker who would be sending notes directly to the CEO. She noted that notes from the previous meeting were posted online and announced the time and location of the public hearing. She announced that safe passage routes will be developed with community input. She walked through the information contained on the handouts distributed to the audience. She then introduced Ms. Plascencia.

Ms. Plascencia reiterated the purpose of the meeting, which was to listen to the community. She walked through the protocols for speaking and registering. She announced that Spanish language translation was available. She then began the public comment portion of the evening.

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to close Alexander von Humboldt Elementary School and Ana Roque De Duprey Elementary School and welcome students at Jose de Diego Elementary School, in accordance with 105 ILCS 5/34-230. Alderman Moreno spoke as well as many members of the community. A recurring theme from the meeting was the proposal to merge Von Humboldt and Duprey in their current building. The speakers' comments are summarized below:

- Alderman Moreno presented a plan that he said that he had presented to CPS before. He indicated his intention to implement the plan to save Duprey and Von Humboldt. He also stated that Duprey and Von Humboldt are schools on the rise.
- One speaker advocated against the closing of Manierre.
- One speaker stated that school closings cause violence.
- One speaker stated that the closing of Duprey and Von Humboldt will cause overcrowding.

- One speaker mentioned that Duprey should not be closed because of its Level 2 status.
- One speaker said that no bullying happens at Duprey.
- One speaker stated that students affected by closures don't have enough options or supports.
- One speaker asserted that research showed that Detroit's school closings increased their deficit.
- Multiple speakers advocated for the merger of Duprey and Von Humboldt and keeping the school under 600 students.
- One speaker raised concern about the safety of children crossing gang lines.
- One speaker brought up her desire to create a partnership with the welcoming school.
- One speaker inquired about how their tax money was being spent.
- One speaker requested early childhood at Casa Central.
- One speaker asserted that CPS is giving money to charter schools.
- The Duprey Principal described Duprey as a family and asked why they do not work with overcrowded schools.

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Closure of Ana Roque de Duprey Elementary School and Alexander von Humboldt Elementary School
Statement of Patrick Payne, Portfolio Planner
April 24, 2013

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

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

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

Duprey is currently located at 2620 West Hirsch Street. Duprey is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 92 students in kindergarten through 8th grades.

Von Humboldt is also currently located at 2620 West Hirsch Street. Von Humboldt is an elementary school that, as of the 20th day of attendance for the 2012-2013 school year, serves 362 students in pre-kindergarten and kindergarten through 8th grades.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at tab 14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homerooms 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. Multiplying 30 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 54.5 total classrooms within the 2620 West Hirsch Street facility. Please note that the "0.5" indicates the presence of one or more small classrooms. Because Duprey and Von Humboldt share the facility, an appropriate proportion of the total classrooms within the facility are made available to each Duprey and Von Humboldt as determined by enrollment.

Fifteen classrooms within the 2620 West Hirsch Street facility are available to Duprey. Approximately 76%-77% of 15 is 11, the number of allotted homerooms. Eleven multiplied by 30 yields the ideal enrollment of Duprey, which is 330. As such, the enrollment efficiency range of Duprey is between 264 and396 students.

As I stated, the enrollment of Duprey, as of the 20th day of attendance for the 2012-2013 school year, is 92. Ninety-two is below the enrollment efficiency range, and thus, the school is underutilized.

Thirty-nine and a half classrooms within the 2620 West Hirsch Street facility are available to Von Humboldt. Approximately 76%-77% of 39.5 is 30, the number of allotted homerooms. 30 multiplied by 30 yields the ideal enrollment of Von Humboldt, which is 900. As such, the enrollment efficiency range of Von Humboldt is between 720 and1,080 students.

As I stated, the enrollment of Von Humboldt, as of the 20th day of attendance for the 2012-2013 school year, is 362. Three hundred sixty two is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Duprey and Von Humboldt be welcomed at Jose De Diego Elementary Community Academy, or Diego.

If either or both of these proposals are approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed the Diego facility's enrollment efficiency range as defined by the CPS Space Utilization Standards.

The Diego facility has 50.5 total classrooms. Again, the "0.5" indicates the presence of one or more small classrooms. A 6-classroom Child Parent Center located at 1345 North Rockwell Street will be assigned to Diego if the Board approves the proposal. Thus the total number of classrooms projected to be available at the Diego campus is 56.5

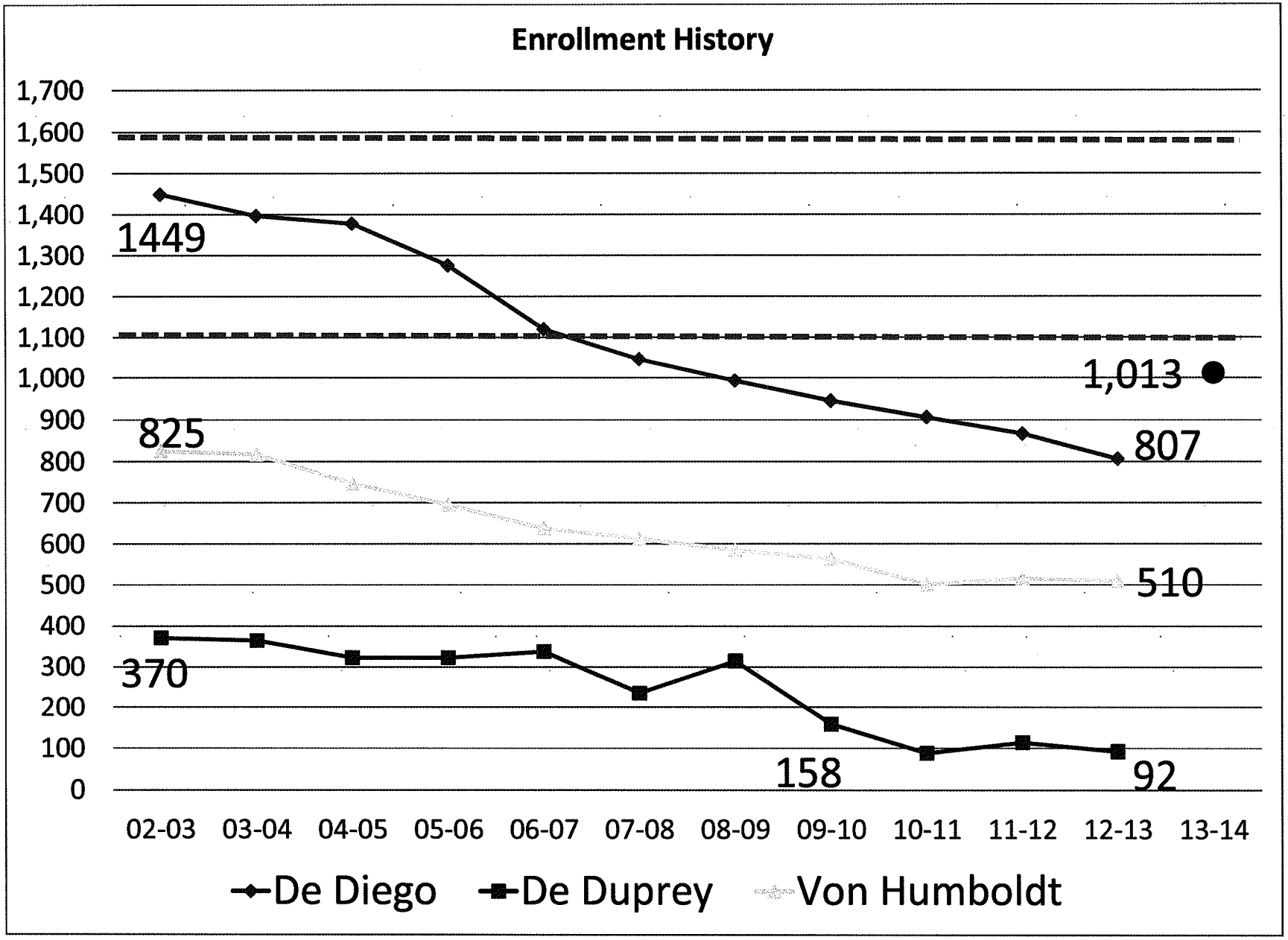
Approximately 76%-77% of 56.5 is 43, the number of allotted homerooms. Forty-three multiplied by 30 yields the ideal enrollment of the campus, which is 1,290. As such, the enrollment efficiency range of the Diego campus will be between 1,032 and 1,548 students. Diego currently has 807 students enrolled.

To fully explain the enrollment trend associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of Duprey, Von Humboldt, and Diego, green hashed lines show the enrollment efficiency range of the Diego campus, and a circle represents the combined projected enrollment for 2013-2014. Duprey's current enrollment of 92 students, Von Humboldt's current enrollment of 362, and Diego's current enrollment of 807 students combines to a total of 1,261 students, within the enrollment efficiency range of the Diego campus. Further, the projected enrollment of Duprey for the 2013-2014 school year is 100, the projected enrollment for Von Humboldt is 352, and the projected enrollment for Diego is 788, for a total of 1,240 students, which is also within the Diego enrollment efficiency range. Thus, there is enough space within the Diego campus for students from Duprey, Von Humboldt, and Diego.

If Von Humboldt is closed, the CEO is also proposing that Von Humboldt's attendance area be reassigned to Diego at 1313 North Claremont Avenue at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight at the registration desk. When reviewing the map, please note that Duprey does not have its own attendance area boundary. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Diego, geographic barriers, travel time, distance traveled, and program considerations.

You will next hear from my colleague, Shonda Huery, who will discuss the performance of Diego and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.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Current and Proposed Attendance Area Boundaries

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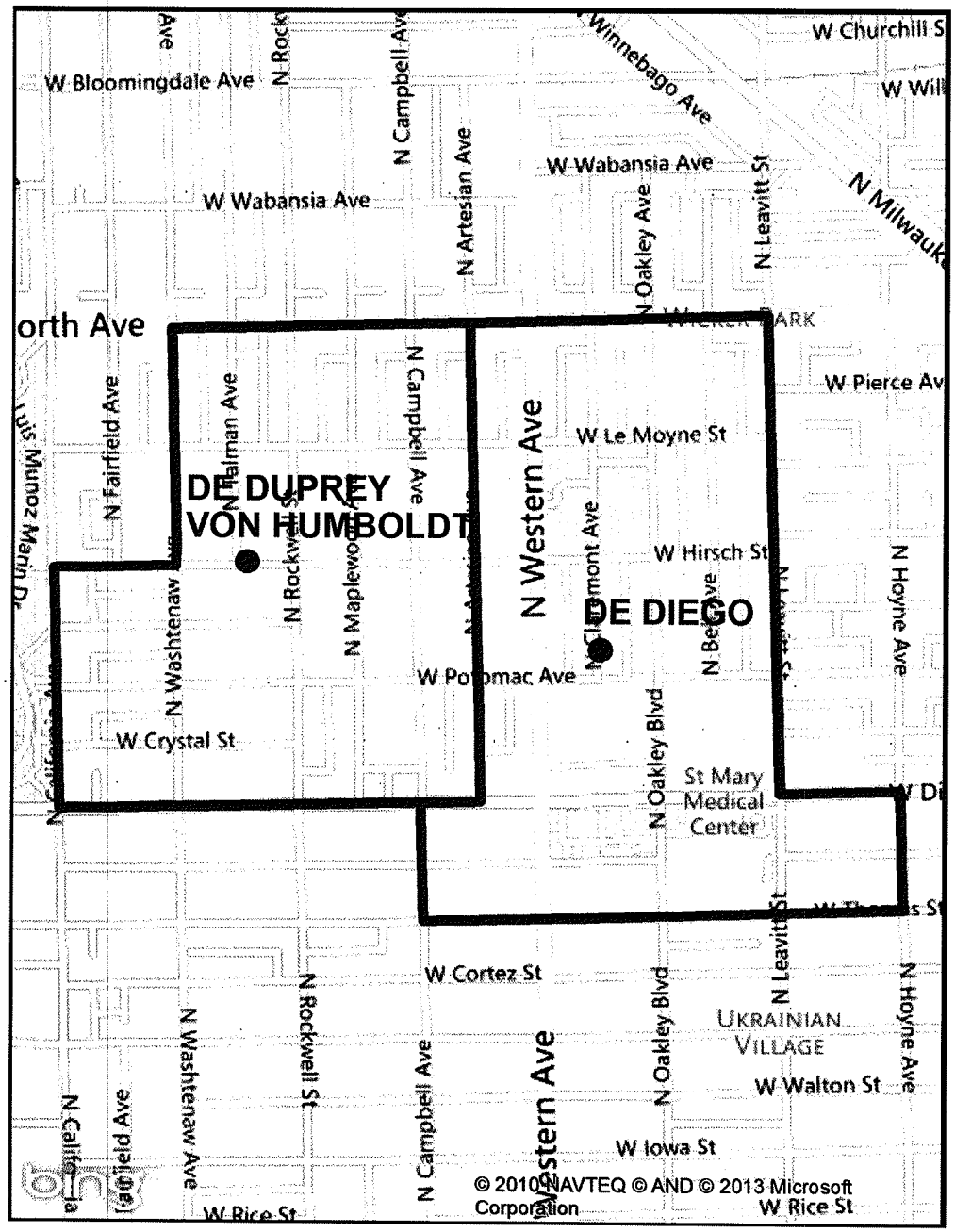
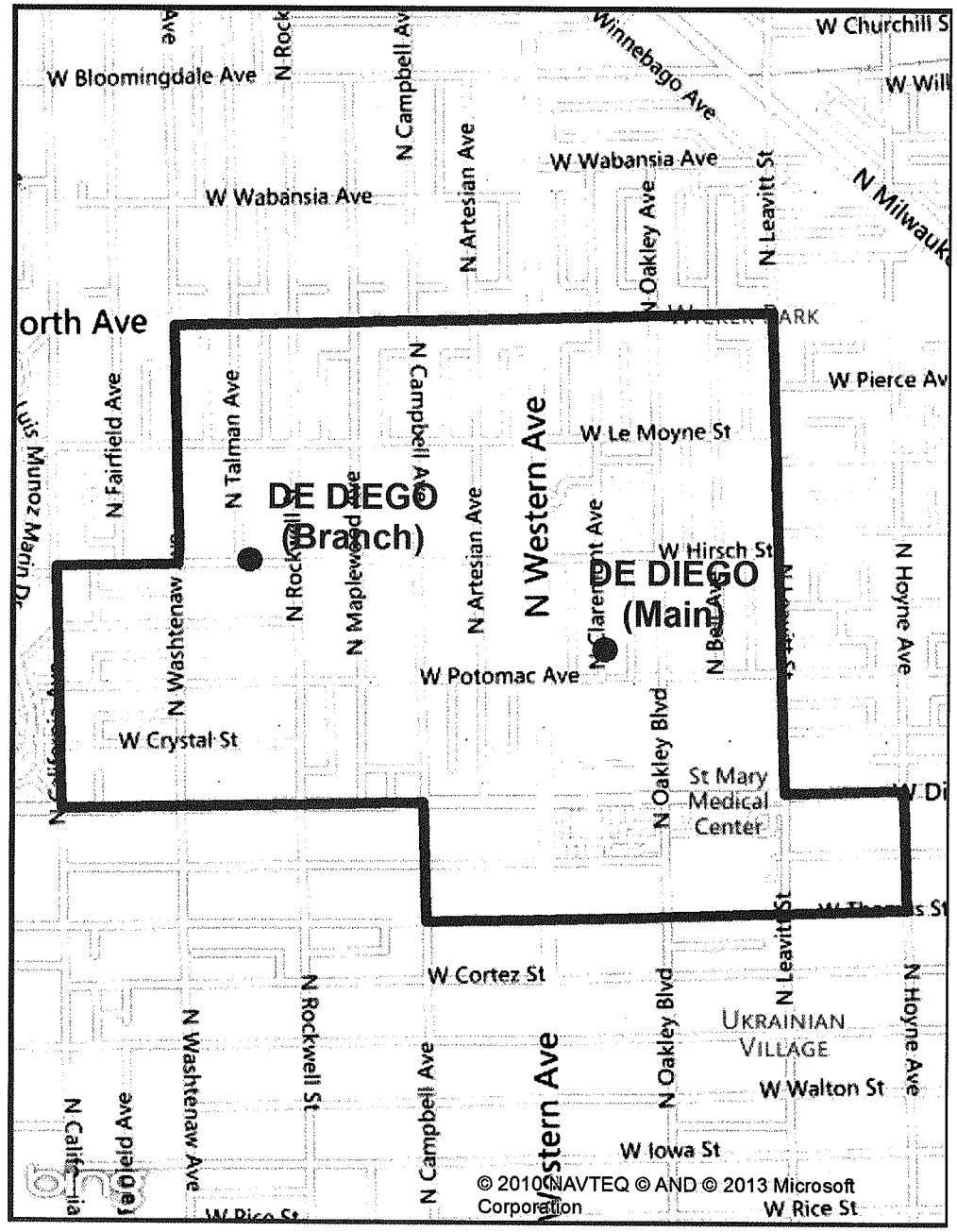
Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Closures of Ana Roque de Duprey Elementary School and Alexander von Humboldt Elementary School
Statement of Shonda Huery, Chief of Schools for the Fulton Elementary Network
April 24, 2013

Good evening Your Honor. My name is Shonda Huery. I am the Chief of Schools for the Chicago Public Schools, Fulton Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Diego is within the Fulton Elementary Network and I am responsible for the support and oversight of Diego on behalf of the CEO. I have been the Chief of Fulton Elementary Network since 2011.

By way of background, over the past 16 years, I have worked in a number of capacities within public education including elementary school teacher, assistant principal, and principal. I have also served as Assistant Chief Academic Officer and Academic Superintendent for Elementary Schools of the Boston Public Schools, before becoming the Fulton Network Chief in 2011. I hold a bachelor's degree from Howard University, a Master of Arts from Trinity College, a Master of Education from Harvard University and a Doctorate of Education from Harvard University.

As you have already heard, both Von Humboldt and Duprey fit the criteria of the Chief Executive Officer's Guidelines for School Actions because they are underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Von Humboldt and Duprey students will be welcomed by Diego, located at 1313 North Claremont Avenue. The facility at 1313 North Claremont Avenue has enough space to welcome the Von Humboldt and Duprey students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Von Humboldt and Duprey students are welcomed by the Diego administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing 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 a school performing higher on the majority of four performance metrics for the 2011-2012 school year. Diego, Von Humboldt, and Duprey all received a Level 2 rating in 2011-2012. Thus, the highest performing out of these three schools, under the Guidelines, is the one that performed highest 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 Diego performed higher than Von Humboldt and Duprey 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, Diego received 57.1% of available points, Von Humboldt received 50.0% of available points, and Duprey received 50.0% of available points. Thus, Diego received the highest 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. Diego's ISAT Meets or Exceeds Composite score was 75.2%, while Von Humboldt's Meets or Exceeds Composite score was 64.1% and Duprey's Meets or Exceeds Composite score was 74.4%.

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, Diego's reading Value-Added score was 1.1 in 2012, Von Humboldt's reading Value-Added score was 0.3, and Duprey's reading Value-Added score was 0.7. This means that, on average, students at Diego grew at a faster pace in reading when compared to students at Von Humboldt and Duprey. Diego's mathematics Value-Added score was 0.4 in 2012, Von Humboldt's Value-Added score was 0.4, and Duprey's mathematics Value-Added score was -0.4. This means that, on average, students at Diego grew at about the same pace in mathematics when compared to students at Von Humboldt and at a faster pace when compared to students at Duprey.

To summarize, Diego performed higher than Von Humboldt and Duprey in 2011-2012 on the majority of the metrics identified in the CEO's Guidelines for School Actions, and thus, Diego is the highest performing school out of these three schools.

If this proposal is approved, students will receive additional supports at Von Humboldt and Duprey during the remainder of this school year and at Diego next year, and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at tab 1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing, and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate,
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Diego administration and the community to designate specific intersections for safe passage supports.

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

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principals of Von Humboldt and Duprey maintain academic rigor for the remainder of the school year and ensure a smooth transition to Diego. 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 Diego 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, the Network team will be available to assist with transition activities to welcome families and students affected by this action. All those affected by this proposal should feel free and are encouraged to contact the Network office at any time for additional supports.
- Fourth, principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

Further, beginning this fall, CPS will offer students attending Diego with an opportunity to participate in the International Baccalaureate Programme, also referred to as IB. IB is structured to develop inquiring, knowledgeable, internationally minded and caring young people who help build intercultural understanding and respect world-wide and become active, compassionate and lifelong learners. The IB Middle Years Programme consists of eight subject groups integrated through five interactive areas providing global contexts of learning. Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent 'personal project' to demonstrate the development of their skills and understanding.

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 Diego leadership to implement culture-building activities, such as staff luncheons and team- and trust-building activities. Resources will also be provided to sponsor activities such as school visits for families, coffee chats with the principal, picnics, field trips, or parent meetings to help transitioning families get to know their new school.

Finally, additional transition supports will be provided to ensure that Von Humboldt and Duprey students who have unique needs or circumstances are adequately supported in this transition, including students with diverse learning needs, students in temporary living situations, English language learners, and early childhood participants. These additional supports are described in more detail in the draft transition plan, located in your binder at tab 1.

In conclusion, both Von Humboldt and Duprey are underutilized and the combined enrollment of students at the 1313 North Claremont Avenue facility will not exceed the facility's enrollment efficiency range. Finally, Diego is a higher performing school when compared to Von Humboldt and Duprey. 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.

CHICAGO PUBLIC SCHOOLS | CPS

Proposal for School Closure

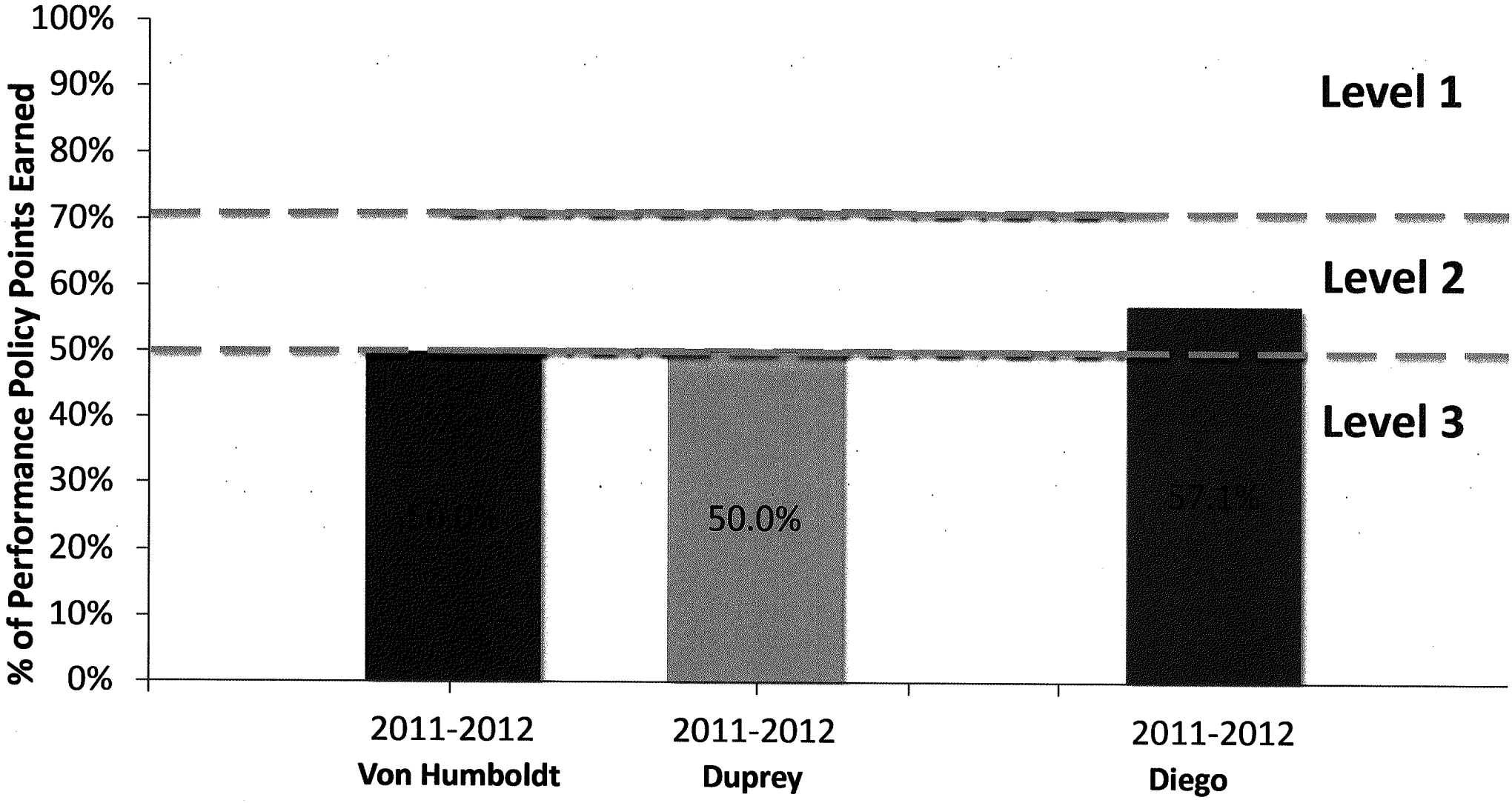
Von Humboldt and Duprey Elementary Schools

Office of Accountability

April 2013

Performance Policy

CHICAGO PUBLIC SCHOOLS | CPS



2012 ISAT Scores

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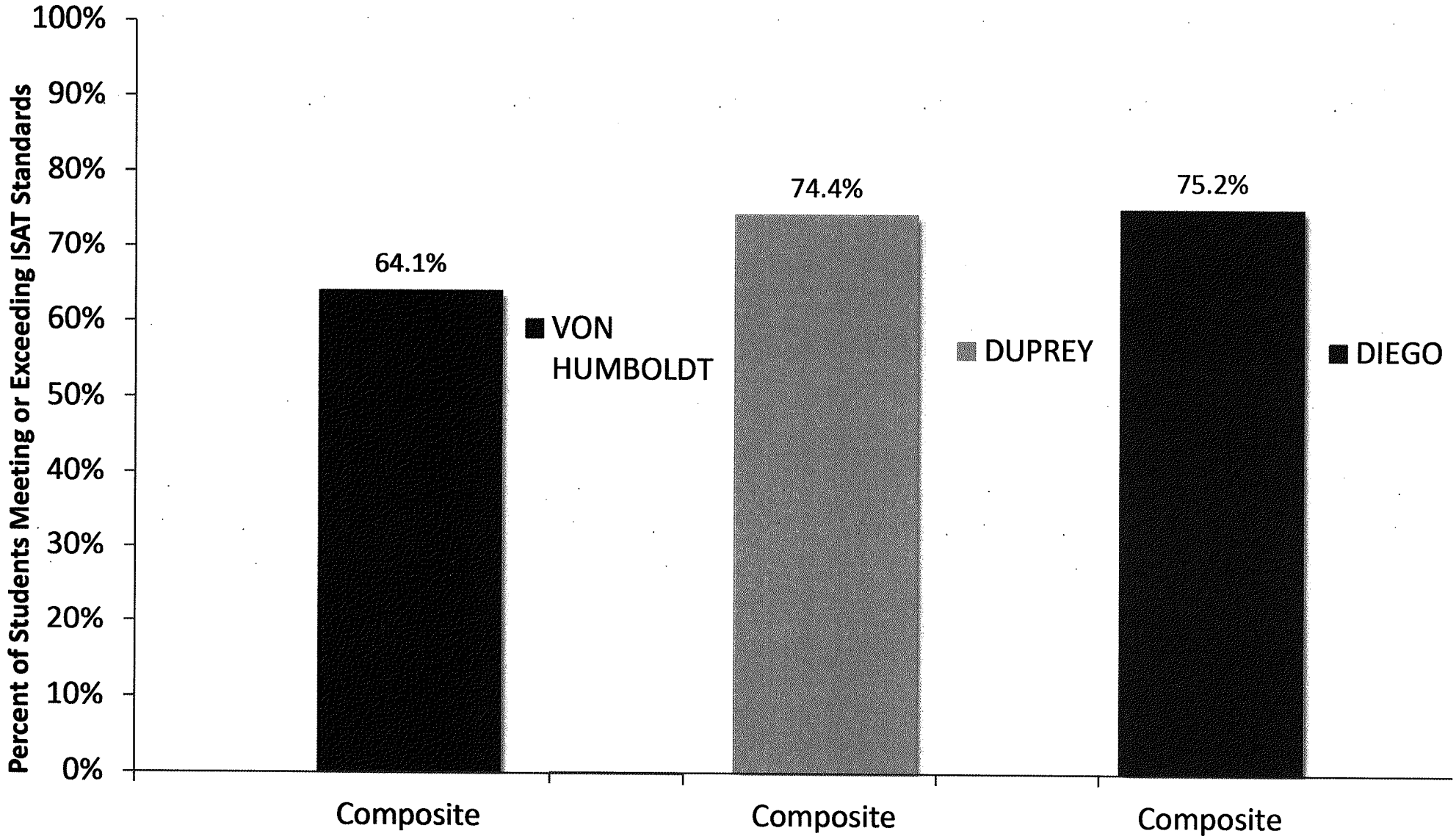
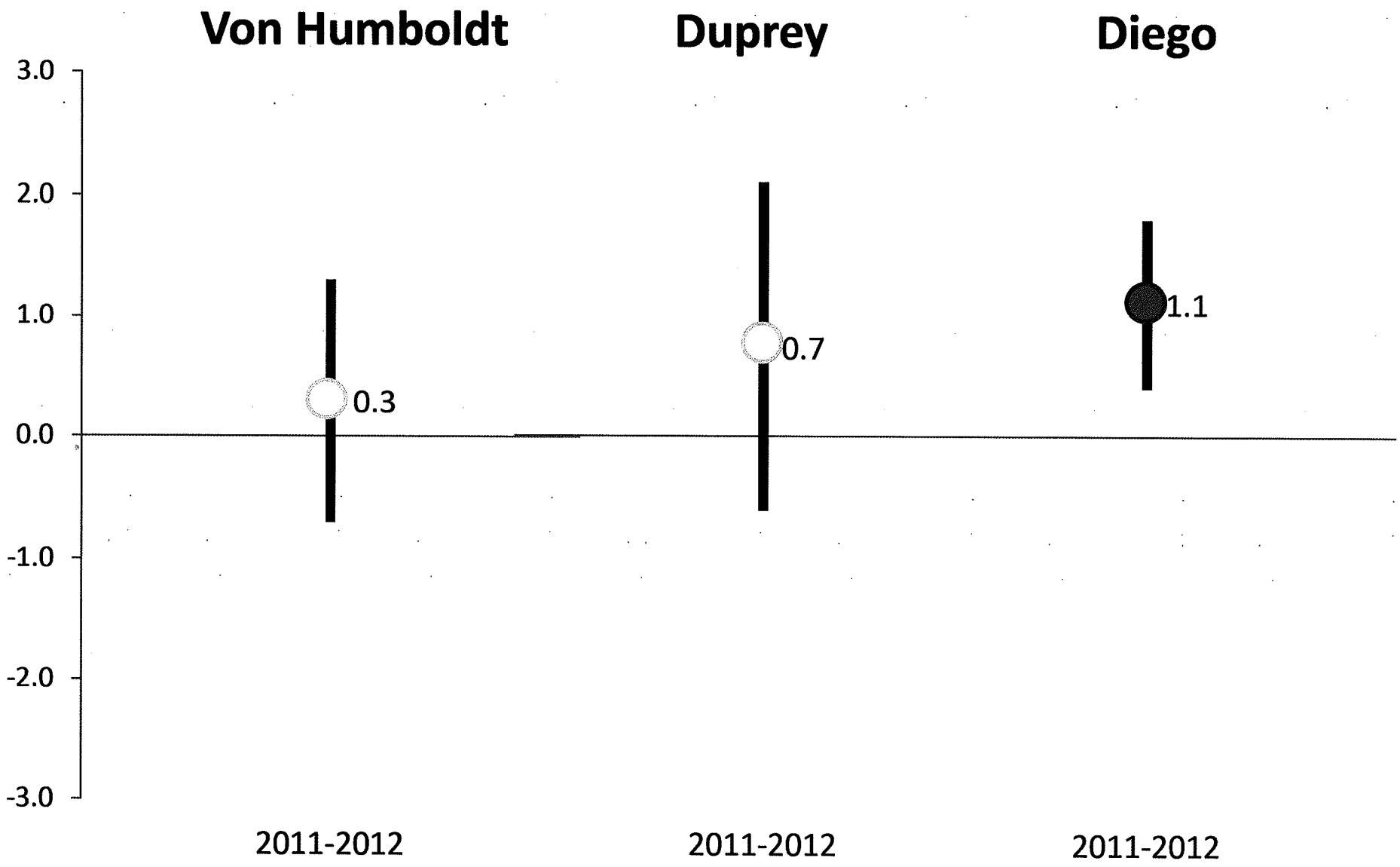
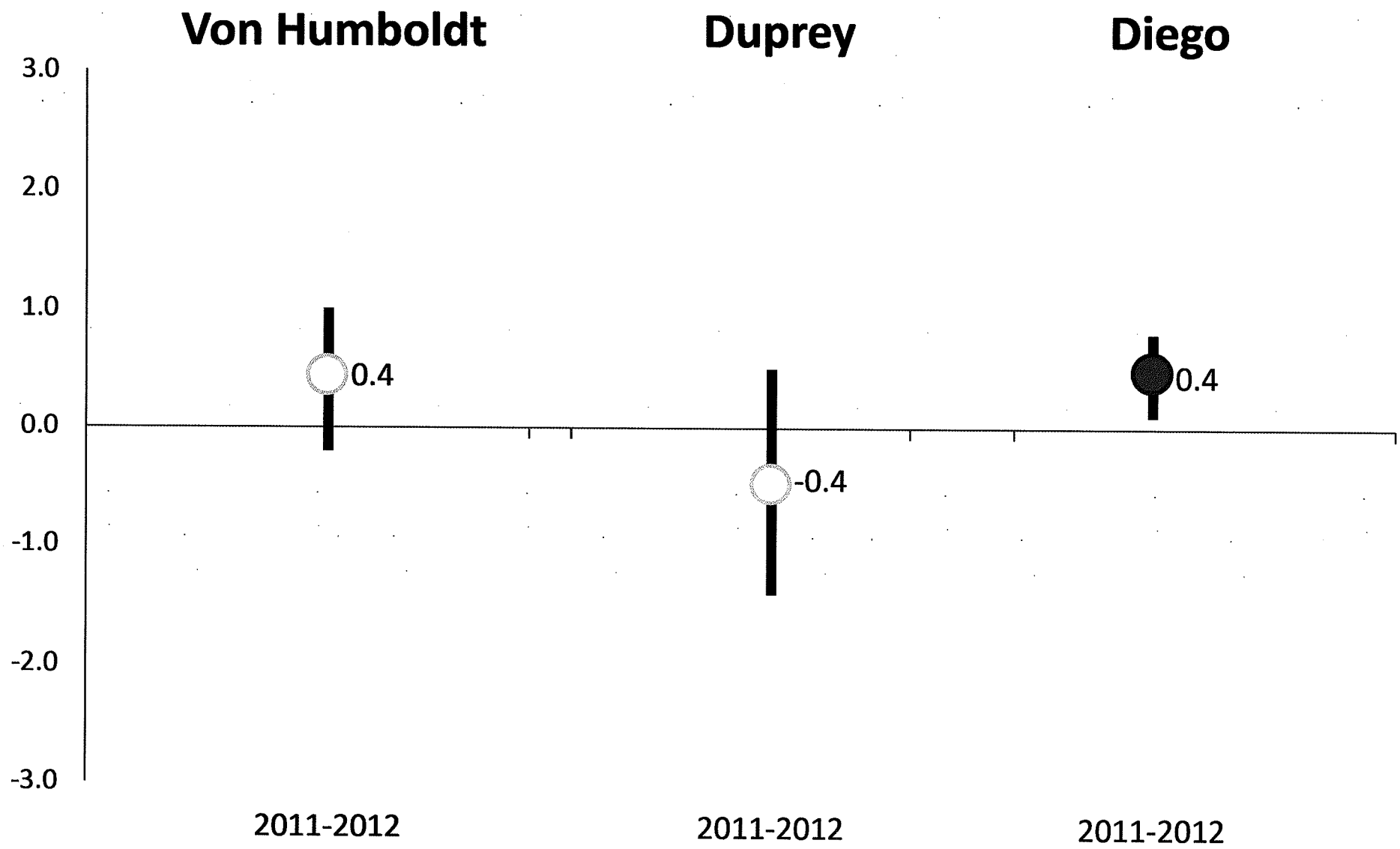


ISAT Reading Value-Added



ISAT Mathematics Value-Added



Performance Policy

CHICAGO PUBLIC SCHOOLS | CPS

2012 Elementary School Performance Policy Report

Ana Roque de Duprey Elementary School

School ID: 610320
Network: Fulton Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	56.5%	60.5%	68.0%	69.9%	69.0% (1 point)	+8.2 (3 points)	4 of 6
ISAT Math Meets/Exceeds %	69.8%	68.1%	84.0%	78.1%	81.1% (3 points)	+4.1 (2 points)	5 of 6
ISAT Science Meets/Exceeds %	49.0%	75.0%	73.7%	77.3%	75.5% (2 points)	+11.4 (3 points)	5 of 6
ISAT Composite Exceeds %	9.1%	6.3%	7.1%	6.5%	6.8% (1 point)	-1.0 (0 points)	1 of 6
8th Grade ISAT Composite Exceeds %	7.4%	8.3%	13.3%	0.0%	6.7% (1 point)	-9.7 (0 points)	1 of 6
Adjusted Attendance Rate	95.5%	95.7%	95.5%	94.0%	94.8% (2 points)	-1.6 (0 points)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.7	77th	2 of 3
Value-Added Math	-0.4	30th	1 of 3

Overall Rating

Performance Policy Rating	**2012-2013**	2011-2012	2010-2011
Performance Policy Points Earned	21 of 42 (50%)	28 of 42 (66.7%)	19 of 42 (45.2%)
Performance Rating	Level 2	Level 2	Level 3
ISAT Composite Meets/Exceeds %	74.4% (2012)	75.7% (2011)	66.1% (2010)
Probation Status	Not on Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | CPS

Definitions

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

Scoring

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

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Performance Policy

CHICAGO PUBLIC SCHOOLS | CPS

2012 Elementary School Performance Policy Report

Jose De Diego Elementary Community Academy

School ID: 610313
Network: Fulton Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	74.4%	73.4%	72.2%	73.9%	73.1% (2 points)	+1.6 (1 point)	3 of 6
ISAT Math Meets/Exceeds %	77.8%	77.9%	74.5%	77.4%	76.0% (2 points)	+0.7 (1 point)	3 of 6
ISAT Science Meets/Exceeds %	70.3%	71.6%	79.3%	72.5%	75.9% (2 points)	-1.2 (0 points)	2 of 6
ISAT Composite Exceeds %	14.1%	13.4%	13.2%	16.6%	14.9% (1 point)	+3.0 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %	14.2%	14.5%	19.9%	22.5%	21.2% (2 points)	+6.3 (3 points)	5 of 6
Adjusted Attendance Rate	94.8%	94.9%	95.0%	94.9%	95.0% (3 points)	0.0 (0 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+1.1	88th	3 of 3
Value-Added Math	+0.4	70th	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	24 of 42 (57.1%)	20 of 42 (47.6%)	20 of 42 (47.6%)
Performance Rating	Level 2	Level 3	Level 3
ISAT Composite Meets/Exceeds %	75.2% (2012)	74.1% (2011)	75.0% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | CPS

Definitions

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

Scoring

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

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Performance Policy

2012 Elementary School Performance Policy Report

Alexander von Humboldt Elementary School

School ID: 610210
Network: Fulton Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	56.1%	52.0%	58.4%	64.6%	61.5% (1 point)	+9.1 (3 points)	4 of 6
ISAT Math Meets/Exceeds %	64.6%	64.9%	67.3%	67.1%	67.2% (1 point)	+1.5 (1 point)	2 of 6
ISAT Science Meets/Exceeds %	43.4%	36.1%	54.8%	50.9%	52.9% (1 point)	+6.1 (3 points)	4 of 6
ISAT Composite Exceeds %	6.9%	6.3%	6.4%	8.1%	7.3% (1 point)	+1.6 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	6.9%	7.1%	3.3%	15.9%	9.6% (1 point)	+10.1 (3 points)	4 of 6
Adjusted Attendance Rate	92.7%	93.4%	92.6%	92.9%	92.8% (1 point)	0.0 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.3	62nd	2 of 3
Value-Added Math	+0.4	69th	2 of 3

Overall Rating

Performance Policy Rating	**2012-2013**	2011-2012	2010-2011
Performance Policy Points Earned	21 of 42 (50%)	14 of 42 (33.3%)	13 of 42 (31%)
Performance Rating	Level 2	Level 3	Level 3
ISAT Composite Meets/Exceeds %	64.1% (2012)	61.7% (2011)	55.0% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | CPS

Definitions

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

Scoring

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

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.