

**PUBLIC HEARING TO CONSIDER THE  
PROPOSED CLOSURE OF  
SONGHAI ELEMENTARY LEARNING INSTITUTE  
APRIL 23, 2013  
COMMENCING AT 5:30 P.M.**

**HON. THOMAS RAKOWSKI  
HEARING OFFICER**



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**PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF  
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125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

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**Barbara Byrd-Bennett**  
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at  
Songhai Elementary Learning Institute  
11725 S. Perry Ave.

Parent or Guardian of a Student at  
George W. Curtis Elementary School  
32 E. 115th St.

Re: **Proposed Closure of Songhai Elementary Learning Institute**

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 Songhai Elementary Learning Institute (Songhai). I am also recommending that George W. Curtis Elementary School (Curtis) serve as the dedicated welcoming school for students at Songhai 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 Songhai, located at 11725 S. Perry Ave. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Songhai had 317 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 720 students. Songhai students will be welcomed by Curtis, located at 32 E. 115th St. While the closure of Songhai is not related to performance, it is important to note that Curtis is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

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

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

### **Attendance Area Boundary of Songhai**

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

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

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

#### **Community Meeting 1**

Saturday, April 06, 2013  
10:00am-12:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Community Meeting 2**

Friday, April 12, 2013  
5:00pm-7:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Public Hearing**

Tuesday, April 23, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

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

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

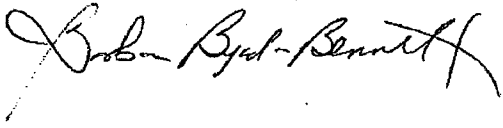
After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the closure of Songhai.

**Further Questions and Concerns:**

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

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

Sincerely,

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

Barbara Byrd-Bennett  
CEO, Chicago Public Schools

**DRAFT TRANSITION PLAN****For the Proposed Closure of Songhai Elementary Learning Institute****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 Songhai Elementary Learning Institute (Songhai). This decision is based on the underutilization of Songhai, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at George W. Curtis Elementary School (Curtis), 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**

Songhai is a neighborhood elementary school located at 11725 S. Perry Ave., in the Lake Calumet Elementary Network of CPS. Songhai currently serves 317 students in PK & K-8th grades. CPS is proposing to close Songhai based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Songhai students will be welcomed at Curtis, located at 32 E. 115th St. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Curtis. 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 Songhai and Curtis, 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 Songhai will be reassigned to Curtis. This means that Curtis will be the new neighborhood school for students living in the Songhai 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 Songhai. 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 Curtis 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 Songhai, and ensuring a successful transition to Curtis 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, Songhai students will be welcomed at Curtis, which is a higher performing school. To ensure Songhai students receive high-quality academic instruction throughout the transition, Songhai and Curtis 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 Songhai maintain academic rigor in the classroom and ensure a smooth transition to Curtis. The PTC will follow students to Curtis 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 Curtis 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, Songhai and Curtis 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. Curtis 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 Songhai 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 Songhai 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 Curtis, 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 Curtis 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 Curtis, provide observations of classrooms when school has resumed, and train Curtis staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Curtis, targeting training based on the unique population of the students in the school.
- Curtis is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “minimally accessible” have a basic level of access, but the accessibility of floor levels, rooms and features may vary. 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 Songhai STLS students may choose to attend Curtis or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Songhai 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 Curtis staff on providing transition services for STLS students.

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

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

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

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

### ***Transportation***

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

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

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

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

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

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

## **VI. Public Comment**

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

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

#### **Community Meeting 1**

Saturday, April 06, 2013

10:00am-12:00pm

Harlan HS

9652 South Michigan Avenue

#### **Community Meeting 2**

Friday, April 12, 2013

5:00pm-7:00pm

Harlan HS

9652 South Michigan Avenue

#### **Public Hearing**

Tuesday, April 23, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

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

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

## **Definitions**

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

“Higher performing school” means:

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at: [http://www.cps.edu/About CPS/Policies and guidelines/Documents/SpaceUtilizationStandards.pdf](http://www.cps.edu/About%20CPS/Policies%20and%20guidelines/Documents/SpaceUtilizationStandards.pdf), establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

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





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**Barbara Byrd-Bennett**  
Chief Executive Officer

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

Administrators, Faculty, Staff, and LSC Members  
Songhai Elementary Learning Institute  
11725 S. Perry Ave.

Administrators, Faculty, Staff, and LSC Members  
George W. Curtis Elementary School  
32 E. 115th St.

**Re: Board of Education Proposed Closure of Songhai Elementary Learning Institute**

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 Songhai Elementary Learning Institute (Songhai). 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 Songhai, located at 11725 S. Perry Ave. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20<sup>th</sup> attendance day for the 2012-2013 school year. Specifically, Songhai had 317 students enrolled on the 20<sup>th</sup> day of attendance, but has the capacity to serve 720 students. Songhai students will be welcomed by George W. Curtis Elementary School (Curtis), located at 32 E. 115th St. While the closure of Songhai is not related to performance, it is important to note that Curtis 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 Songhai**

I am also proposing that the geographic boundary currently associated with Songhai will be reassigned to Curtis. This means that Curtis will be the new neighborhood school for students living in the Songhai 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 Songhai will be dissolved at the end of the current school year. If you have any questions about how this proposal affects the LSC, please contact the Office of Local School Council Relations at 773-553-1400.

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

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

#### **Community Meeting 1**

Saturday, April 06, 2013  
10:00am-12:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Community Meeting 2**

Friday, April 12, 2013  
5:00pm-7:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Public Hearing**

Tuesday, April 23, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

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

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

**Further Questions and Concerns:**

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

Sincerely,

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

Barbara Byrd-Bennett  
CEO, Chicago Public Schools



**DRAFT TRANSITION PLAN****For the Proposed Closure of Songhai Elementary Learning Institute****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 Songhai Elementary Learning Institute (Songhai). This decision is based on the underutilization of Songhai, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, if approved, will welcome returning students at George W. Curtis Elementary School (Curtis), 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**

Songhai is a neighborhood elementary school located at 11725 S. Perry Ave., in the Lake Calumet Elementary Network of CPS. Songhai currently serves 317 students in PK & K-8th grades. CPS is proposing to close Songhai based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Songhai students will be welcomed at Curtis, located at 32 E. 115th St. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Curtis. 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 Songhai and Curtis, 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 Songhai will be reassigned to Curtis. This means that Curtis will be the new neighborhood school for students living in the Songhai 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 Songhai. 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 Curtis 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 Songhai, and ensuring a successful transition to Curtis 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, Songhai students will be welcomed at Curtis, which is a higher performing school. To ensure Songhai students receive high-quality academic instruction throughout the transition, Songhai and Curtis 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 Songhai maintain academic rigor in the classroom and ensure a smooth transition to Curtis. The PTC will follow students to Curtis 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 Curtis 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, Songhai and Curtis 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. Curtis 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 Songhai 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 Songhai 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 Curtis, 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 Curtis 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 Curtis, provide observations of classrooms when school has resumed, and train Curtis staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Curtis, targeting training based on the unique population of the students in the school.
- Curtis is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. 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 Songhai STLS students may choose to attend Curtis or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the Songhai 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 Curtis staff on providing transition services for STLS students.

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

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

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

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

### ***Transportation***

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

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

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

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

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

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

## **VI. Public Comment**

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

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

#### **Community Meeting 1**

Saturday, April 06, 2013  
10:00am-12:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Community Meeting 2**

Friday, April 12, 2013  
5:00pm-7:00pm  
Harlan HS  
9652 South Michigan Avenue

#### **Public Hearing**

Tuesday, April 23, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

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

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

## **Definitions**

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

“Higher performing school” means:

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

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

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

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, found at: [http://www.cps.edu/About CPS/Policies and guidelines/Documents/SpaceUtilizationStandards.pdf](http://www.cps.edu/About%20CPS/Policies%20and%20guidelines/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. Ignace Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignace 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**



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

**In The Matters Of:**

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

**AFFIDAVIT OF LEONARD LANGSTON**

I, LEONARD LANGSTON, state as follows:

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

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



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

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

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

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

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

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

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

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

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

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

**VERIFICATION BY CERTIFICATION**

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

  
**LEONARD LANGSTON**



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## BOARD OF EDUCATION OF THE CITY OF CHICAGO

### In The Matter Of:

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

#### AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

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

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

- ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
- ddd. Proposed Closure of Lyman Trumbull Elementary School
- eee. Proposed Closure of Alexander von Humboldt Elementary School
- fff. Proposed Closure of West Pullman Elementary School
- ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
- hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
- iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
- jjj. Proposed Closure of Elihu Yale Elementary School

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

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

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

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

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


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

- l. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
  - m. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
  - n. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 10:00am-12:00pm
  - o. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 12:30pm-2:30pm
  - p. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
  - q. Proposed Closure of Marcus 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.

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**JASON VAN PATTEN**



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## Public Hearings

**Scott S. Stewart 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. Pub: 04/01/2013 534077

## ILLINOIS POLLUTION CONTROL BOARD

**NOTICE OF PUBLIC HEARING.** The Illinois Pollution Control Board gives notice of public hearings regarding rule changes proposed by the Illinois Environmental Protection Agency in Vapor Recovery Rules: Amendments to 35 Ill. Adm. Code Parts 201, 218, and 219, dockets R13-18. If the Board adopts the rule changes, the Illinois Environmental Protection Agency will submit them to the United States Environmental Protection Agency as proposed revisions to the Illinois State Implementation Plan (SIP) for ozone control. However, any changes to 35 Ill. Adm. Code 201.210 would not be part of the SIP revision submittal. The SIP contains Illinois' requirements to attain and maintain National Ambient Air Quality Standards to protect public health and the environment under the federal Clean Air Act and state Environmental Protection Act. The proposed revisions include (1), in the Chicago ozone nonattainment area, phasing out the requirement for gasoline dispensing operations to install, maintain, and operate Stage II vapor recovery systems and requiring (2) address existing State permitting exemptions for Stage II gasoline dispensing operations and Stage I storage tank filling operations at gasoline dispensing operations, and (3) repealing the unnecessary Stage I registration provisions. Interested persons are invited to attend the hearings and/or to submit written comments. The first hearing will be held on Wednesday, May 8, 2013, at 11:00 a.m. at the Illinois Pollution Control Board, IPCC Conference Room 1244, 1021 N. Grand Ave. East North Entrance, Springfield, IL. A second hearing will be held on June 5, 2013, at 1:00 p.m. at the Michael A. Bilandic Building, 160 North LaSalle St., Room N-505, Chicago, IL. The hearings are subject to cancellation without notice and may be confirmed by calling the Office of the Clerk at 312/814-3461. A copy of the IEPA proposal and the Board's Orders in docket R13-18 are available for public inspection on the Board's website at <http://www.ipcb.state.il.us/> and at the Clerk's Office, IPCC, Suite 11-500, Thompson Center, 100 West Randolph St., Chicago, IL 60601. The IEPA proposal is also available for public inspection at the Chicago Public Library, Government Publications Department, 400 South State Street, 5th floor, Chicago, Illinois. Written public comments will be considered by the Board if submitted to the Clerk's Office at the address above or electronically through "eCOOL" on the Board's website and received by U.S. Mail-postmarked by July 15, 2013. Thomas Holbrook, Chairman. Pub: 4/1/13 534193

## Public Hearings

**CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF NOBLE STREET CHARTER-GARY CORNER COLLEGE PREP WITH PAUL REVERE ELEMENTARY SCHOOL.** NOTICE IS HEREBY GIVEN that two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Noble Street Charter-Gary Corner College Prep, located at 7131 S. Chicago with Paul Revere Elementary School in a shared facility located at 1010 E. 72nd St. Should the Board of Education approve this proposal, Noble Street Charter-Gary Corner College Prep and Paul Revere Elementary School will operate as separate, independent schools while sharing the facility. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Thursday, April 11, 2013 from 5:00pm-7:00pm at Kenwood Academy High School, located at 5015 Blackstone Avenue. A public hearing will be held on Saturday, April 20, 2013 from 2:00pm-4:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534079

## CHICAGO PUBLIC SCHOOLS

**NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF SONGHAI ELEMENTARY LEARNING INSTITUTE.** NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Songhai Elementary Learning Institute, located at 11725 S. Perry Ave. Should this action be approved, all returning Songhai students will be welcomed at George W. Curtis Elementary School, located at 32 E. 115th St. Community meetings will be held on Saturday, April 6, 2013 from 10:00am-12:00pm and Friday, April 12, 2013 from 5:00pm-7:00pm at John M. Harlan Community Academy, located at 9552 S. Michigan Ave. A public hearing will be held on Tuesday, April 23, 2013, from 5:30pm-7:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534056

TO PLACE A HELP WANTED AD IN THE CHICAGO SUN-TIMES CLASSIFIEDS, CALL 312-321-2345

## Public Hearings

**CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF LEIF ERICSON ELEMENTARY SCHOLASTIC ACADEMY.** NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Leif Ericson Elementary Scholastic Academy, located at 3600 W. 5th Ave. Should this action be approved, all returning Ericson students will be welcomed at Charles Summer Math & Science Community Academy Elementary School, located at 4320 W. 5th Ave. Community meetings will be held on Saturday, April 6, 2013 from 12:30pm-2:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at Manley Career Academy High School, located at 2935 W. Polk. A public hearing will be held on Tuesday, April 23, 2013 from 8:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534059

## CHICAGO PUBLIC SCHOOLS

**NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ELIHU YALE 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 Elihu Yale Elementary School, located at 7025 S. Princeton Ave. Should this action be approved, all returning Yale students will be welcomed at John Harvard Elementary School of Excellence, located at 7525 S. Harvard. Community meetings will be held on Saturday, April 6, 2013 from 3:00pm-5:00pm and Saturday, April 13, 2013 from 10:00am-12:00pm at TEAM Englewood Community Academy High School, located at 6201 S. Stewart Ave. A public hearing will be held on Thursday, April 18, 2013, from 8:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. Pub: 04/01/2013 534062

REACH OUT TO MORE QUALIFIED LOCAL CANDIDATES IN CHICAGO LAND WITH THE CHICAGO SUN-TIMES AND MONSTER. CALL 312-321-2345

## Storage - Legal

### NOTICE OF PUBLIC SALE OF PERSONAL PROPERTY

Notice is hereby given that the undersigned will sell, to satisfy lien of the owner, at public sale by competitive bidding on Wednesday, April 10, 2013 at 10:00 AM at the first Extra Space Storage facility listed and then continuing on:

**#0731 1255 S. Wabash, Chicago, IL 60605 (312)986-8950:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
6068 Demeise Norais  
3096 Julece Glaum  
4002 Esmeralda Villa  
3128 Lynn Brewer  
**#0729 707 W. Harrison St. Chicago, IL 60607 (312)939-0135:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
136 Britney Brooks  
136 Brooks Britney  
3016 Eugene Witherspoon  
3016 Witherspoon Eugene  
1014 Martin Spencer  
4059 Rebaya Soledad  
1052 Iris Calloway  
1077 VICE LLC/Danny Krasny-Restaurant equipment+ lounge tables

**#8392 901 W. Adams St. Chicago, IL 60607 (312)243-4562:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
446 Gail Terry  
119 Scott Durham  
215 Sonja R. Jones  
171 Eric Young  
420 Rashann Clowers  
561 Baker Engineering/Kevin Hayes, Construction Equipment  
387 Tim Peterson  
662 Saran Loeum  
650 Hector Lopez  
741 Park Jihyo  
162 Sean McBrady  
717 Carrie Riefstahl  
655 Aileen Caldwell

**#0685 2100 W. Fullerton Ave, Chicago, IL 60647 (773)486-0355:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
443 Jacobson Elsa  
443 Elsa Jacobson

**#0728 4400 W. Addison St. Chicago, IL 60641 (773)685-4579:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
121 Jose Figueroa  
138 Tomasz Bartnik  
342 Veronica Leyva piano  
611 Thomas Dybas  
620 Cinthya Ventura  
681 Serena Beltz  
682 Daniel Motyka

**#1229 4455 W. Montrose Ave, Chicago, IL 60641 (773)794-1699:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
1076 James Wheeler  
4236 Liza Garner  
3062 Elizabeth Arellano  
1132 Miguel Sanchez Auto parts, tools  
1014 Aaron Duggins Construction equip  
1010 Ammar Barazi Artwork  
2184 John Eric Zayas  
4014 Jon Hale  
4174 Lourdes Aviles Mini 4-Wheeler

**#8381 4995 N. Elston Ave, Chicago, IL 60630 (773)481-2630:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
1003 Gerda Manning  
2071 MOHSIN YOUSUF  
2216 Gaymont Grogory  
3048 Margo Fasken  
2137 ALAN ROBLODO  
2210 Ian Braunstein  
2027 Frieder Brian C  
2027 Brian C Friedler  
2117 McKendrick John  
2117 John McKendrick

**#8385 5366 N. Northwest Hwy, Chicago, IL 60630 (773)763-3586:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
2436 Erika Bowen  
2805 Richard Bertsche  
3428 Mike Karabatis  
A901 Arthur Ruzicki  
4832 Ray Rodriguez  
48801 Gus Ikemoto  
48911 Angela Breiffuss

**#0730 7540 N. McCormick Blvd, Skokie, IL 60076 (847)674-0228:** The personal goods stored therein by the following may include, but are not limited to general household, furniture, boxes, clothes, and appliances.  
5024 Steven Alder  
1045 Antonio Robledo  
2181 Saheed Shittu

Purchases must be made with cash only and paid at the time of sale. All goods are sold as is and must be removed at the time of purchase. Extra Space reserves the right to refuse any bid. Sale is subject to adjournment. 3/25, 4/1/13 525660

## Storage - Legal



## LEGAL ADVERTISE MONDAY, APRIL 1, CITY OF CHICAGO PROCUREMENT SE

Sealed Bids/Proposals, will be received by the City of Chicago, on specific Bids/Proposals listed below, in Room 301, City Hall, 121 N. LaSalle St., Chicago, IL 60602, on Monday, April 1, 2013, at 11:00 a.m. Bids/Proposals will be opened and publicly read aloud for the

**NOTICE OF ADDENDUM FOR:** Department of Fleet & Facility Manager Order Contract for the Removal of Underground Storage Tanks (UST) within Zone 1

**DESCRIPTION:** Addendum No. 1 is available  
**SPECIFICATION NO.:** 106744  
**BID OPENING DATE:** April 3, 2013 Bid & Bond, 11:00 a.m.  
**TIME:** Phone: 312-744-8214  
**CONTACT:** Lylanis Rodriguez E-mail: lylanis.rodriguez@cityofchicago.org

**NOTICE OF ADDENDUM FOR:** Department of Fleet & Facility Manager Order Contract for the Removal of Underground Storage Tanks (UST) within Zone 4

**DESCRIPTION:** Addendum No. 1 is available  
**SPECIFICATION NO.:** 106747  
**BID OPENING DATE:** April 5, 2013 Bid & Bond, 11:00 a.m.  
**TIME:** Phone: 312-744-8214  
**CONTACT:** Lylanis Rodriguez E-mail: lylanis.rodriguez@cityofchicago.org

**DESCRIPTION:** Damen Avenue Sewer Imp 115457  
**SPECIFICATION NO.:** \$1,000,001.00 and \$5,000.00 for the first set per b \$50.00 each subsequent s  
**ESTIMATE BETWEEN:** April 9, 2013 @ 1:00 p.m.  
**BID/PROPOSAL DEPOSIT:** City Hall-Room 301 121 N. LaSalle St., Chicago, IL 60602  
**PLAN DEPOSIT:** Phone: 312-744-8214  
**PRE-BID CONFERENCE:** E-mail: lynn timerrell@cityofchicago.org

**BID OPENING DATE:** April 26, 2013  
**TIME:** 11:00 a.m. Central Time  
**CONTACT:** Lynnette Terrell Phone: 312-744-2681 E-mail: lynn timerrell@cityofchicago.org

## ADDENDUM NO.

**NOTICE OF BID PROPOSAL:** Large and Small Clay Sewer 105528A  
**DESCRIPTION:** April 19, 2013  
**SPECIFICATION NO.:** March 13, 2013  
**NEW BID/PROPOSAL OPENING DATE:** April 10, 2013  
**OLD ADVERTISEMENT DATE:** 11:00 a.m. Local Time  
**OLD BID/PROPOSAL OPENING DATE:** Phone: 312-744-2681  
**TIME:** E-mail: sstewart@cityofchicago.org  
**CONTACT:** Stacy Stewart

**DESCRIPTION:** Request for Proposal (RFP) for Professional Construction 1: 31st Street Viaduct over Metra/CN Railroad; Project 2: Chicago River RFP DOCUMENT CAN BE DOWNLOADED AND PRINTED FROM URL AT A Respondent who chooses to download a RFP solicitation instead of the aforementioned web site for clarifications and/or addenda. Fail web site shall not relieve Respondent from being bound by any addenda, or from considering additional information contained therein multiple clarifications and/or addenda. Any harm to the Respondent for a protest against award(s) made under this solicitation.

All Respondents are responsible for obtaining all RFP materials. If document, the Respondent must contact the City of Chicago, Department of Fleet & Facility Management, 121 N. LaSalle St., Room 301, Chicago, IL 60602, to register Respondent's e-mailing "bidandbond@cityofchicago.org" to register Respondent's e-mailing to receive any future clarifications and/or addendum r e l a t e d t o t h e p r o j e c t .  
**SPECIFICATION NO.:** 111163A  
**BID/PROPOSAL OPENING DATE:** April 25, 2013 @ 4:00 p.m.  
**CONTACT:** Brenda Chagoya, Senior Procurement Specialist  
**Phone:** 312-744-4902 E-mail: bchagoya@cityofchicago.org

**NOTICE OF ADDENDUM FOR:** Department of Fleet & Facility Manager Order Contract for the Removal of Underground Storage Tanks (UST) within Zone 3

**DESCRIPTION:** Addendum No. 1 is available  
**SPECIFICATION NO.:** 106746  
**BID OPENING DATE:** April 5, 2013 Bid & Bond, 11:00 a.m.  
**TIME:** Phone: 312-744-8214  
**CONTACT:** Lylanis Rodriguez E-mail: lylanis.rodriguez@cityofchicago.org

**NOTICE OF ADDENDUM FOR:** Department of Fleet & Facility Manager Order Contract for the Removal of Underground Storage Tanks (UST) within Zone 2

**DESCRIPTION:** Addendum No. 1 is available  
**SPECIFICATION NO.:** 106745  
**BID OPENING DATE:** April 3, 2013 Bid & Bond, 11:00 a.m.  
**TIME:** Phone: 312-744-8214  
**CONTACT:** Lylanis Rodriguez E-mail: lylanis.rodriguez@cityofchicago.org

Bids/Proposals requiring a Bids/Proposals deposit, must be accompanied by a check or money order payable to the City of Chicago, authorized to do business in the State of Illinois, or the equivalent in the form of a cash, non-certified check or financial institution doing business in Chicago. Cash, non-certified checks or promissory notes, are not acceptable. Any Bids/Proposals submitted, which are not properly signed, or accompanied by a Bids/Proposals deposit, and the bid will be disqualified from consideration and time, for the opening of Bids/Proposals, will not be considered. Bids/Proposals must be submitted on documents provided by the City of Chicago, Department of Fleet & Facility Management, 121 N. LaSalle St., Room 301, City Hall, Chicago, IL 60602. Where applicable, copies of specifications, plans, and drawings may be specified above, for each set of documents. The City will only accept Bids/Proposals that are submitted on documents provided by the City of Chicago. The plan deposit will be returned upon the return of said documents, at the bid opening date. Failure to return said documents within the period for the plan deposit.

The above Bids/Proposals estimated range, is intended to represent the Chief Procurement Officer, reserves the right to reject any or all Bids/Proposals.

RAHM EMANUEL, MAYOR  
JAMIE L. RHEE, CHIEF PROCUREMENT OFFICER  
A COMPLETE LIST OF BID OPENING DATES AND TIMES IS AVAILABLE ON THE INTERNET  
<<http://www.cityofchicago.org/p>>



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

Formerly cited as IL ST CH 122 ¶ 34-18

teachers and pupils of the public schools;

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

signed to such personnel;

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

(b) For the purpose of this paragraph 17:

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

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

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

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

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

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



Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

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

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

Formerly cited as IL ST CH 122 ¶ 34-18

22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;
23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;
24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;
25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;
26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;
27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;
28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;
29. (Blank);
30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;
31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;
32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;
33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

#### CREDIT(S)

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

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

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

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

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

#### HISTORICAL AND STATUTORY NOTES

Formerly cited as IL ST CH 122 ¶ 34-18

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

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

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

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

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

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

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

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

#### CROSS REFERENCES

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

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

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

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

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

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

#### LAW REVIEW AND JOURNAL COMMENTARIES

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



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

Common Schools

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

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

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

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

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

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

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

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

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

CREDIT(S)

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

## HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

§ 34-225. School transition plans.

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

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

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

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

(2) options to enroll in higher performing schools;

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

(4) the provision of appropriate transportation where practicable.

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

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

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

## CREDIT(S)

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

## HISTORICAL AND STATUTORY NOTES

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

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

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


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

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

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

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

#### CREDIT(S)

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

#### HISTORICAL AND STATUTORY NOTES

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

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

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

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

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



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Chapter 105. Schools (Refs & Annos)

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Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

(1) On or before March 31, 2013, the chief executive officer shall announce all proposed school actions to be taken at the close of the current academic year consistent with the guidelines published under Section 34-230 of this Code.

(2) On or before March 31, 2013, the chief executive officer shall publish notice of the proposed school actions.

(3) The chief executive officer shall provide notice of proposed school actions at least 15 calendar days in advance of a public hearing or meeting.

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

CREDIT(S)

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

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

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

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# Chicago Public Schools Policy Manual

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

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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

## POLICY TEXT:

### I. Purpose and Goals

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

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

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

### II. Scope of the Policy

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

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

### III. Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**6. Attendance – 6 possible points**

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

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

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

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

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

Improvement of at least 1.0 percentage points = 3 points

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



#### **4. 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. PS AE 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 PS AE science results averaged from the two most recent school years. To determine current status, the school's PS AE 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 PS AE 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 PS AE 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 PS AE science assessment automatically earn 1 point regardless of improvement.

**7. Attendance – 6 possible points**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


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

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

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

<b>Amends/Rescinds:</b>	Adopted 10-0728-PO4 (2011-2012 School Year)
<b>Cross References:</b>	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
<b>Legal References:</b>	105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

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# Chicago Public Schools Policy Manual

Title: REVIEW AND ESTABLISHMENT OF SCHOOL ATTENDANCE BOUNDARIES

Section: 703.2

Board Report: 05-0622-PO1

Date Adopted: June 22, 2005

Policy:

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

### PURPOSE:

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

### POLICY TEXT:

#### I. Annual Review of Attendance Boundaries

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

#### II. Factors to be Considered

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

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

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

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

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

##### C. Geographic Barriers

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

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

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

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

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

#### **III. Process**

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

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

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

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**Amends/Rescinds:**

Amends 04-0526-PO4, Adopted 04-0526-PO4

**Cross References:**

**Legal References:**





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# **CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS**

**December 28, 2011**

## **I. Executive Summary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **II. Core Concepts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **III. Other Circumstances**

## Main/Permanent Space vs. Temporary Space

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

## *Sharing Space*

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

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

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

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

## II. Space Utilization for Each School Building

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

### **III. Conclusion**

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

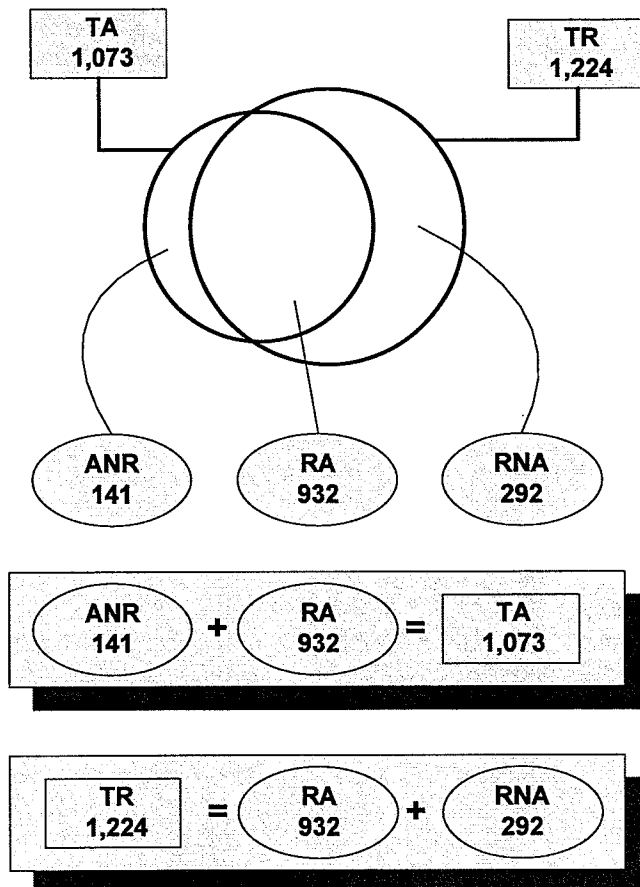


## Appendix A

### Key School Demographics Statistics and Indicators

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

#### Example - School A



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

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

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

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

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

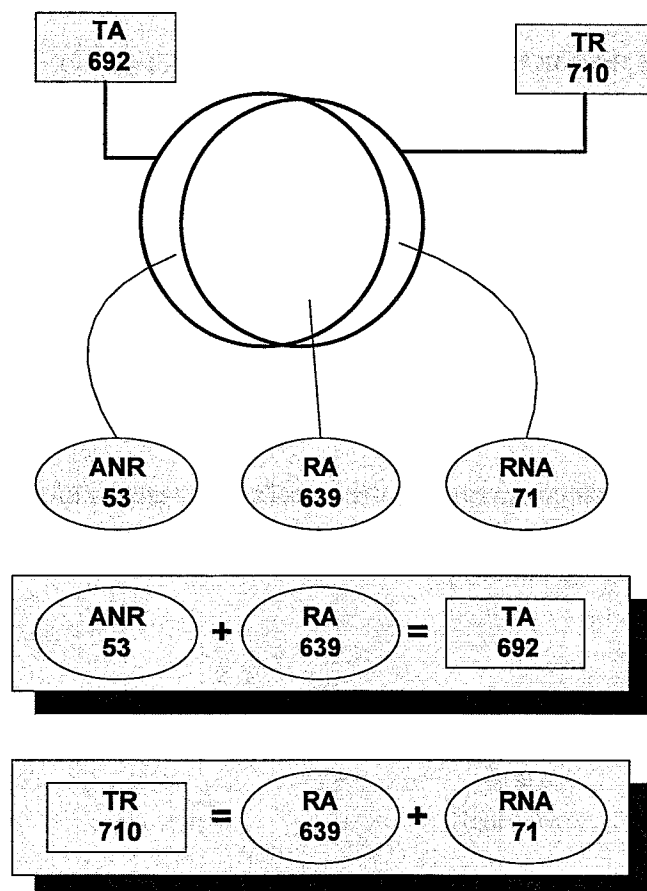
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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

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

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

## Example – School B



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

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

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

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

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

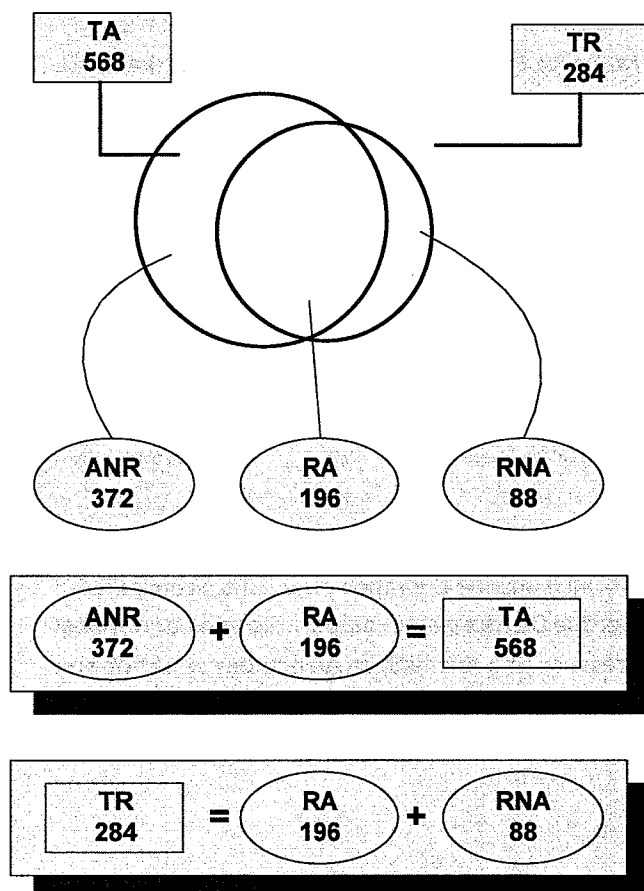
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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

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

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

### Example – School C



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

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

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

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

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

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

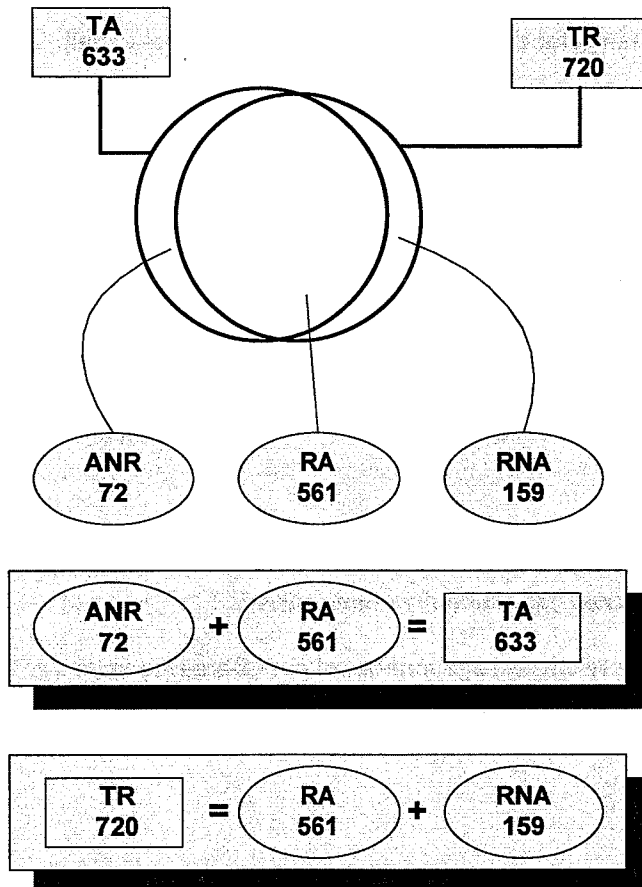
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

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

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

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

### Example – School D



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

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

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

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

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

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

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

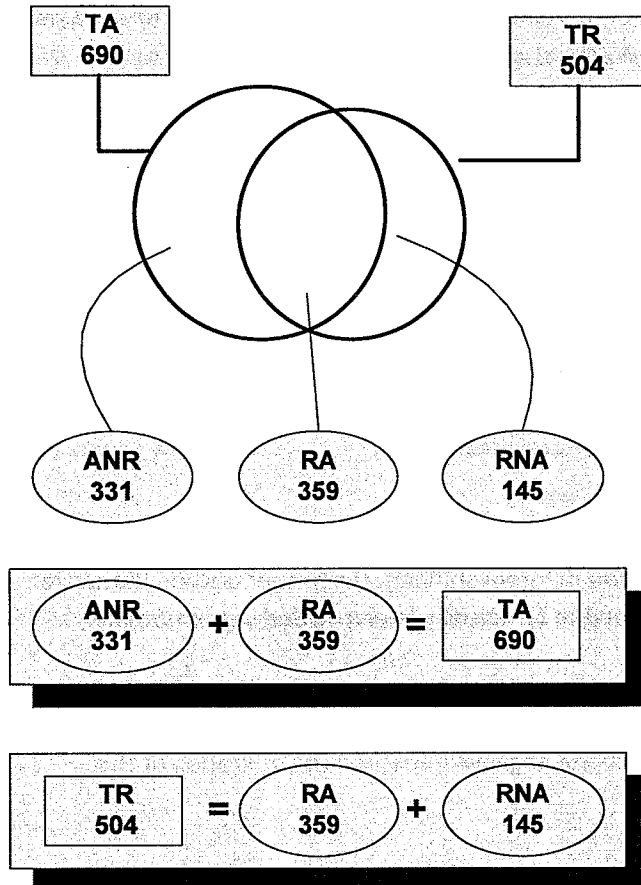
<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
690	495	396 – 594	633	+28%	196	+13%
				Above Ideal		Above Ideal

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

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



## Example – School E



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

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

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

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

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

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

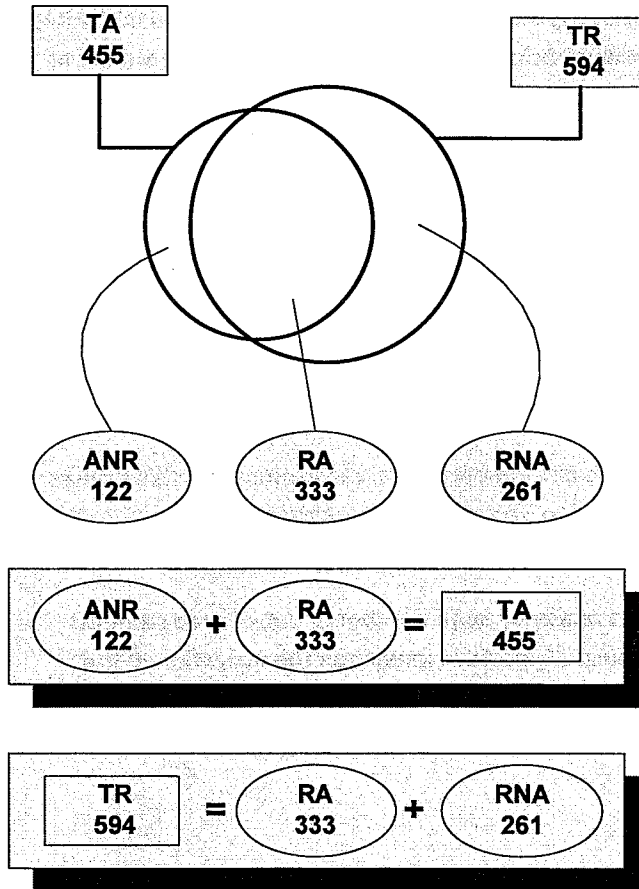
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

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

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

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

## Example - School F



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

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

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

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

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

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

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

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

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

### Summary

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


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

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

**6. Underutilized-actual / underutilized-notional**

**[Example—School F]**

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

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

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

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

**I. CRITERIA**

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

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

**1. Space Utilization or Grade Alignment**

*Space Utilization*

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

*Grade Alignment*

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

**2. Constraining Factors**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### **III. DEFINITIONS**

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

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

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

“Higher performing school” means:

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

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

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**THE CHICAGO PUBLIC SCHOOLS  
OFFICE OF THE CHIEF EXECUTIVE OFFICER**

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

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

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SB630 COMMUNITY MEETING  
SONGHIA/CURTIS

April 6th, 2013

10:00 o'clock a.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 6th, 2013, at the hour of 10:00 o'clock a.m.

PRESENT:

DR. MARKAY WINSTON, Chief Officer over Diverse Learner  
Supports and Services  
MS. ANNETTE GURLEY, Chief Officer of Teaching and  
Learning  
MR. HARRISON PETERS, Chief of Schools for the Lake  
Calumet Network  
MS. THYATIRIA TOWNS, FACE Manager  
CAPTAIN DALY, CHICAGO POLICE DEPARTMENT

1           MR. GURLEY: Good morning. Good morning. Out  
2 of respect for your time, we want to go ahead and  
3 get started. So, if everyone can be seated.

4           First of all, I want to thank you for  
5 coming this morning. My name is Annette Gurley, and  
6 this meeting today is a continuation of the process  
7 that has been underway for the past four months,  
8 wherein through these hearings we've had the  
9 opportunity under these community meetings to hear  
10 from over 20,000 people.

11           My name is Annette Gurley. I'm the Chief  
12 of Teaching and Learning in Chicago Public Schools;  
13 and also officiating today's meeting with me is  
14 Dr. Markay Winston, who is the Chief of Students  
15 with Diverse Learning Needs.

16           I would also like to take this opportunity  
17 to point out to you other CPS representation that is  
18 in the house this morning; and so we have, for those  
19 of you who need interpretation, we have for sign  
20 language, we have Barbara Williams and Carmen  
21 Sander, who are sitting over -- you see one of the  
22 ladies here, the other one is there.

23           We also have a Spanish interpreter, and  
24 that is Arturo Carillo; the Network Chief,

1 Mr. Harrison Peters; representing Chicago Police  
2 Department, Captain Daly.

3 We also, I should point out to you, taking  
4 notes for us is Pam Marzullo; and then throughout  
5 the room, you will see various members from the Lake  
6 Calumet Network, who can assist you.

7 I want to reiterate that this meeting is  
8 again an opportunity to hear what it is that you  
9 have say. I pointed out to you that we have in the  
10 room Pam. Pam is accurately taking down each word  
11 that is spoken.

12 Our goal is to take the information back  
13 that you have to share today and share that  
14 information with our CEO Barbara Byrd-Bennett, as  
15 well as with the Board of Education.

16 The purpose is to allow CEO Byrd-Bennett  
17 and the Board Office to hear from you on the  
18 proposal to close Songhai and welcome those students  
19 at Curtis.

20 SPEAKER: Songhai.

21 MR. GURLEY: Songhai, thank you. And welcome  
22 those students at Curtis. CEO Byrd-Bennett will be  
23 receiving the notes and documentation from this  
24 meeting.



1           This is the first of three meetings before  
2 a Board vote. Meeting 2 will be held on Friday,  
3 April 12th, from 5:00 p.m. to 7:00 p.m., and it will  
4 be at this very same location.

5           I want to call your attention to handouts  
6 that you should have received when you came in. If  
7 you did not receive handouts, if you could please  
8 raise your hand, and we'll make sure that you get a  
9 copy. The young lady right here and also right up  
10 front, the young lady in the very first row needs  
11 one. Okay, great.

12           And I also want to take this opportunity  
13 to share with you many of you will be speaking from  
14 written documents. We will ask that when you are  
15 done speaking, if you could please give your written  
16 documents to the timekeeper. Those will also be an  
17 official part of the record that we are maintaining  
18 from today's meeting.

19           Page 1 of the document, the map in the  
20 center, shows the location of the schools that are  
21 involved for this meeting, which are Songhai and  
22 Curtis.

23           Page 2, on page 2 in the top of the box,  
24 again simply identifies the schools that will be

1 involved in today's community meeting discussion.

2 Page 3, page 3 details the investments  
3 that all welcoming schools will receive; and page 4  
4 shows the potential future boundary.

5 I want to thank everyone for coming again  
6 today. Again, today's meeting is for us to listen.  
7 We're here to hear from you. With that said, I  
8 would like to ask Dr. Winston to come before you.

9 DR. WINSTON: Good morning. Again, my name is  
10 Markay Winston. I am the Chief Officer of the  
11 Office of Diverse Learners Supports and Services,  
12 and just want to again echo Ms. Gurley's welcome of  
13 having you here today this morning. We're happy  
14 that you are able to join us.

15 As indicated, the purpose of today's  
16 meeting is to make sure we're hearing from those  
17 that are in attendance, and you should know there is  
18 both a court reporter that's capturing every remark  
19 that is said, as well we have another individual who  
20 is capturing notes for our CEO, as well as for the  
21 Board.

22 The court reporter can really only capture  
23 remarks if there is no additional noise in the  
24 background. So, please work very hard to be very

1 respectful so each speaker can be heard, and that  
2 their voice can be heard, so that we can capture  
3 that information.

4 Because we want to make sure to give  
5 everyone an opportunity to speak, you will be given  
6 two minutes. Our timekeeper down here will be  
7 notifying you letting you know how much time you  
8 have remaining. So, please be respectful of that  
9 time.

10 He will be showing the time cards to kind  
11 of let you know when you have a minute left, 30  
12 seconds, and when your time is up.

13 In addition, if you have written speeches  
14 or other testimony, please make sure you provide  
15 those to the court reporter so that they can be part  
16 of the permanent record. Actually, you can provide  
17 them to the timekeeper, he will make sure that the  
18 court reporter receives that information.

19 Our sign-ins are going to remain open  
20 throughout the entirety of the meeting, but you must  
21 sign up if you would like to speak; and you may only  
22 sign up once and speak once during this meeting.

23 The comment hearing will last until the  
24 scheduled end time of the meeting, but not beyond

1 that, due to the fact we have another meeting  
2 scheduled immediately following this one; and I also  
3 wanted to take a moment to introduce Principal  
4 Sherry Pirtic, and our AUSL administrator Jarvis  
5 Sanford. I believe he's in the audience as well.  
6 Thank you.

7           You should also note that there's a second  
8 meeting. There's a second public meeting that is  
9 going to be on Friday, April 12th, in this exact  
10 same location from 5:00 to 7:00 p.m.; and that there  
11 will be a public hearing on Tuesday April 23rd, from  
12 5:30 to 7:30 p.m., and that public hearing will be  
13 held at the central office.

14           So, without any further ado, what I'm  
15 going to do is I'm going to begin by calling the  
16 first three names. If you could line up behind the  
17 microphone, and we'll ask you to come up in order.  
18 Okay?

19           I will continue to call the speakers up in  
20 advance to allow those people to speak. Please  
21 begin your remarks with stating your name and  
22 affiliation with the school, so that we have that as  
23 part of the official record.

24           Our first three speakers in this order

1 will be Ruby Dowsey. Please forgive me in advance  
2 if I mispronounce your name. Tashiee Johnson, and  
3 Laverne Richard.

4 SPEAKER: Good morning. My name is Ruby  
5 Dowsey. I am currently the LSC chairperson at  
6 Songhai Elementary. I am here to stress the  
7 concerns of our children being transferred to  
8 Curtis.

9 The biggest point is the lovely train  
10 tracks. I believe approximately a year ago there  
11 was a fatality of a teenager, a young lady got hit,  
12 and our children are going to have to cross the very  
13 same train tracks that are on 115th and Prairie to  
14 get to Curtis; and they are also on, what is it, on  
15 State Street.

16 116th and State there's a train track that  
17 goes basically -- actually it's on page 1. There's  
18 a track train between Curtis and Songhai that is  
19 really important for our children.

20 Our children are traveling from as far as  
21 121st south, going all the way to 115th. Those are  
22 long blocks. Songhai has done a lot of improvements  
23 and partnerships with Bulls and Chicago Public  
24 Schools, with the Chicago Bulls. Will those

1 transfer to Curtis.

2 All of our children have their reputations  
3 with the teachers. Are all the teachers are going  
4 to go over to Curtis with them? Our children that  
5 have IEPs and need certain attention, will they  
6 transfer over to Curtis?

7 Listen to the news, and I say this since I  
8 got one minute, I'm concerned listening to the news.  
9 The lovely word that they use, Rahm Emanuel,  
10 himself, said, "This is it. It's done."

11 And they said on the news, "Well, CPS has  
12 to have these meetings." What is that all about?  
13 Is this just preliminary for the legal aspect to  
14 given more time to voice their opinions, but  
15 basically chuck this, and we're going to do what we  
16 want to do regardless.

17 My time is up. Thank you.

18 DR. WINSTON: Tashiee Johnson, followed by  
19 Laverne Richard, followed by Terry Watson.

20 SPEAKER: She don't get a response?

21 DR. WINSTON: We're here to listen and to take  
22 information back to our CEO and to our School Board.

23 SPEAKER: Okay. How you doing? Good morning.  
24 My name is Tashiee Johnson. I'm a parent of seven

1 at Songhai Elementary School. Kids graduating every  
2 year. I just moved from 115th, which they was at  
3 war.

4 My kids had to walk from 115th and  
5 Princeton from 115th to 117th. I moved from over  
6 there because they were shooting or every single  
7 day, so my kids could have a block to walk to  
8 school.

9 I don't want to transfer my kids down to  
10 Curtis. For what? They bonded with each and every  
11 teacher at that school. I got two kids with IEP. I  
12 know my son has an attitude problem. I know Curtis  
13 is not fit to deal with the attitude problems that  
14 my son has.

15 My son lost his father at the age of  
16 three, so there is no father. Everybody at Songhai  
17 Elementary School accepted him. Everybody opened up  
18 their hearts. Songhai has done so much for me and  
19 my kid.

20 I want you to know everything that Songhai  
21 has done for me and my kid, and done for all the  
22 parents over there. Are they transferring all over  
23 to Curtis? Is Curtis teachers going to treat our  
24 children the same way as Songhai treat our children?

1           Are they going to be just as welcome from  
2   Songhai to Curtis? Do these teachers have the  
3   ability to deal with all of these kids coming from  
4   this big school over here that got these attitudes.

5           These kids have attitudes. All of them  
6   are going to have attitudes because they are going  
7   to a whole new school. They don't know none of  
8   these people. They don't know none of these  
9   schools. They don't know none of them. So, there's  
10  going to be attitude.

11           Now, the kids at Curtis are going to feel  
12  like we got all these new kids coming from this  
13  school, are we going to be treated different? How  
14  do they feel? How do they feel about this big  
15  transfer?

16           I'll speak from my seat. How do they feel  
17  about Songhai coming over to Curtis? Is these kids  
18  going to welcome Songhai kids? Is it going to being  
19  humble? Do we have to worry -- I understand they  
20  don't have police officers at every corner. That  
21  don't work.

22           You can say what you want, but from my  
23  understanding, CPS ain't going to nobody -- I mean,  
24  Chicago Police aren't coming to no call. They



1 already said they don't care if you're hurt, they  
2 don't care if you got shot. "Come to the police,  
3 this what they said.

4 They told me, I got robbed, they told me I  
5 had to go to the police station. The police weren't  
6 coming to help me.

7 DR. WINSTON: Thank you, Ms. Johnson, for your  
8 remarks.

9 Please remember to state your name and  
10 your affiliation with the school, please.

11 SPEAKER: Okay. My name is Laverne Richard. I  
12 am a teacher at Songhai Learning Institute. I have  
13 been at the school for years now.

14 I have developed a good rapport with my  
15 students, with my community. I love my community  
16 that I work in. I came to the south side because I  
17 wanted to be more available to help my people.

18 Being at Songhai I have seen a brawl  
19 between Curtis and Songhai, and I know that was  
20 years ago, but the gangs are still there. The  
21 problems are still there.

22 We have kids that do not --right at the  
23 train track is the boundary between soon Curtis, and  
24 kids will not cross that because of the problems

1 that they might run into.

2 Songhai has improved a lot since I've been  
3 there. I saw it go up, I saw it come down, and now  
4 I see it going back up. We have worked very hard  
5 with our students and with our administrators to do  
6 the best we can for our students in our community,  
7 and I would like to see that continue for our  
8 children.

9 We have developed a lot of partnerships  
10 for our school, and Songhai is just a wonderful  
11 school. It really is. You need to come visit us.  
12 Come to see what's happening. Just visit us, and we  
13 are doing great things. We really are.

14 DR. WINSTON: Thank you. Terry Watson will be  
15 followed by Kathy Murray, who will be followed by  
16 Desma Atwood.

17 SPEAKER: Thank you all. My name is Terry  
18 Watson. I'm one of LSC at Songhai. I'm the  
19 secretary, and my problem is I stay on 118th and  
20 Lafayette.

21 My school, Songhai, is right across the  
22 street from my house. If I transfer my child to  
23 Curtis, do you now I got to walk past 11 vacant  
24 houses, taking my baby to school, me coming back as

1 a woman by myself?

2           Supposed somebody snatch me up in those  
3 houses. This ain't cool. That is not cool. My  
4 baby is seven years old. She's been going to  
5 Songhai since she was three. She know everybody in  
6 Songhai.

7           That's the best principal in the world for  
8 somebody to have. You all shouldn't do that to her.  
9 Take these kids where they need to be. Every child  
10 at every grade in that school graduated, thank you,  
11 every grade. I want my child to graduate from  
12 Songhai one day. I'm done.

13         DR. WINSTON: Kathy Murray followed by Desmona  
14 Atwood, followed by Cynthia Solomon.

15         SPEAKER: I am Kathy Murray with the Chicago  
16 Teachers Union. I also taught at Songhai 17 years  
17 ago when it was Scanlan School, before they changed  
18 the name.

19           When I heard that Songhai was moving to  
20 Curtis, immediately my radar went up because I  
21 remember being back at Songhai 17 years ago or so,  
22 and the rivalry back then.

23           2002, there was a lot going on at Songhai.  
24 I wasn't teaching there anymore, so a lot of my

1 teacher friends were still at Songhai. I know some  
2 of these faces that I taught with back then, too.

3           2002, I'm not sure if you know this, they  
4 had to lock Songhai down because the Curtis kids  
5 came over to beat the heck out of them. There was a  
6 gang fight out in the street right at the school,  
7 and all the kids came running back into Songhai; and  
8 they locked that building down, and I think those  
9 teachers and that faculty and those students stayed  
10 in that building until after 5:00 o'clock that night  
11 because they couldn't leave because of the Curtis  
12 kids.

13           I'm not sure if you are aware of the  
14 rivalry between these two schools. There's train  
15 tracks. Gangs are one thing. This is not high  
16 school. I know you don't want to touch the high  
17 school because of what happened at Fenger, and you  
18 know it's a mess.

19           They don't start in high school, they  
20 start in elementary school; and again, you can't  
21 take care of the vacant houses. You can't close the  
22 crack houses, but you can close the school. You got  
23 to do something.

24           DR. WINSTON: Desma Atwood, followed by Cynthia

1 Solomon, followed by Patricia Boughton.

2       SPEAKER: My name is Desma Atwood. I'm a  
3 parent. I think it's appalling that my child has to  
4 walk five extra blocks. I am at 120th and  
5 Lafayette.

6       Sometimes I don't want to send them to the  
7 corner store, now I have to send them five extra  
8 blocks to deal with the whole atmosphere. I  
9 understand it's a new building. I understand it is  
10 a new playground.

11       When we were growing up, we didn't that  
12 have either, but we have teachers that taught, and  
13 we have teachers that teach at Songhai. I watched  
14 my son improve. I watched the school improve.

15       They call. They let you know exactly  
16 what's going on. There's no letter through the  
17 mail. They actually call the parents, and you  
18 actually sit down, and you have a rapport going on.  
19 You understand?

20       They'll tell my son, "I'll call your  
21 mama," and he straightens right up. You know what  
22 I'm saying? Curtis, when I first moved over here,  
23 there was rivalry going on with Curtis and Songhai  
24 because I initially wanted to put him in that school

1 in Curtis, because I didn't know any other school.

2 Since he's been at Songhai for this past  
3 five years, every once in a while there's something  
4 that goes on. I don't want to walk him into a  
5 problem. Thank you.

6 DR. WINSTON: Cynthia Solomon, followed by  
7 Patricia Boughton, followed by Susan Garza.

8 SPEAKER: Hello. My name is Cynthia Solomon.  
9 This is my first year at the school. It is a  
10 welcoming family for me.

11 When I first came here, there was a  
12 challenge. The challenge was the children had no  
13 fine arts. Guess what now? They look forward to  
14 coming. I have developed partnerships with the Art  
15 Institutes this year.

16 Just this morning that they are offering  
17 me 10 free scholarships this summer for children  
18 that I may no longer be teaching. So, what does  
19 that mean?

20 I am a Smithsonian grant winner for the  
21 last two years. They are asking me to present the  
22 information that I gained from all expertise that I  
23 have to bring these kids to the Art Institute so  
24 they will be enriched.

1           They are asking me to open our doors to  
2 the children at Songhai so that they will have an  
3 enrichment program. This is being done with the Art  
4 Institute, with the Smithsonian Institute, the  
5 institution in Washington, D.C., who does care. In  
6 other words, they care more than the people here in  
7 our city.

8           You are talking about enrichment. All of  
9 a sudden now the mayor says, "We're going to have  
10 pretty gardens. We're going to have things you  
11 haven't had before." I left the north side and came  
12 -- I left the north side, where I had plenty of  
13 everything, to come back here to the south side  
14 where our babies have nothing.

15           There was no people playing around. Yeah,  
16 they reinstated Jenner. Jenner has also multiple  
17 things. What about the south side? The south side  
18 who is not had one art program that was decent.

19           Every time you try to start one, it was  
20 wiped out. Nobody gave it any credibility, but  
21 guess what? It has been proven through statistics  
22 that the arts raise test scores. Through art, not  
23 only are we making pretty pictures, but it increases  
24 your vocabulary. It increases your math skills. It

1 increases everything that everybody is constantly  
2 talking about that we do.

3 By the way, on here there is no pre-K.  
4 Guess what? Songhai has a pre-K. Thank you.

5 DR. WINSTON: Patricia Boughton, followed by  
6 Susan Garza, followed Danishe Johnson.

7 SPEAKER: Hello. My name is Patricia Boughton.  
8 I am a representative of Chicago Teachers Union.

9 I am here to say I, personally, feel this  
10 is a travesty that parents and taxpayers have to beg  
11 to have a school in their community.

12 I am here advocating for an elected school  
13 Board that is representative of the people who live  
14 in the community, and who are familiar with the  
15 culture of the community.

16 I lived in this area all my life. My  
17 parents bought their home on 91st and LaSalle in  
18 1945. Okay? My brother still lives here. So,  
19 we're talking about people with a very long history  
20 in this community.

21 So, I'm very familiar with the area they  
22 are speaking of, the railroad tracks, the rivalry  
23 called the tribe rivalry between gangs and  
24 everything, but that's not my issue.



1           My issue is the fact that people who are  
2 not part of the community are making decisions that  
3 affect people within the community, and they are  
4 really disregarding people in the community.

5           It is time for us black people to stand up  
6 and to let these people know that we are not going  
7 to take it. If we have to have a repeat of 1968,  
8 then that's what we need to do.

9           DR. WINSTON: Susan Garza followed by Danishe  
10 Johnson, followed by Trevon Walker.

11          SPEAKER: My name is Susan Garza. I'm here  
12 today as a concerned citizen and southeast sider who  
13 I lived here my whole life. I am here to advocate  
14 for Songhai not to be moving to Curtis.

15          You guys say it's underutilized. You say  
16 there is no money to fund the schools, yet the Board  
17 of Education has put \$30,000,000 in the charter  
18 schools. That money could have went to our schools.  
19 250,000,000 went from TIF money to businesses, the  
20 Mercantile Exchange, Hyatt Hotels. They got money.  
21 Why can't that money be funneled into the schools  
22 like Songhai?

23          Sherry Pirtic is awesome, awesome. She  
24 loves that school. The sports program at Songhai,

1 will the sports programs that go to Curtis, is it  
2 going to be merged into one sports program? Sports  
3 programs are outlets for these kids.

4           Some kids from Songhai are going to have  
5 to walk 10 and 11 blocks to get to Curtis. That's  
6 too far. That's too dangerous. I don't understand  
7 why. Like my sister Pat said, why don't you guys  
8 come to the school, the people that are at the  
9 school, come and see what's going on inside there?

10           One other thing I would like to reiterate  
11 what the sister said, the first sister that spoke,  
12 we sit at these hearings, and you guys listen, but  
13 we never get answers, never.

14           This is like a dog-and-pony show. We're  
15 up here just talking and talking. You guys say,  
16 "Well, we listen," but you don't, because if you  
17 really knew what was going on, you wouldn't be doing  
18 this to us. You wouldn't be doing it.

19           DR. WINSTON: Danishe Johnson, followed by  
20 Trevon Walker.

21           SPEAKER: Hi. My name is Danishe Johnson.  
22 I've been going to Songhai since I was in third  
23 grade.

24           DR. WINSTON: Speak right into the microphone

1 so we can hear you. A little closer.

2 SPEAKER: My name is Danishe Johnson, and I've  
3 been going to there since third grade. I don't want  
4 to change from Songhai. They pulled me up since I'm  
5 in the third grade.

6 DR. WINSTON: Slower.

7 SPEAKER: Ms. Pirtic, she put me in a regular  
8 grade class so I could be recognized. I knew Ms.  
9 Pirtic since preschool. She was my preschool  
10 teacher. I don't know what to say.

11 SPEAKER: Tell them how you feel. Tell them  
12 how you feel about everything that is going on.  
13 Tell them what is in your heart. Let them know this  
14 is a family.

15 SPEAKER: I feel Songhai should not be closed  
16 down because some of the kids like going there. We  
17 have been going there since 2009 since then. Now  
18 we're still there.

19 If we go to Curtis, it's not going to be a  
20 good change. It's going to be fights every day.  
21 Some of us are not going to make it. Some kids will  
22 be getting killed. Some kids will be in the  
23 hospital, and parents are not going to feel good  
24 about it.

1           I feel like I don't want to go to Curtis  
2 because if I go to Curtis, I know I'm going to end  
3 up fight every day. I don't like people touching my  
4 siblings. I got a little brother that will go to  
5 Curtis. I got a little cousin.

6           I know people from Songhai, and they know  
7 me. My principal know me very well. My assistant  
8 principal, the teachers, the mothers, they all know  
9 how I am. I don't want nobody touching my siblings  
10 and brothers, especially if I don't know you. It's  
11 going to be like a real big deal.

12         DR. WINSTON: Thank you. Trevon Walker.

13         SPEAKER: Hi. My name Trevon Walker.

14         DR. WINSTON: Excuse, we can't hear Trevon. Go  
15 ahead, Trevon.

16         SPEAKER: My name is Trevon Walker. I go to  
17 Songhai Learning Institute. I feel like Songhai  
18 Learning Institute should not be closed because all  
19 the teachers know me.

20           I'm like it's like all the teachers, I  
21 feel like I'm loved at Songhai school. Like I was  
22 playing football like three years, now I have been  
23 going to the school ever since I was in third  
24 grade -- second.

1           So, Ms. Pirtic and everybody they made me  
2 improve. They made me feel like I'm going good and  
3 I'm improving my grades. All the school and  
4 faculty, they treat me like I'm family, and the  
5 school treat me like I'm family. That's all.

6           DR. WINSTON: Thank you. That's all the names  
7 I have at the moment.

8           Do we have any more folks sign up to  
9 speak?

10          SPEAKER: Can I sign up again?

11          DR. WINSTON: Each person is only allowed to  
12 sign up one time.

13          SPEAKER: You guys make the kids feel like  
14 their a failure. It breaks my heart to hear a kid  
15 up there saying that.

16          DR. WINSTON: Just as a friendly reminder,  
17 while we cannot allow individuals who have already  
18 signed up to speak more than once, if there are  
19 other folks in the audience who have not yet signed  
20 up and would still like to speak, we are still  
21 accepting your sign-ups.

22          So, please feel free to go to the  
23 registration table and sign up, and we will  
24 accommodate you and allow you to have your time to

1 speak.

2 The next person on the list is Ammes  
3 Nowlin. Please come forward.

4 SPEAKER: Actually, it's actually Amme Nowlin.

5 DR. WINSTON: My apologies.

6 SPEAKER: I love to see that the elected  
7 officials seats are empty. It's beautiful, isn't  
8 it?

9 I'm going to read what I have. I need  
10 more than two minutes. It's not a crowded room.  
11 We're in the school here, so don't be offended if I  
12 keep reading. Okay?

13 What would happen to the building if  
14 Songhai is closed? I am more concerned than  
15 possibly most because my father, Larry Nowlin, was  
16 the PTA and and LSC chairperson, who was responsible  
17 for the lunchroom and pre-K and kindergarten  
18 building addition that Songhai received.

19 His tireless work, that was not a paid  
20 position, mind you, for not only Songhai but Scanlan  
21 for District 20, which became District 10 after  
22 restructuring, I believe along with the preexisting  
23 health challenges, is the reason he can't be here to  
24 speak himself because he passed away at home in 1998

1 of a heart attack. Not a paid position. All his  
2 work was for the children of the City of Chicago and  
3 for the district.

4 What would happen with the LSC at Curtis,  
5 since in theory they will now receive 300 plus more  
6 students in the fall of 2013? Songhai students  
7 would deserve fair representation.

8 The train tracks, and if not the tracks on  
9 State, Perry or 115th, but also the viaduct that  
10 crosses over Michigan are all safety concerns. The  
11 kids Off the Block program director stated that the  
12 gang graffiti on the viaduct walls was not removed  
13 or painted over, when KOB added artwork because  
14 retaliation would have happened.

15 A busy gas station is on Michigan, prior  
16 to the gas station, to the viaduct; and for some of  
17 our students, there will be a 50 percent increase in  
18 major intersections to be crossed just to get to  
19 school.

20 Mayor Emanuel, if you have so much faith  
21 in the CPS, move your own children into your  
22 neighborhood school. If you don't think the school  
23 is safe or at level, then, Mayor, you need to make  
24 sure all CPS schools are safe, and all CPS schools

1 have resources to reach above-average levels.

2 Since this is just a listening thing, I  
3 think next time you all need to bring tissue since  
4 this is a load of BS. We need some tissue to waive  
5 it away. Thank you.

6 DR. WINSTON: Lynette Johnson-Watts is our next  
7 speaker. Please come forward.

8 SPEAKER: Good morning. My name is Lynette  
9 Johnson-Watts. I'm a teacher at Songhai Learning  
10 Institute, and I just wanted to mention the fact  
11 that, yes, I am a teacher there, but I have been  
12 teaching for 20 years now.

13 And over the years that I've been  
14 teaching, I've noticed that camaraderie in the  
15 school, different schools I've been in, have been  
16 very low, but at Songhai Learning Institute it is  
17 not that way.

18 The colleagues work together. They talk  
19 to one another. They are very will interested in  
20 the students learning. They are very vested in what  
21 all is going on there. I know because I'm one of  
22 them.

23 Because of my faith and my religion, I do  
24 not work on Saturdays; but because of that, I



1 volunteered my time, because I know students needed  
2 me for Saturday school. When other teachers could  
3 not do it, I was the one that did it, because I know  
4 the students needed that, because we love our  
5 schools.

6 Another thing I wanted to mention, I was  
7 at Mary McLeod Bethune School that you all made a  
8 turn-around school the very year that I was hired  
9 there, and what happened?

10 The very next year that an ASUL took over,  
11 someone brought a gun into that school. The  
12 discipline did not change at that school. Now you  
13 are having them on the list to be closed as well.

14 So, what does that say for you and your  
15 policies? You turn it around, you do this, you do  
16 that, and those strategies are still not working.  
17 Leave our babies alone.

18 DR. WINSTON: Thank you. Is there anyone else  
19 in the audience that would like to sign up at the  
20 registration table? We will be here for the entire  
21 two hours to make sure everybody has an opportunity  
22 to share their concerns.

23 SPEAKER: Since there's time, everybody is  
24 limited to their two minutes?

1 DR. WINSTON: Excuse me, ma'am, we haven't  
2 received your information yet to speak. So, as soon  
3 as I do, I will call you forward to speak.

4 Susan Zupan, followed by Ebonie Kendricks.

5 SPEAKER: I'm a teacher in the Chicago Public  
6 Schools. I'm here --

7 DR. WINSTON: Could you speak state your name  
8 for the court reporter?

9 SPEAKER: Susan Zupan. It's on the sheet. I  
10 write in substancenews.net, which is if you want to  
11 go to, please go to.

12 I just have a question at this time. Can  
13 each person here representing each Chicago school  
14 state for the record how long you've lived in  
15 Chicago, what residency you have in Chicago, or how  
16 many years you have you been here?

17 I've been here my entire life. I live on  
18 the southeast side, but I know what's happening on  
19 the southwest side or south side, or any place else  
20 on in the city. I know CPS employees that are here,  
21 if they live in Chicago --

22 SPEAKER: We need to know where you live.  
23 Please don't leave.

24 DR. WINSTON: We are here to listen and take

1 information back to our CEO Barbara Byrd-Bennett,  
2 and we will be taking the information back to the  
3 School Board.

4 SPEAKER: You are aware not going to answer  
5 questions?

6 DR. WINSTON: We are not here to answer  
7 questions, but we are here to listen.

8 SPEAKER: These are people that don't even live  
9 in Chicago or have children in Chicago, I attended  
10 Chicago schools. I graduated from a Chicago public  
11 high school, and now I'm teach, and this is what you  
12 do to our children?

13 DR. WINSTON: Just as a friendly reminder, it's  
14 difficult for the court reporter to hear you if you  
15 don't speak clearly into the microphone, so please  
16 do so.

17 The next speaker is Ebonie Kendricks. If  
18 you could speak your name and affiliation, and if  
19 you could speak directly into the microphone. We do  
20 not want to lose any of your comments. Thank you.

21 SPEAKER: Hello, everyone. My name is Ebonie  
22 Kendricks, and I'm a teacher at Songhai Learning  
23 institute. I've been at Songhai Learning Institute  
24 since 2006.

1           Since I've been at Songhai, I have seen  
2 change. Just like all the other teachers, I have  
3 seen Songhai go up, and I have seen Songhai go down.  
4 This year Songhai is going up.

5           Give Ms. Pirtic a chance. This is her  
6 first year here. In all the years I'd been working  
7 at CPS, I have never seen a difference in a school  
8 as I have seen this year. Ms. Pirtic has changed  
9 Songhai and changed it in a year that anybody can  
10 change a school in five years.

11           Do not slap her, these kids, or anything  
12 we have done in the face. You are taking programs  
13 from our students that they have never had. I am in  
14 that building from 8:00 o'clock to 6:00 o'clock some  
15 days, and I have two children at home, but my faith  
16 at Songhai has kept me there.

17           I'm there six days a week. I'm there all  
18 day. Please do not slap our children in the face.  
19 Our children are not going to be offered these same  
20 programs at other schools.

21           I have never seen a bunch of kids in our  
22 building, before school and after school, eager to  
23 learn, as I have this year. We have so many kids in  
24 our school eager to learn.

1           We have a contract with 24th Century. You  
2 are going to slap them in the face and say, "No, our  
3 kids can't have these programs"? You're going to  
4 slap BMO, and the Board is going to say, "No, you  
5 can't give our kids computers. You can't give our  
6 kids air conditioning. You can't renovate Songhai."

7           Ms. Pirtic has not asked anybody for  
8 anything. Everything she has done in this building,  
9 she has did herself. She has outsources from other  
10 programs. Give her a chance. This is our first  
11 year.

12           Our kids have been through a change in the  
13 last past years. Don't take them through another  
14 change. They have a principal that they are  
15 comfortable with. They have a principal that they  
16 love. Do not subject them to change. They are not  
17 going to change. Thank you.

18           DR. WINSTON: Thank you, Ms. Kendricks. Are  
19 there any other participants who have gone out and  
20 signed up that would like to speak? If you would  
21 like to be heard, please sign up.

22           Felecia Moore-Cummings, if you could  
23 please approach the microphone. State your name and  
24 affiliation with the school and speak directly to

1 the microphone. Thank you.

2 SPEAKER: Good morning everyone. My name is  
3 Felecia Moore-Cummings. I'm part of Chicago Public  
4 Schools myself. I'm the community liaison for  
5 Songhai Learning Institute.

6 I have a question. I just want to know  
7 this one thing. If the kids go over to Curtis  
8 School, you know that's a rivalry school, we don't  
9 want to see our kids killed, shot at. That's what's  
10 going to happen, I'll tell you.

11 Because back in the days when we had  
12 different types of sports programs and stuff like  
13 that, I was a coach, I was on the school council, I  
14 served a PTA president numerous years; and we had  
15 different special programs, things like that, and  
16 they couldn't walk out and go home.

17 We had Curtis Elementary students. We was  
18 on CNN. We had kids who had arms broken and  
19 everything. My kids at Songhai was part of that,  
20 got jumped on.

21 So, I just want to know I hope they're not  
22 trying to genocide our kids, you know, just wipe  
23 them off the earth. I don't want that to happen.  
24 We all don't want that to happen.

1           There's going to be a lot of killing out  
2 there. So, that's the only question I want to know.

3           DR. WINSTON: Speak into the microphone.

4           SPEAKER: Just save the kids, that's the main  
5 thing. It's about our youth. I've been on this  
6 earth 52 years. I've been in Roseland Community for  
7 46 years, and I know who have come and who have  
8 left, kids who come into the community. They just  
9 need a chance, that's all.

10          DR. WINSTON: Thank you, Ms. Moore-Cummings. I  
11 know we have other participants in the audience who  
12 have not yet spoken. Please allow your voice to be  
13 heard.

14           We are eager to hear what you have to say  
15 and share that with our CEO, and share that with our  
16 School Board. Please consider registering at the  
17 registration desk, so your voice can be heard.

18           Mr. Brian Arceneault, if you could please  
19 come to the microphone and be heard.

20          SPEAKER: Good morning. My name is Brian  
21 Arceneault. I'm the kindergarten teacher at Songhai  
22 Learning Institute. I've been there for six years  
23 now, and I've seen the school transform itself when  
24 Ms. Pirtic became the principal.

1           She has -- I can't imagine anything else  
2   that she could have done, or attempted to do, to  
3   pull us up. We've had increasing continued  
4   professional development. Our teachers are  
5   collaborating. We're working together.

6           We're regrouping, and just our school this  
7   year has really made a major step up with the  
8   partnerships we developed, the students. It's just  
9   been a renaissance year for our school, and I think  
10   this is just the wrong time to close the school.

11          We are coming back, and our scores are  
12   showing that. Our data is going up, and the kids  
13   are excited. My kindergarten class students are  
14   anxious students to come in the morning and their  
15   development I can just see.

16          I have readers already that are reading  
17   well in kindergarten, and it's because of the  
18   climate, the culture has changed at our school, and  
19   that is due to Ms. Pirtic.

20          She's done a great job this year. This  
21   just the wrong time as we're coming back to close  
22   the school. Thank you.

23          DR. WINSTON: Thank you. Any other  
24   participants? Please go to the registration desk



1 and get your name on the list so that your voice can  
2 be heard.

3 Our next participant will be Reverend Leon  
4 Walter, Robyn Anderson, and then Telisa Dantzler, in  
5 that order. Reverend, please speak into the  
6 microphone.

7 SPEAKER: My name is Reverend Leon Walton, and  
8 I stand up here just I've been living in the  
9 neighborhood about 30 years. I was there when the  
10 school was called Scanlan.

11 My daughter went there, my grandson went  
12 there, my granddaughter went there. As I was  
13 looking at this program for Scanlan, the picture you  
14 all gave us, and was looking at the population, they  
15 say Songhai is really been underutilized.

16 When my kids went there, the classrooms  
17 were a little smaller, and they were using the whole  
18 building, because they didn't have too many students  
19 in each class. Now the class it overran with  
20 students. You got too many students in the  
21 classroom, so the building is not getting utilized.

22 Then I was looking at chart that you all  
23 put down here on half of the streets that you all  
24 cut off for the population for the kids to go to

1     Songhai. So, that's why the school is getting  
2     really underutilized. Like I say, Songhai offers  
3     better programs, because I was never involved with  
4     the school before because I was working.

5             Now since I'm active, I'm retired, they  
6     don't ask us into the school. I know the principal.  
7     I know most of the teachers that go to Songhai.

8             So, the school has really been  
9     underutilized because of the population where they  
10    got this chart setting up cutting the streets off at  
11    a certain point.

12            That is why most of the kids going to  
13    Curtis, because they did the turn-around, so they  
14    don't want the school to go down, since they did a  
15    turn-around and they invested in the school.

16            If they would invest in Songhai like they  
17    did Curtis, Songhai would have more population, too.

18            DR. WINSTON: Thank you. Robyn Anderson,  
19    followed by Telisa Dantzler.

20            Robyn, if you could speak your name and  
21    your affiliation with the school, and speak directly  
22    into the microphone as close as you can so we can  
23    hear you.

24            SPEAKER: Well, my name is Robyn Anderson.

1 DR. WINSTON: A little closer, please.

2 SPEAKER: Well, my name is Robyn Anderson. I  
3 was going to Songhai since I was up in pre-K. Ms.  
4 Willis, everybody that is up at that school, they  
5 was there for me ever since I was a baby.

6 I just feel like why should you all close  
7 Songhai, when they do everything for us? I don't  
8 know why, we was being good.

9 Ms. Pirtic, she's doing stuff for us that  
10 we need. She's doing raffles. She's doing a good  
11 cause. She's doing proper attendance. She's doing  
12 everything for us. That's all I can say.

13 DR. WINSTON: Thank you, Dear.

14 SPEAKER: Good morning. My name is Telisa  
15 Dantzler. I'm a teacher assistant. I've been a  
16 teacher assistance at Songhai for 22 years.

17 My children went there, my brothers and  
18 sisters went there. I know so many people that went  
19 there. The school has been turned around. We've  
20 been doing a lot of great things, great things.

21 We have after-school classes, morning  
22 classes. We even keep some of the kids off the  
23 street, so you know all that stuff going around  
24 won't happen.

1           Well, my thing is about this whole  
2 situation is we have been targeted by them. They  
3 have come to our school and also hurt some of the  
4 kids, and fight all the kids.

5           My thing is why are why are we sending our  
6 kids to this school? Why do kids have to fight in  
7 order to get an education?

8           So, that's really all I have to say.  
9 Please don't close our school. Don't close it.  
10 Don't close it.

11          DR. WINSTON: Thank you, Ms. Dantzler. Again,  
12 if there are any folks who would like to register to  
13 speak, please do so at this time.

14           If we could have Conrad Carey come to the  
15 microphone, followed by James Hawkins, followed  
16 Dujuanne Evans. Conrad Carey, followed by James  
17 Hawkins, followed Dujuanne Evans.

18           Please state your name and affiliation.

19          SPEAKER: My name is Conrad Carey.

20          DR. WINSTON: The court reporter is asking you  
21 to speak more clearly into the microphone.

22          SPEAKER: My name is Conrad Carey. I'm a lead  
23 custodian at Songhai Learning Institute.

24           I just wanted to say when I got to the

1 school, some of the conditions, the cleanliness of  
2 the school, wasn't that great. We've had a big  
3 improvement.

4           If you come in our school right now, you  
5 will swear you were somewhere on the north side,  
6 maybe a Walt Disney Magnet School or something,  
7 because we keep our school clean. I'm there at 6:00  
8 o'clock every morning.

9           I see kids come in the morning at 7:30  
10 just to come to the school for the programs they  
11 have. We have a reading program that starts in the  
12 morning. We have math programs that start in the  
13 morning, and you are taking this away from the kids.

14           You are taking this away. You are putting  
15 them in danger. They can't even go to 119th in the  
16 morning or 115th because the shootings, stray dogs,  
17 just people out in general up to no good.

18           This is like a family you are taking away  
19 from these kids. Some of them come to school just  
20 because they have no other outlet. They get on the  
21 computers we have. They just come in the auditorium  
22 just to be there. That's all I have to say.

23           DR. WINSTON: Thank you, Mr. Carey. James  
24 Hawkins, followed Dujuanne Evans.

1           SPEAKER: Good morning. My name is James  
2 Hawkins. I'm security at Songhai.

3           I just want to say that kids really feel  
4 safe when they are here, especially following  
5 dismissal, because we have a lot of things going on  
6 in our neighborhood.

7           You know, with the things that go on in  
8 the neighborhood, we need to be there. The school  
9 needs to be open. You know, we really do need to be  
10 there.

11           And another thing that's going on in the  
12 neighborhood, we have people recruiting our kids  
13 right now, I mean, as far as for other charter  
14 schools. I don't know, I just thought that was very  
15 disrespectful to you all, just to let you all know.

16           We have people out there recruiting.  
17 Yeah, they passed me a flier yesterday. I need to  
18 get that on the record. Thank you all.

19           DR. WINSTON: Thank you, Mr. Hawkins. Dujuanne  
20 Evans.

21           SPEAKER: My name is a Dujuanne Evans. I'm a  
22 classroom teacher at Songhai. I've been there for  
23 the past three years. I've been employed with CPS  
24 over six years.

1           Many changes have occurred at Songhai  
2     since I've been there. One thing I can say the  
3     discipline problem has decreased. Test scores have  
4     increased, and our school has a very data-driven  
5     school because of our administration. They make  
6     sure that we are compliant to the common core  
7     standards.

8           We are involved in programs. I, as a  
9     parent, and as a teacher at CPS, I am a co-chair  
10    person of LSC, PAC, I am the facilitator of ILT team  
11    meetings. I drive an hour-and-a-half every day,  
12    even Saturdays, to help the students at Songhai be  
13    successful.

14          I work very hard to form vital  
15    partnerships believe in our vision at Songhai. If  
16    they believe in us, why can't you, CPS? They  
17    believe in our children. They believe we can make a  
18    change. They believe our kids can be successful and  
19    grow.

20          Why can't CPS see that? We have a vision.  
21    We are moving forward. President Obama said, "Let's  
22    move forward." We are right on track with the  
23    president of the United States. So, we're asking  
24    you to give us a chance. Give us a chance.

1           We are doing it. We have Stellar Girls.  
2   Our girls are so involved with Stellar Girls. We  
3   have a website. We're on Facebook. Stellar Girls,  
4   as you know, my time is almost up, Stellar Girls,  
5   we're involved in. We're trying to encourage our  
6   girls that science and math is important, and you  
7   can have these careers.

8           You don't have to just be a normal person.  
9   You can go in science, you can be an engineer. Our  
10  girls are very involved. They stay after school on  
11  Thursday for this reason.

12           So, please, the same programs that are in  
13  those other schools, they are at Songhai. Listen to  
14  us, please. Thank you.

15         DR. WINSTON: Thank you, Ms. Evans. I'll  
16  remind those of you who still have questions that  
17  you would like answered, you are welcome to call  
18  311.

19           You're welcome to go to the offices  
20  located on the sheet that is in front of you. There  
21  is also a website. The website is  
22  cps.edu/qualityschools. That is on the form that  
23  you have.

24           I just wanted to give you a friendly



1 reminder there are references and resources for you  
2 to get answers to the questions that you have.

3           On page 3 of your handout are the contact  
4 information for specifics departments and offices.  
5 Our next speakers are Darlene Vitek, followed by  
6 Corina Rodriguez.

7           Please state your name and affiliation,  
8 and speak very clearly and closely into the  
9 microphone. Thank you.

10          SPEAKER: Good morning. My name is Darlene  
11 Vitek, and I am the school clerk at Songhai Learning  
12 Institute. I've been there for two years.

13           I feel like I have a really good  
14 relationship with the community. They've been very  
15 welcoming to me. I had an incident the other day  
16 where I had one of the students in the lower grade  
17 come up to me and say that he was afraid; and I  
18 asked him what he was afraid of, and he said he was  
19 afraid to go to Curtis, and he wanted to know if I  
20 would go with him.

21           I asked him why he was afraid. Again, he  
22 said that he was afraid of the gangs. He didn't  
23 know who was going to take him to school, and it  
24 kind of stuck with me all week thinking that a lot

1 of our students they don't have a choice. They have  
2 to go to Curtis.

3 My children have choices. Some of these  
4 children don't have choices, and it's horrible.  
5 They have to go to Curtis. I had nothing to say to  
6 him. I couldn't console him or tell him that, you  
7 know, "It's going to be okay," because I don't know  
8 that it's going to be okay.

9 What an awful feeling for a child to go to  
10 school and fear for their life, their safety, their  
11 parents worrying all day. There is a lot of good  
12 people at Songhai, the principal.

13 I've been with CPS for 16 years, I have  
14 never, ever seen a more hard working principal than  
15 Ms. Pirtic and Ms. Atkins, and what they've done for  
16 the school is unbelievable. I am proud to say I am  
17 a staff member at Songhai Learning Institute.

18 DR. WINSTON: Thank you. Corina Rodriguez.

19 SPEAKER: Good morning, everybody. My name is  
20 Corina Rodriguez. I am currently the eighth grade  
21 teacher at Songhai Learning Institute, and I just  
22 wanted to come and speak to you.

23 I'm sorry, I do feel a little nervous. I  
24 just wanted to speak to you just as human beings.

1 You know, as I'm sure are that most of us are  
2 parents, and I want to sort to piggyback off of what  
3 Ms. Vitek was speaking, I also have children. I'm  
4 sure most of you do.

5 I just can't imagine being in a situation  
6 where I have to send my child to a school that you  
7 know that, you know, there's been problems between  
8 them. The stress of it has to be overwhelming.

9 Another thing I also want to think speak  
10 about is there was -- I do want to speak about  
11 Ms. Pirtic and Ms. Atkins. I've never, ever worked  
12 with two people who have more heart, never, ever.

13 We have a family there who they are going  
14 through very, very hard times. They don't have a  
15 mother, a father, and one student in particular, you  
16 know, is lashing out. I would have problems with  
17 him.

18 And one time I was very overwhelmed. I  
19 was feeling just sort of sad. Ms. Atkins says to  
20 me, you know, "You need to see it differently. This  
21 child here is a future engineer." She was telling  
22 me why.

23 Like they take the time out to just, you  
24 know, put the time into the kids. They make the

1 teachers see things differently. They make  
2 everybody feel like a family. I came here last  
3 year. Some of these teachers that I work with are  
4 life-long friends.

5 The kids, my eighth graders, I tell my  
6 students, "I can't wait to see what you're going to  
7 become. I'm excited at what you are going to be."

8 You know, all these kids need is love and  
9 time. I sit with them. DJ left already. But I sit  
10 with them. You can ask me a million things about my  
11 students, and I can tell you almost as much as I  
12 know about my own kids.

13 Thank for you your time.

14 DR. WINSTON: Thank you. We would like to have  
15 Isaiah Evans, followed by Yohance Nowlins. I  
16 apologize if I mispronounce your name. Isaiah  
17 Evans. Please tell us who you are, Isaiah.

18 SPEAKER: My name is Isaiah Evans.

19 DR. WINSTON: Let's let Isaiah come a little  
20 closer to the microphone.

21 SPEAKER: My name is Isaiah Evans, and I go to  
22 Songhai Learning Institute. I am seven years old,  
23 and I am in second grade.

24 DR. WINSTON: A little closer, Isaiah.

1           SPEAKER: Mrs. Pirtic has us say in the morning  
2 the Sanghai pledge. I pledge allegiance to the flag  
3 of the United States of America and to the republic  
4 for which it stands, one nation under God,  
5 indivisible with liberty and justice for all.

6           SPEAKER: My name is Yohance Nowlins. I  
7 promise to do my best today to expand myself, my  
8 teachers and my classmates, to learn as much as I  
9 possibly you can, and to bring honor to the name of  
10 Songhai Learning Institute.

11          DR. WINSTON: Thank you, gentlemen.

12                 Are there any other folks in the audience  
13 who would like to register to speak? I see a few  
14 folks who haven't come to the microphone yet. If  
15 you would like your voice to be heard, please  
16 register and come forward.

17                 We would like to ask that Hannah Evans  
18 come to the microphone, followed by Tatyanna Parker.  
19 Tatyanna Parker, tell us your name and your  
20 affiliation with the school, and speak very closely  
21 and clearly to the microphone. Ms. Hannah Evans.

22           SPEAKER: My name is Hannah Evans. I am a CPS  
23 student. I am in the fourth grade. My brother is  
24 in Songhai.

1           Ever since he has gone to Songhai, we have  
2   seen improvements in his behavior and grades. Many  
3   of the programs offered at Songhai I wish we had at  
4   my school. Please don't take away --

5           DR. WINSTON: Excuse me, those of you who are  
6   speaking in the background, it's little difficult  
7   for me to hear Hannah Evans. We want to make sure  
8   Hannah's testimony gets completely recorded by the  
9   court reporter.

10           If you could either lower your voices or  
11   exit, so that Ms. Hannah can speak clearly. Thank  
12   you.

13           SPEAKER: Many of the programs offered at  
14   Songhai I wish were at my school. Please don't take  
15   away my brother's school and my mom's job.

16           DR. WINSTON: Thank you, Hannah. Tatyanna  
17   Parker. Speak nice and loudly into the microphone,  
18   Tatyanna.

19           SPEAKER: Hi. My name is Tatyanna Parker. Who  
20   wants to go to Curtis, and we are already at  
21   Songhai? Don't close our school.

22           Where are the teachers going to go? And I  
23   do not want me and my mom to pass railroad tracks  
24   Monday through Friday, and that's all I have to say.

1 DR. WINSTON: Thank you. We want to just take  
2 this moment and opportunity to conclude the meeting  
3 and thank everyone who came.

4 Thank you to those who have had an  
5 opportunity to participate and share your remarks  
6 and your perspectives on everything.

7 I want to just remind you that our next  
8 meeting is going to be held on Friday, April 12th,  
9 from 5:00 to 7:00 p.m. here at this exact same  
10 location; and then the public hearing will occur on  
11 Tuesday, April 23rd, from 5:30 to 7:30, and that  
12 will be at 125 South Clark Street at the central  
13 office.

14 Again, we do appreciate your coming out  
15 today, and we encourage you to have other  
16 individuals attend as well so that their comments  
17 can be heard. Thank you. Have a good rest of your  
18 day.

19 (WHICH WERE ALL THE PROCEEDINGS HAD.)

20

21

22

23

24

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

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

11 \_\_\_\_\_  
12 PAMELA A. MARZULLO  
13 License No. 084-001624

14 SUBSCRIBED AND SWORN TO  
15 before me this \_\_\_\_\_ day  
16 of \_\_\_\_\_ 2013.

17 Notary Public  
18  
19  
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21  
22  
23  
24





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## **Community Meeting for the Proposal to Close Songhai Elementary School**

April 6<sup>th</sup>, 2013 10:00-12:00

Location: Harlan Community Academy 9652 Michigan Avenue

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

**Brief Summary:** The purpose of the meeting was to receive public comments on the proposal to close both Louis Armstrong Math/Science Specialty School and Horatio May Community Academy, in accordance with 105 ILCS 5/34-230. There were two registered speakers in attendance. There were two sign language interpreters and one Spanish language translator in attendance. The speakers' comments focused on information contained in the handout and the procedural aspect of today's meeting. There were approximately 30 community members present at the meeting.

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### **CPS Presentation:**

Annette Gurley, CPS Network Chief, welcomed those in attendances and introduced every CPS staff member involved. She emphasized that the goal of the meeting was to take information back and share comments with the Barbara Byrd-Bennett, the CEO of Chicago Public Schools. She went over the documents that are provided for all the community members which included a map of the school, investments and supports provided to the schools as well as the map of the potential future boundary.

Dr. Markay Winston, Chief Officer of Diverse Learner Support and Services, explained the meeting rules and procedures. She thoroughly explained the handout given out to the community members.

The meeting opened for public comment on time.

### **Public Comment:**

#### **Ruby Dowsey, LSC Chairperson**

Ms. Dowsey's was most concerned with student safety and children potentially crossing train tracks. She refers to a student who recently died crossing train tracks (116<sup>th</sup> and State St.). Ms. Dowsey discusses the importance of continuing the school partnership with the Chicago Bulls and other organizations that have changed the climate at school. She also wants to preserve the

relationships that current children have with their teachers and believes this would have an impact and impede their learning.

**Tashiee Johnson, Parent (children attend Songhai)**

Ms. Johnson's concern was the safety of her children. She is worried that students will not properly adjust at their new school given the new environment with different teachers and staff. Her son has an IEP so she wonders if the new school will meet his special needs. She is also interested in understanding how safety and security will support the rivalry between the students from Curtis Elementary and Songhai Elementary. She also expressed her doubt on how Curtis teachers will be able to handle all the students and their hostility towards the actions.

**Laverne Richard, Teacher**

Ms. Richard has built a rapport with her students and community. She was concerned with the possible fights between the two schools and gangs that are present. She claimed that at the school, the administration is working hard to support students. The school has several partnerships with other organizations.

**Terri Watson, LSC member**

Ms. Watson stated that with the new proposed change she would have to pass 11 vacant homes. She expressed that she was afraid for her safety. She stated she has the best principal for her child. She stated every eight grader graduates from Songhai Elementary.

**Kathy Murray, CTU member (Former teacher at Songhai Elementary)**

Ms. Murray mentioned that during her service as a teacher at Songhai Elementary, she stated there was a lock down due to the rivalry between students from Curtis Elementary and Songhai Elementary. In 2002, she witnessed a lockdown of Songhai Elementary because Curtis kids threatened to hurt Songhai students. Ms. Murray also emphasized the fact that the train tracks are an issue of safety.

**Desma Atwood, Parent**

Ms. Atwood was concerned about her child's commute and the fact that she would have to walk 10 blocks to go to a new school. She expressed her deep relationship with the school and what it has to offer and believes moving to Curtis will only cause more problems. She liked that teachers personally call her to update her child

**Patricia Boughton, CTU Representative**

Ms. Boughton stated that she has close ties to the school and is familiar with the history of the neighborhood including the rivalry between the schools and dangerous railroad tracks.

**Susan Garza, Community member**

Ms. Garza claimed that CPS has put over 30 million into charter schools. She talked highly of the principal, sports programs and other activities. She believed that walking 10 blocks to get to Curtis is too far and dangerous. She was also skeptical of the community meetings because CPS representatives don't seem to provide answers or clarity for the questions asked.

**Cynthia Solomon, Teacher**

Ms. Solomon was worried that her students are not going to have a fine arts program at Curtis Elementary. She has worked very hard to secure a partnership between the school and Art Institutes in Chicago. This year Songhai Elementary received 10 fine arts scholarships. She also mentioned that many schools do not offer a pre-K program but Songhai has had one for a bit.

**DJ, Student**

DJ believed students will get killed and does not want to attend Curtis Elementary. He claimed that there was great hostility between Curtis and Songhai. DJ has family members who will be attending Curtis if this proposal is approved and will protect them if they are mistreated in anyway.

**TW, Student**

TW felt that he already has strong ties with his school and does not this transition/change to take place.

**Amme Nowlin**

Ms. Nowlin disagreed with the proposal and had concerns around safety and specifically noted that the train tracks would be dangerous. On State and 115<sup>th</sup> there are also viaduct crossings which are clear safety concerns. She also disagreed with the community meeting process and believed no one was answering her questions. She was concerned about the status of the LSC after the school is closed and wants students to receive fair representation.

**Lynette Johnson-Watts, Teacher (20 years)**

Ms. Johnson expressed that teachers at Songhai Elementary work together and care about their students. She works Saturday so she can support her students. She believed the proposed plan will not bring change in discipline or scores. She cited the AUSL school she worked at, Bethune where violence did not stop even after the takeover of the new operator.

**Susan Zupan, Writer for SubstanceAbuse.net**

Ms. Zupan was concerned that CPS representatives making decisions are not from Chicago and have not lived there long enough to make informed decisions.

**Ebonie Kendricks, Teacher**

Ms. Kendricks noticed that scores were increasing at Songhai and believes CPS should give the new principal a chance to prove herself. She was worried that students will have difficulty getting access to different programs, activities and classes. She wanted the contract and relationships with partners to continue (e.g. 24<sup>th</sup> Century).

**Felecia Moore-Cummings, Community Liasion**

Ms. Cummings questioned whether students are Curtis will welcome students from the rival school. She worries for the safety of her child.

**Brian Arceneault, Teacher**

Mr. Arceneault claimed that the school has been transformed by the Principal, Ms. Pirtic. He expressed that the school's scores have increased

**Reverend Leon Walton**

Reverend Walton lives in the neighborhood and has found that the teachers at Songhai have invested a lot into the school. He believed that the school is underutilized because there have been not been enough investments/resources provided to the school which makes the demand of that school and programs less likely.

**RA, Student**

RA has been at Songhai since he was in Pre-k. He does not understand why his school is closing and appreciates all the work the teachers at the school have done for him.

**Telisa Dantzler, Teacher Assistant (22 years)**

Ms. Dantzler's children, brothers, and sister went to Songhai Elementary. She appreciated the targeted morning instruction offered at the school. She strongly suggested that community members shouldn't have to fight to keep their school and was against the proposal.

**Conrad Carey, Custodian**

Mr. Carey noticed a significant difference since he started working at Songhai. He believed the reading program in the morning is run very well and that if students move they will be placed in a bad neighborhood since there are a lot of shootings near Curtis Elementary.

**James Howkins, Security**

Mr. Howkins claimed that children feel safe at Songhai Elementary and was concerned because many gangs are currently recruiting.

**Dujuanne Evans, Teacher (3 years)**

Ms. Evans noticed many changes at Songhai including better discipline behavior of children and increased scores. Ms. Evans focused on teaching Common Core strategies and wants to give students a chance.

**Darlene Vitek, School Clerk**

Ms. Vitek was concerned because students have expressed their fear to transfer to a new school. She claims her students have school choices but this doesn't seem to be the case for students in Songhai. He was impressed with Ms. Pirtic and Ms. Atkins and was proud to be part of the school.

**IE, Student**

Student discussed how he enjoys rehearsing the anthem in the morning

**Hannah Evans, family member**

Student noticed improvement in behavior and grades of her brother.

**TP, Student**

Student was concerned about safety and commute to new school as well as the displacement of his teachers.

**Corina Rodriguez, 8th GradeTeacher**

Ms. Rodriguez believed that moving students to another school will induce a lot of stress. She is very close to her co-workers and supports the principal.



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SB630 COMMUNITY MEETING  
SONGHIA/CURTIS

April 12th, 2013

5:00 o'clock p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 12th, 2013, at the hour of 5:00 o'clock p.m.

PRESENT:

DR. MARKAY WINSTON, Chief Officer of Diverse Learner  
Supports and Services  
MS. ANNETTE GURLEY, Chief Officer of Teaching and  
Learning  
MR. HARRISON PETERS, Chief of Schools for the Lake  
Calumet Network  
MS. THYATIRIA TOWNS, FACE Manager  
CAPTAIN DALY, CHICAGO POLICE DEPARTMENT.



1           MR. GURLEY: Good afternoon. I would like to  
2 welcome to you to this evening to the community  
3 meeting. This community meeting is a continuation  
4 of a process that has been underway for over four  
5 months, and we have heard from over 20,000 people  
6 throughout the city.

7           My name is Annette Gurley, and I will be  
8 joined shortly by Dr. Markay Winston. I am the  
9 Chief Officer for Teaching and Learning with the  
10 Chicago Public Schools. I'm here with you today on  
11 behalf of CEO Barbara Byrd-Bennett to share some  
12 basic information and listen.

13           I would also like to introduce, when they  
14 come in, the network chiefs. Harrison Peters is the  
15 Lake Calumet Chief and Karen Saffold is the Rock  
16 Island chief.

17           Here with me this evening from the Chicago  
18 Police Department is Captain Daly.

19           DR. WINSTON: Good evening.

20           MR. GURLEY: Also, are either of the principals  
21 from Songhai or Curtis here at this time?

22           SPEAKER: She is here.

23           MR. GURLEY: So when they come, I'll backtrack  
24 and introduce them as well. In the interest of your

1 time, we are supposed to start at 5:00, so I don't  
2 want to have you just sitting here.

3 The purpose of today's meeting is to allow  
4 CEO Byrd-Bennett and the Board Office to hear from  
5 those in attendance about the proposal to close  
6 Songhai and welcome students to Curtis, and to  
7 insure that Dr. Barbara Byrd-Bennett will be  
8 reviewing the notes and the documentation from the  
9 evening.

10 In order to make sure that our CEO and  
11 School Board Members are able to review each and  
12 every comment, we have a court reporter recording  
13 every word that is said.

14 We're expecting that there will also be a  
15 signer here with us tonight. Has the language  
16 interpret arrived? Thank you. I'm sorry. And the  
17 language interpreter is sitting up front, in the  
18 event that you might need a translator.

19 In addition, we have a CPS note taker  
20 present tonight that is taking additional notes on a  
21 laptop to be provided directly to CEO Byrd-Bennett.

22 We have been gathering questions from  
23 these meetings and are preparing responses. Before  
24 the public hearings start on Tuesday, you will start

1 to be able to view these responses at  
2 cps.edu/qualityschools.

3 In addition, the meeting summaries will be  
4 available on this website within five days. The  
5 summaries from your first community meeting should  
6 be available shortly. You recall that there was a  
7 meeting on Saturday.

8 Generally, the common concern has been  
9 around safety. I can tell you that every welcoming  
10 school will have safe passage for its children, and  
11 CPS will work with parents before any plans are  
12 finalized.

13 Every welcoming school will get additional  
14 security, and the security guard from the sending  
15 school will follow students to their welcoming  
16 school.

17 Every welcoming school will receive new or  
18 upgraded safety supports, such as alarms and entry  
19 screening equipment; and that CPS will hold ongoing  
20 parent and student engagement forums at welcoming  
21 schools to gather feedback on school-based safety  
22 plans.

23 Please be reminded that this is the second  
24 of three meetings before a Board vote. The next

1 meeting will be the public hearing, which will be  
2 held on Tuesday, April 23rd, at 5:30 p.m. at Chicago  
3 Public Schools central office located at 125 South  
4 Clark Street.

5           The proposed action is to close Songhai  
6 and welcome students at Curtis. Each of you should  
7 have received a handout at the registration table  
8 when you arrived. I'm going to briefly describe the  
9 information that you have received.

10           Page 1, the map in the center shows the  
11 location of all the schools involved in the  
12 proposal. On both sides of the map, there is an  
13 overview of historical enrollment data, as well as a  
14 summary of how students in all schools involved will  
15 benefit.

16           On the bottom of the page is more  
17 information on how to learn more by calling 311 or  
18 visiting the website [cps.edu/qualityschools](http://cps.edu/qualityschools). Page  
19 2, the box at the top of the page outlines the  
20 future location of schools from all schools -- I'm  
21 sorry, of students from all schools, if the proposal  
22 is approved.

23           The rest of this page outlines questions  
24 that are frequently asked by families, including

1 information on how to consider enrollment in a  
2 different school option, safety and security plan.

3 For example, every school action will  
4 receive safe passage with CPS and Chicago Police  
5 Department working with communities to develop the  
6 routes, how teachers will be reassigned and programs  
7 will be transferred.

8 Page 3, as part of the our proposal, we  
9 are looking to reinvest to support students both in  
10 schools that are closed, as well as those that  
11 welcome students.

12 This page outlines those investments that  
13 will be into every welcoming school, including air  
14 conditioning in every classroom that does not  
15 currently have it, interior improvements to schools,  
16 iPads for all students in grades three to eighth,  
17 and a safety and security plan that includes safe  
18 passage and equipment upgrades.

19 In addition, in the box at the bottom of  
20 the page, there is contact information on how to  
21 reach support offices, if you have specific  
22 questions. Page 4, this page shows the potential  
23 future boundary, if the proposal is approved.

24 Again, thank you for coming out tonight,

1 and I will shortly turn the microphone over to my  
2 partner, Dr. Markay Winston; but prior to doing  
3 that, I would like to take the time to acknowledge  
4 the network chief, Mr. Harrison Peters, and have  
5 either of the two principals come in yet?

6 Principal Pirttle from Songhai is here.  
7 Thank you. As you are speaking, I just to remind  
8 you, the court reporter will be documenting what it  
9 is that you have to say.

10 It's very important that when you step up  
11 to the microphone, that you start by stating who you  
12 are. My colleague, Dr. Winston, will call the  
13 names. We will do our best to pronounce your names  
14 correctly. If we mispronounce your names, please  
15 let us know. We definitely want to get it  
16 documented correctly, but it's important that you  
17 state who you are, and what your affiliation is with  
18 the school.

19 Some of you will be speaking from prepared  
20 remarks that you have written down. Those are also  
21 helpful to us; and so, if you are speaking from  
22 prepared remarks, we're going to ask you if you will  
23 give us a copy of that to go into or go in with the  
24 documentation that we will be submitted to the CEO

1 and to the Board.

2 Thank you. With that, Dr. Markay Winston.

3 DR. WINSTON: Again, thank you very much. Good  
4 evening. I would like to thank each and every one  
5 of you once again for coming out this evening.

6 My name is Markay Winston. I am the chief  
7 Officer of Diverse Learner Supports and Services.  
8 As you know, you met my partner, Annette Gurley, who  
9 is the Chief Officer for Teaching and Learning.

10 Please be reminded the purpose of the  
11 meeting is to hear those of you in attendance.  
12 There is both a court reporter to capture your  
13 remarks, as well as the note taker to report back to  
14 Barbara Byrd-Bennett as well as to the Board Office.

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

20 Because we want to give every one a chance  
21 to speak, each speaker signed up to speak will have  
22 two minutes to share their thoughts. Our  
23 timekeeper, who is our timekeeper is right here. He  
24 will be holding up time cards that will show the

1 speaker how much time they have remaining.

2 As Mr. Gurley said, if you have speeches  
3 or other testimony material that you would like to  
4 leave, please leave them with the timekeeper, and he  
5 will make sure they become part of the official  
6 court record by giving them to the court reporter.

7 The sign-in sheets will remain open  
8 throughout the meeting, but you must sign up if you  
9 would like to speak tonight. You may only sign up  
10 to speak.

11 During tonight's meeting, the comment  
12 period will last until the scheduled end time of the  
13 meeting, but not beyond, due to the fact we have  
14 another meeting scheduled immediately following.

15 And please be advised there's a public  
16 hearing on Tuesday, April 23rd, and 5:30 p.m., and  
17 that meeting will be held at the CPS central office  
18 located at 125 South Clark Street.

19 If you do not get a chance to speak, or  
20 would like an additional opportunity, please  
21 consider attending. If translation is required,  
22 each speaker will have the full time, and each  
23 translator will share a summary of the speaker's  
24 comments.



1           Let's begin by having Dujuanne Evans  
2 coming to the microphone. Dujuanne Evans. Again,  
3 if I mispronounce your name, my apologies in  
4 advance.

5           SPEAKER: That is Dujuanne Evans.

6           DR. WINSTON: Thank you, after I said that, I  
7 thought it might be.

8           SPEAKER: Okay. I'm here to speak on research  
9 and data. We are a data-based school, and I see  
10 that CPS also uses data to determine their decision.  
11 So, I would like to do a comparison.

12           I see that for Songhai, it should be going  
13 to a grade school and comparing to Curtis. Some of  
14 the problems I have with my data here, and I will  
15 give you a copy of it, is that, number one, Curtis  
16 is 2 points away from being a level 2, and even we  
17 are moving up. They're only three points away, so I  
18 don't feel our students are going to a better  
19 school.

20           Also, our school Curtis is not a helping  
21 school certified, we are an after-school certified;  
22 and based on Scantron, we're average, but they are  
23 comparing two types of different tests. CPS has now  
24 made the MAP mandatory school-wide; whereas before,

1 it was not.

2 So, I don't think we should be compared  
3 our test scores to Scantron with the MAP. We shut  
4 wait another year so we could have an even ground to  
5 compare MAP with MAP.

6 Also, Curtis performance is far below  
7 Songhai. Songhai we are -- I'm sorry, one minute.  
8 The culture we have no data from Curtis, but Songhai  
9 does have partial organize.

10 Also, we are a new science lab and  
11 computer lab 21st century community school, ASA, art  
12 cooking, over ten partnerships, Stamp, bands,  
13 Salvation Army. I see none of that at Curtis.

14 So, our kids will be deprived. Also, we  
15 have a two-and-a-half Head Start Program. So just  
16 like Curtis with pre-K, we also have pre-K. We have  
17 LD projectors and cameras in every classroom.

18 There is nothing there that shows the data  
19 at Curtis. So, are our students really going to a  
20 better grade start school? I'll let you be the  
21 judge. Thank you.

22 DR. WINSTON: Thank, Mrs. Evans. Gerald Ross,  
23 please come forward.

24 SPEAKER: My name is Gerald Ross. I'm

1 currently the third-grade teacher of Songhai  
2 Elementary School. I've been a teachers there for  
3 15 years. I have no prepared notes. I chose to  
4 speak from the heart.

5 I have seen many changes occur at Songhai  
6 over the years. The most influential and the best  
7 change I have seen is over the last three years.  
8 The school has made tremendous strides due to the  
9 hard work of both the administration, the staff and  
10 most importantly the students.

11 I have seen a change in the students that  
12 I have not seen in 15 years. These students are  
13 engaged. They like their school. They are involved  
14 before school. They are involved after school.

15 We're a sponsor of We Bowl, we have a  
16 chess program at the school. I cannot sit here and  
17 name all the programs we have at Songhai, but I can  
18 honestly say most of these students are involved and  
19 they care about our school.

20 Secondly, I am a data analyst on the ILL  
21 team. It is apparently obvious that looking at the  
22 NWEA data, that Songhai school is performing well  
23 above Curtis School.

24 It does not take a data analyst or a

1     statistician to see the NWEA scores for Songhai are  
2     well above and beyond the scores for Curtis School.

3             As well as that, we have data for our  
4     culture and climate at our school. The culture and  
5     the climate at Songhai is improving on a daily  
6     basis, and is going to continue to improve if we  
7     keep this school open.

8             I see no data for Curtis about the culture  
9     and climate of what is occurring at their school.  
10    We don't where these students are going. We don't  
11    know what environment they are going to be headed  
12    into.

13            Lastly, I want to talk about the safety of  
14    these children. As a teacher at this school for 15  
15    years, I have overheard many conversations between  
16    the children. Most of these children do not want to  
17    go to Curtis.

18            I'm not going to repeat the stories you've  
19    all heard about the violence that has occurred  
20    between the two schools, but I am concerned and I  
21    care about the well-being of these students.

22            I do not believe that the jeopardy and the  
23    safety of these students should be put in place  
24    while they're improving. There is constant

1 improving going on at our school on a daily basis.  
2 We can look at the data and see that. You can walk  
3 through our schools and see that.

4 I cannot prove anything about Curtis  
5 Elementary School. I am here to speak for Songhai,  
6 and I've seen the changes. I'm proud of the  
7 changes; and most importantly, I'm proud of the  
8 students for embracing these changes.

9 And if we're allowed to remain open, I can  
10 guarantee these changes will continue to occur, and  
11 positive things will occur for these children,  
12 including their safety and well-being.

13 DR. WINSTON: Thank you, Mr. Ross.

14 SPEAKER: You're welcome.

15 DR. WINSTON: Our next speaker is Lucy Randle.  
16 Lucy Randle.

17 If you could state your name and spell it  
18 for the court reporter.

19 SPEAKER: Good evening, everyone. My name is  
20 Lucy, L-u-c-y, Randle, R-a-n-d-l-e. I'm a parent of  
21 four. I've had one son graduate Songhai and attend  
22 Carver Military Academy.

23 I have one son about to graduate and  
24 attend Urban Prep Academy for young men. My sons

1 were not just student ID numbers or students,  
2 because Songhai is a family.

3 We know each other. We love each other.  
4 We watch out for each other. We strive together and  
5 motivate each other. We've come so far and made so  
6 much progress. Songhai has run a good race, only  
7 for CPS to tell us it's all in vein, and that we've  
8 only been running in place. It's for all nothing.

9 If the building closes, it will cost more  
10 to let it sit and deteriorate and turn it around as  
11 to what you guys want it to be.

12 So, the answer is to close our building  
13 and to send the children to Curtis. Who, by the  
14 way, is performing less than two percent more than  
15 we are.

16 So, if you tear our family apart and lay  
17 down consciously and sleep at night, with the  
18 decision that you have made, may peace be with you,  
19 and I'll pray for you as well as the families that  
20 you all will destroy.

21 DR. WINSTON: Thank you, Ms. Randle. The next  
22 speaker is Fatima Sturgies. Fatima Sturgies.

23 SPEAKER: My name is Fatima Sturgies. I would  
24 first like to say that Songhai School provides more

1     than an education for our students. This school  
2     provides us with groups such as girl power and boys  
3     to men.

4             These groups educate us on how to be  
5     successful in everything that we do, and the message  
6     of these groups are we are more than what we think  
7     we are.

8             Songhai also has groups such as band,  
9     computer and art workshops and culinary classes.  
10    Many schools, such as Curtis, don't give children  
11    opportunities to have those things.

12            So, therefore, Songhai should not close.  
13    Songhai has been opened since the late 1800s and has  
14    graduated five generations of my family, and  
15    hopefully there will be six, including me.

16            Songhai is known as the neighborhood  
17    school and is a safe haven for many students. So  
18    why move us to Curtis? Keep us at Songhai; and as I  
19    conclude this message to you, I will say give me  
20    Songhai or give me no school at all.

21            DR. WINSTON: If we have any other folks in the  
22    audience who have not yet had a chance to sign up  
23    and register at the front desk, please consider  
24    doing so, so that we will have an opportunity to

1 hear from you this evening as well.

2 Our next speaker this evening is Jordan  
3 Edwards. Jordan Edwards.

4 SPEAKER: Good evening. My name is Jordan  
5 Edwards. I think Songhai should stay open because  
6 it's been here since 1800. It's been a good school  
7 for me for three years.

8 I use to stay in Englewood. Now I'm  
9 getting good grades, because while at Englewood, I  
10 had bad grades; but now I have seen improvement in  
11 skills going up. I got something for perfect  
12 attendance. I'm going to, like, NWEA and ISAT.

13 I'm getting good grades. My incentive  
14 reward -- I won an incentive award from my home  
15 school. I volunteer in all the programs, and I love  
16 my principal and my assistant principal.

17 And I thank all the parents that are  
18 volunteering, and all the stuff that happen, and I  
19 like when we work together and come as a group and a  
20 unit, and we like to just learn together.

21 We've been here for three years. We love  
22 each other. We like being around each other. We  
23 come, the first thing we do is come and say, "Hey,"  
24 give each other a hug.



1           So, that's why I want Songhai to be open  
2   because it's loving a school and got open arms.  
3   When I first came, they gave me open arms, and they  
4   help the people out, and then send them to the  
5   classroom, and we do our best.

6           We just go to college and go to high  
7   school and move on. Thank you.

8           DR. WINSTON: Our next speaker is Steven  
9   Mobley. Steven Mobley.

10          SPEAKER: Steven Mosley.

11          DR. WINSTON: I'm sorry, Steven Mosley.

12          SPEAKER: Thank you. Good evening, everyone.  
13   My name is Steven Mosley. First of all, I thank God  
14   for everybody in the room. It's a blessing to see  
15   everyone.

16          We want to activate our faith and not our  
17   fear. Fear is false evidence appearing real, and a  
18   person that stands on faith. I am a part of the  
19   local school council. I'm a community activist,  
20   single father, as well as an advocate speaking out  
21   against gun violence. I lost two brothers to gun  
22   violence.

23          I just want to say I'm not here to butter  
24   anybody up, you know, try to make us feel good and

1 stroke our egos, but I am here because it is a  
2 serious issue that lies in the communities with gun  
3 violence.

4 So, right now, we need to really take into  
5 consideration that our children lives are at stake.  
6 So, this is not a joke. This is very serious.

7 So, we need to really step up to the plate  
8 as adults and individuals and not allow this to  
9 happen, because trouble comes through our door when  
10 it this happens. So, we must be reminded that each  
11 time we step outside these doors, we're taking a  
12 risk, and a bullet flying past us or possibly  
13 striking a kid.

14 So, you know, it's a blessing that we all  
15 are here. Oh, I just want to say, you know, Songhai  
16 is not just a school, it's safety haven, because  
17 speaking that my daughter and I have been  
18 practically homeless for over a year. It's a  
19 struggle.

20 You know, like the famous poet, Maya  
21 Angelou, "Life with me you will sustain." So, I'm  
22 not standing before anybody trying to make myself  
23 look good, but I just want to simply say, you know,  
24 you all I appreciate you all for coming out to

1 really just hearing what we have to say.

2           And what I said we need to really keep  
3 this safe haven open; and right now, because  
4 hopefully my daughter right now in the process of  
5 State of Illinois getting housing, but still  
6 fighting a good fight of faith.

7           So, I just want to say to you all, to the  
8 parents, the staff, I challenge everybody in this  
9 room, let's start activating our faith. Let's start  
10 loving each other more, and stop looking about how  
11 much market we can make, because this is not a  
12 marketplace.

13           This is our children's lives that are is  
14 at stake. So, I just thank God for this opportunity  
15 for being able to just present myself and just do  
16 the right thing. So, let's continue to activate our  
17 faith. That's all I have to say.

18           DR. WINSTON: Thank you for your comments, Mr.  
19 Mosley. The next speaker is Deata Woolfolk.

20           SPEAKER: Hello. My name is Deata Woolfolk,  
21 and I'm a parent volunteer at Songhai Learning  
22 Institute for four years; and I wanted to say about  
23 you closing Songhai, you shouldn't be doing that  
24 because basically all my children have gone to

1 Songhai and graduated.

2 I have one that graduated from Songhai.

3 He's at SIU College right now. I have another

4 coming out will go to Harlan High School. She

5 graduating from there. I have one coming eighth

6 grade this year. Next year, eighth. I have to more

7 coming out year after that.

8 And these kids is my family. All of these

9 kids is my kids, too. They treat me and done for me

10 all since I've been there volunteering, and I'm

11 always there.

12 We need Songhai to stay open because our

13 children need the school to stay open. Going to

14 Curtis would be a tragic disaster. They're going to

15 go over there, the children over there don't like

16 our kids, and our kids try to get along with that

17 school. It's not going to work.

18 And plus, it's like the gangs, certain

19 gangs take over one neighborhood territory. You

20 can't go across that same kids school. Songhai

21 needs to stay open, and we are here to fight for our

22 school.

23 We need this school most important for

24 everything, because this is the biggest family I

1 ever seen of a school. Thank you.

2 MR. GURLEY: Thank.

3 DR. WINSTON: Thank you, Ms. Woolfolk.

4 If we have anybody else in the audience  
5 who would like to sign up and get registered to  
6 speak, please do so, so that you'll have an  
7 opportunity to have your remarks heard and shared  
8 with our CEO Dr. Barbara Byrd-Bennett, as well as  
9 with the School Board.

10 Our next speaker is Charmaine Dantzler.  
11 Charmaine Dantzler.

12 SPEAKER: Hello, everybody.

13 DR. WINSTON: Good evening.

14 SPEAKER: I just came up here to speak.

15 DR. WINSTON: Could you please state your name?

16 SPEAKER: My name is Charmaine Dantzler. My  
17 mother is Terrecev Dantzler. She's been employed  
18 for over 25 years.

19 I've been a student at Songhai -- well,  
20 not Songhai, Thomas Scanlan Elementary school from  
21 1985 to 1993.

22 I'm here in support to keep the school  
23 open, because even back when I was a student at  
24 Scanlan, there was always a problem between us and

1     Curtis.

2                 Back then, there was just fighting, now  
3     kids are gathering guns and gangs are involved. So,  
4     it is a real problem.

5                 I have the best memories of being a  
6     student there. I still have friends that I  
7     graduated from I knew from kindergarten and we  
8     graduated from eighth grade; and I still know them  
9     right now, they are my best friends.

10                Going there, you built a foundation, you  
11     know, and you know people, and this is where you  
12     have your best memories.

13                Right now, going there, I've learned a lot  
14     from the teachers there who are not there now. One  
15     is Ms. Radford. She is the best. She taught me so  
16     much, and I know that her being there, she's taught  
17     kids still so much.

18                Right now I am a music manager and event  
19     planner, interior designer and caterer; and all that  
20     influence from that, from what they've taught me.

21                So, I know that this school needs to stay  
22     open. It is traditional education, family; and my  
23     mother being there, kids still confide in her.

24                She has, you know, stopped a lot of

1 situations with kids, suicide, and them doing bad  
2 things, you know, come and talk to her, and they  
3 confide in her.

4               So, once they go to another school, they  
5 won't have that, because she is the one that they  
6 choose to confide in. So if they don't have that,  
7 then who will they turn to? Because they don't have  
8 anybody that they could trust.

9               So, I think that making this move is a bad  
10 decision. I really do because nobody is -- you  
11 know, they're not listening to the children.

12              They go there, and they feel out of place,  
13 then they're the problem because they don't want to  
14 take any help from anybody, because they don't feel  
15 comfortable in that atmosphere.

16              Then when they go there, there's going to  
17 be a constant conflict between them and children  
18 that don't get along. Then it's going to be a  
19 problem overall; and then, you know, they're going  
20 to be pushed in a class where there's already a  
21 certain amount of kids there, so it's going cause  
22 overcrowding, which the teacher is not going to be  
23 able to give them that one on one that they're  
24 probably used to at Songhai.

1 DR. WINSTON: Thank you, Ms. Dantzler. Thank  
2 you. Our next speaker is Nicole Taylor. Nicole  
3 Taylor, please come forward.

4 SPEAKER: Good evening. My name is Nicole  
5 Taylor. I am a products product of CPS. I went to  
6 what is now Songhai Institute, Learning Institute.  
7 It was formally Thomas Scanlan School, and I also  
8 went to Corliss and then transferred over to Julian.

9 I moved to Atlanta to pursue my education,  
10 and I'm still in Atlanta currently. I just wanted  
11 to come down here and speak on behalf of the school,  
12 because I feel like it's not enough people speaking  
13 on behalf of our children.

14 And I come here and see so many different  
15 things happening down here violent-wise; and when I  
16 look at this map, and I see how these children are  
17 being basically told that they're going to be forced  
18 to walk from Songhai to Curtis, and just thinking  
19 about all the violence that's going on in the city,  
20 itself, it kind of sounds redundant.

21 And just to piggyback on the point that  
22 Charmaine made, putting children in another school  
23 where -- I'm not sure what the numbers are for  
24 Curtis, but considering the fact to put children in



1 that school, it makes the classroom overcrowded, and  
2 how can the children learn if it's already  
3 overcrowded? You have four children left in there.

4 So, I just wanted to speak on behalf of  
5 this school, because I don't think that it should be  
6 closed. I think that maybe we should come up with a  
7 better alternative, to figure out what to do with  
8 these children.

9 Because also, too, with the attendance  
10 rate, what is with attendance rate? I've been down  
11 here, not so much -- well, specifically for this,  
12 but also for other reasons; and the whole time that  
13 I was here, I've been in my neighborhood that I  
14 group up with, 120th Street and Indiana; and I see  
15 children, so when I see that the numbers for  
16 attendance is down, what is that about?

17 We need to try and figure out how to get  
18 the kids back into school. So, with that being  
19 said, I don't think that the closing of the school  
20 is really the issue to resolve the problem is what  
21 I'm trying to say.

22 I don't think that will resolve it. I  
23 think it will just make a bigger problem, and that's  
24 not what we need to do. We need to figure out a

1 problem that's going to help save these children and  
2 say their education. Thank you.

3 DR. WINSTON: Thank you, Ms. Taylor. We had a  
4 few other folks come into the auditorium. Again, if  
5 you would like, please, register at the front desk,  
6 so that you have an opportunity to have your remarks  
7 and your concerns become a part of the official  
8 record.

9 Our next speaker is Russell Kidd. Please  
10 come forward.

11 SPEAKER: How you doing? First of all, I would  
12 like to give God -- my name is Russell Kidd.

13 First of all, I would like to give God my  
14 prayer and Songhai my love. Songhai is a school for  
15 the kids. Songhai is just not a school, it's just a  
16 family.

17 Everyone love one another. Since I moved  
18 down here in 2000, and my nieces and nephews have  
19 been going to this school, Songhai have provided  
20 them education and love. It ain't all about the  
21 building. It's about the family.

22 You know, it's in the same neighborhood.  
23 If you move them to Cutis, okay, it's cool to get  
24 down there, but what about coming back at night?

1           The city already messed up. Keep them  
2 home, right here, home. Home is where it's at  
3 Songhai. That's all I got to say.

4           DR. WINSTON: Thank you, Mr. Kidd. Our next  
5 speaker is Nia Cole. Nia Cole, please come forward.

6           For those you have who have not yet have a  
7 chance to sign up, please do so. We will be here  
8 until 7:00 p.m. this evening.

9           We want to make sure that everyone that  
10 would like to speak, has an opportunity to do so.  
11 So, please consider registering. Please state your  
12 name.

13          SPEAKER: Nia Cole.

14          DR. WINSTON: Thank you.

15          SPEAKER: Okay. First, I want to start off by  
16 saying when I first came to Songhai, I was heart  
17 broken and everything because my mamma passed away a  
18 few years back; but then once I first started  
19 getting like known to the school, Ms. Pirttle and  
20 counselor and stuff, they open their heart to me.

21          DR. WINSTON: Take your time, Dear.

22          SPEAKER: Also, I want to say please don't  
23 close our school because Songhai is not like only  
24 the school that is for you to learn and stuff, it's

1     like a home.

2             You can come Songhai when you feel down  
3     and out, that's how I would be, I always had  
4     somebody to talk to.

5             Even though I had nobody to talk to at  
6     home, I always could come and talk to Mr. Pirttle,  
7     Ms. Solomon, anybody.

8             DR. WINSTON: Take your time, Dear.

9             SPEAKER: At Songhai, Songhai treated me like I  
10    was their child. My mamma and my father passed  
11    away.

12            The only thing I had was my brothers and  
13    sisters; and then once I came to Songhai, I fell in  
14    love, because when my mamma passed away, I felt  
15    lonely and I felt like nobody loved me.

16            DR. WINSTON: Thank you, Dear.

17            SPEAKER: All what I want to say is please  
18    don't close Songhai. Because if you close Songhai,  
19    it's like I don't have a home to go to.

20            When I don't want to be at home, I could  
21    always go to Songhai to talk with anybody or  
22    anything. And I want to say thank you to  
23    Ms. Pirttle.

24            DR. WINSTON: Nia, what grade are you in, Dear?

1           SPEAKER: Sixth.

2           DR. WINSTON: In the sixth grade. Thank you  
3 for sharing, Nia. Our next speaker is Trevon  
4 Walker. Trevon Walker, excuse me.

5           SPEAKER: Hi. My name is name is Tervon  
6 Walker. I'm in sixth grade at Songhai Learning  
7 Institute.

8                   First I want to say please don't close  
9 down Songhai, because they opened their heart to me.  
10 When I first came to the school, I felt like I did  
11 not know what to do.

12                   Until when I met every teacher, or  
13 everybody in the school, I felt like I was home.  
14 Like everybody like a sister or brother to me, or  
15 mother, or grandfather, or niece, or nephew to me.

16                   But first I want to say is please do not  
17 close down Songhai Learning Institute.

18                   And I want to say the Pledge of Allegiance  
19 from Songhai Learning Institute. I promise to do my  
20 best today and to respect myself, my teachers and my  
21 classmates. To learn as much as I possibly can and  
22 to bring honor Songhai Learning Institute.

23                   Thank you, have a good day.

24

1 DR. WINSTON: Thank you, Trevon. If we have  
2 any other folks in the audience who would like to  
3 come forward, please sign up, register, so that we  
4 can hear your comments, so that your remarks can  
5 become a part of our permanent record.

6 We will be here until 7:00 p.m. this  
7 evening. You're most welcome to remain during the  
8 entire time; but if you haven't had a chance to  
9 speak, and you would like to be heard, please  
10 consider signing up.

11 At this moment, we don't have any  
12 additional folks registered, and so we will see if  
13 we can give folks a little bit more time to consider  
14 whether they would like to speak.

15 For those of you who have spoken already,  
16 thank you very much. We appreciate your remarks,  
17 and we will be taking your remarks back to our CEO,  
18 Dr. Back Byrd-Bennett, as well as to our School  
19 Board; but if someone else would like to speak,  
20 please go to the front desk and register, and we  
21 will make sure that you are heard tonight.

22 MR. GURLEY: Those of you who have come in a  
23 little later, this is just a reminder that this is  
24 the second of three meetings before a Board vote.

1           The next meeting will be a public hearing  
2   which will take place on Tuesday, April 23rd, at  
3   5:30 p.m. at Chicago Public Schools headquarters.  
4   Those office, located at 125 South Clark.

5           It is 5:46. Are there any of you in the  
6   audience that we have not heard from? I'll remind  
7   you we'll be here until 7:00 p.m. If you have not  
8   signed up, and you're thinking about speaking, we  
9   encourage you to do so now so that your testimony,  
10   things that you share, can be a part of the public  
11   record for this.

12           At this time we would like to call  
13   Chantell McCoo. Chantell McCoo. Chantell, we ask  
14   that you pronounce your name for us again, and then  
15   tell us was affiliation you have with the school.

16           SPEAKER: Okay. My name is Chantell McCoo, and  
17   first I believe in keeping Songhai open because I've  
18   been there from kindergarten. As I've been growing  
19   up, I love the people. I love them Ms. Pirttle.

20           She knows half my problem and I could tell  
21   her most of my problems, and most of the teachers  
22   know my problems. I love math. My teacher taught  
23   me a lot. My reading teacher teaching me a lot,  
24   even though I don't understand most of the reading,

1 but she helps me understand.

2 Songhai was a great school. All my  
3 family, most of my family, went there. I believe  
4 that keeping it open so the rest of the people can  
5 have the same feeling that I feel. That's why I  
6 believe in keeping Songhai up.

7 MR. GURLEY: Thank you, Ms. McCoo. Tashiee  
8 Johnson. Ms. Johnson, I'll ask you to re-pronounce  
9 your name, too. I'm not sure I got it right.

10 SPEAKER: Hello. This is Tashiee Johnson. You  
11 said it right. I'm a parent. I'm a community  
12 member, and I don't think you should close Songhai.

13 I don't know if you -- if anybody else  
14 came out, if they have come out since the last  
15 meeting, if they have walk the blocks; but again,  
16 I'm going to say it's not say for them to move these  
17 children from Songhai to Curtis across the tracks or  
18 any place else.

19 I know a lot of the parents that come up  
20 there to Songhai, and a lot of these young men  
21 that's dropping off their babies up there to  
22 Songhai, and the reason they're bringing them to  
23 Songhai is because they can't go to Curtis.

24 If they go to Curtis, they would have be



1 transferring their kids to Curtis. Everybody know  
2 that they put them on Curtis. People could have  
3 been transferred. It's not safe for a lot of us to  
4 go down there to Curtis.

5 It's not just the safety of the children,  
6 it's the safety of the parents. I understand you  
7 all saying you are going to have more police out  
8 there and all of that, but that still is not going  
9 to stop all the fighting.

10 What about when everything is all said and  
11 done, and it's a going back to the blocks? It's  
12 still not going to be safe. So, I don't think  
13 closing down Songhai is a solution. It's, to me,  
14 it's a big problem, and I just can't believe that  
15 they just you all is fitting to do this.

16 MR. GURLEY: Ms. Ruby Dowsey.

17 SPEAKER: Hello. My name is Ruby Dowsey. I am  
18 a parent and current LSC local school council  
19 chairperson. I have one daughter that is currently  
20 a student here in Harlan, who graduated from  
21 Songhai. She's a junior.

22 I have a young man that will be at risk of  
23 crossing these train tracks to go to Curtis, which  
24 is I don't like. He's also a young man of age where

1 gangs are starting to utilize our sixth and seventh  
2 and eighth graders as well.

3 I understand you all aren't touching our  
4 high schools, but they do start at 11, 12,  
5 13-year-old young men as well.

6 I don't like it. It's not safe. There's  
7 a constant beef, I guess as we would call it,  
8 between certain kids on certain sides State Street,  
9 on certain sides of 115th Street and it's just --  
10 and even 119th.

11 It's not safe for our children, it really  
12 is not. It's a bigger picture. Police are not  
13 going to be responding to the everyday fight calls,  
14 robbery and all of that. Those calls are going to  
15 increase. Thank you.

16 MR. GURLEY: Thank you, Ms. Dowsey. It is now  
17 5:53. Again, this meeting concludes at 7:00 p.m.  
18 For those of you who have not yet spoken, we  
19 encourage you to go outside and register to speak.

20 I would like to hear your thoughts, your  
21 concerns, your questions. Those will all be  
22 documented and submitted to CEO Byrd-Bennett and to  
23 the Board.

24 DR. WINSTON: If I can get your attention. We

1 have a few more individuals that signed up to speak,  
2 and so I want to make sure we give them our  
3 undivided attention and respect.

4 So, let's begin by asking Jason Robertson  
5 to come forward. Jayvan Robertson, my apologies.

6 SPEAKER: He's probably in the washroom.

7 DR. WINSTON: Okay. Let's ask Ebonie Kendricks  
8 to come forward. Ebonie, are you hear?

9 If you would please state your name and  
10 affiliation to the school.

11 SPEAKER: Hello. My name is Ebonie Kendricks,  
12 and I'm a special education classroom assistant at  
13 Songhai; and I not only a special education  
14 assistance at Songhai, I'm also a mother. I'm a  
15 counselor. I'm a father. I put on different hats  
16 at Songhai.

17 What I want to say is stop identifying our  
18 babies by numbers. As my colleagues has expressed,  
19 the numbers are not working. The numbers are not  
20 comparing. We've been identified by numbers all our  
21 lives. Stop identifying our school, our babies, by  
22 numbers and what they can do by numbers.

23 As I say, we are a family at Songhai. As  
24 you see the impact on our kids, we have many kids

1 that come across Songhai as the ones that come --  
2 have come across today.

3 We have kids that has left our school and  
4 came back to Songhai and have talked to us, have  
5 confided in us. We have kids now that come back.

6 So, where are the kids going to go that  
7 have left our school? Where they going to go? They  
8 going to go to people at Curtis? What is the impact  
9 of closing Songhai going to have on our children?

10 It's not about the numbers, it's about the  
11 impact. You say it's about the children, let it be  
12 about the children, not about the numbers. Let it  
13 be about the children.

14 You're not only impacting our kids today,  
15 you're impacting our past babies, you're impacting  
16 our present babies, and you are impacting our future  
17 babies by closing Songhai. Thank you.

18 DR. WINSTON: Thank you, Mrs. Kendricks. Are  
19 you Jayvan?

20 SPEAKER: Yes.

21 DR. WINSTON: Hi, Jayvan. Tell everyone your  
22 name and your grade, please.

23 SPEAKER: In fourth grade.

24 DR. WINSTON: Okay.

1           SPEAKER: I have a brief speech to say. I  
2 wanted to know is it okay if I keep my school open?  
3 Because you heard what happened in, like, 2000 where  
4 Curtis kids came over here and hit our kids with  
5 bats and beat us with sticks.

6           Please, can you save our school? Because  
7 we're not going to get along with Curtis kids.

8           DR. WINSTON: Thank you, Jayvan. Dorothy  
9 Willis? Is Dorothy here? Ms. Willis.

10          SPEAKER: My name is Dorothy Willis, and I work  
11 at Songhai, and I'm a structural assistant, and I  
12 work with the Head Start Children.

13          I feel that Songhai needs to stay open  
14 because we are the stepping stone for our children  
15 starting at from Head Start on. From head Start to  
16 eighth grade, they have grown.

17          Like my colleagues have been speaking,  
18 children coming back, those that went on to college,  
19 they come and give their testimony, how the great  
20 foundation they have at Songhai.

21          So, I think it's really important for us  
22 to stay open and to remain where we are to be  
23 encouragement for our children to study and to watch  
24 the neighborhood rebuild itself; and we'll be there

1 when it rebuilds itself; and even more, to be there  
2 for support, like we're supporting our children now.

3 We'll be able to support the ones that's  
4 coming. So, I really believe and think that we  
5 should it remain open. Like I said, we start from  
6 Head Start all the way from eighth grade; and we've  
7 been for there them, and we will remain there for  
8 them, not only for them, but for those who are  
9 coming and for the new ones moving into the  
10 neighborhood. Thank you.

11 DR. WINSTON: Thank you, Ms. Willis. Rochel  
12 Walton. Rochel Walton.

13 SPEAKER: Good evening.

14 DR. WINSTON: Good evening.

15 SPEAKER: Good evening. My name is Rochel  
16 Walton, R-o-c-h-e-l, Walton, W-a-l-t-o-n. I just  
17 want to say that 100 years from now, it will not  
18 matter what kind of car I drove, what kind of house  
19 I lived in, how much is in my bank account, nor what  
20 my clothes look like.

21 It will not matter what kind of typewriter  
22 I use, how large or small is my church. What will  
23 matter is that somehow in this world just one child  
24 may be a little bit better because I was important

1 for the life of that child.

2 When you take your decisions back to the  
3 decision maker, will they be able to say that by  
4 closing Songhai school? I'm sorry, I just don't  
5 think so.

6 I'm a little nervous, a little shaky, but  
7 Songhai means a lot to me. Ms. Willis just came in.  
8 I teach head start children. I see them from the  
9 beginning.

10 The impact that we have on the children,  
11 on their family is insurmountable. I have no more  
12 words to give you, but the decision to close Songhai  
13 school is wrong.

14 DR. WINSTON: Thank you, Ms. Walton. Anthony  
15 Ray, if you could please come to the microphone.  
16 Anthony Ray. Please state your name and grade.

17 SPEAKER: Hello. My name is Anthony Ray. I'm  
18 in eighth grade at Songhai. I think you all should  
19 not close Songhai down.

20 First of all, because my little sister is  
21 in kindergarten at Songhai right now; and even when  
22 I'm gone, like, she got all her friends at Songhai  
23 and everything.

24 And I don't think she should, like, go to

1     Curtis, and just start off there because she got all  
2     her friends. Like, that's basically where she going  
3     to grow up at, like I did.

4             I started there in first grade, and now  
5     I'm all the way in eighth grade; and just like  
6     Jayvan said, Curtis kids came up to our school just  
7     a few years ago with bats and stuff, basically  
8     beating our kids, our students with them at our  
9     school.

10            And my teachers, they try real hard to  
11     teach every student in our classroom. Even if the  
12     classroom is -- always have about 40 students in it,  
13     they don't, like, hold back on no student.

14            They treat every student the same and  
15     teach every student the same, no matter what  
16     disability or anything that they have.

17            So, since I've been at Songhai since first  
18     grade, the changes that I'm seeing now, as  
19     Ms. Pirttle was principal, the best changes that I  
20     seen since I got there in first grade.

21            And I really don't want to see the school  
22     close down, and mainly for the safety of the kids  
23     that's growing up now at Songhai. Thank you.

24            DR. WINSTON: Thank you, Anthony. Our next



1 speaker is Alondra Moreno. Alondra Moreno.

2 SPEAKER: Hello. My name is Alondra Moreno,  
3 and I'm a student at Songhai Learning Institute.

4 I don't want my school to close down  
5 because I have little brothers that go there, and  
6 other family members that go there. And I've gone  
7 there for two years, and I'm already very  
8 comfortable at that school, and my brothers are,  
9 too.

10 And I don't want my brothers to go to  
11 another school and be uncomfortable, which they  
12 aren't in this school now. I don't think it is a  
13 good choice to close Songhai down.

14 DR. WINSTON: What grade were you in, Alondra?

15 SPEAKER: Eighth.

16 DR. WINSTON: Okay, thank you. Our next  
17 speaker is Marchelle France. Marchelle France.

18 Tell us your name and your grade level,  
19 and spell your name, please, for the court reporter  
20 so this we have it correctly.

21 SPEAKER: Name is Marchelle France. I'm an  
22 eighth grade. I've been at Songhai --

23 DR. WINSTON: Could you spell your name,  
24 please?

1           SPEAKER: M-a-r-c-h-e-l-l-e. I've attended  
2   Songhai since last year, and I don't think the  
3   school should close down, because I have younger  
4   siblings that go to that school; and I don't think  
5   they would be safe at Curtis, like other people  
6   said.

7           I feel comfortable at that school, like, I  
8   could talk to anybody, and my brothers and sisters  
9   do, too. So, I think it's good for them to stay  
10  there. I don't think you should close my school  
11  down.

12          DR. WINSTON: Thank you. Our next speaker is  
13  Debra Hester. Debra Hester. If you could state  
14  your name and your affiliation with the school. And  
15  your name, please, as well.

16          SPEAKER: Okay. My name is Debra Hester,  
17  D-e-b-r-a, Hester, H-e-s-t-e-r; and I'm a SECA,  
18  special ed classroom assistance, at  
19  Songhai/cheerleading coach/band assistant with  
20  Salvation Army.

21                 My thing is I've had three children to  
22  graduate Songhai. My oldest is 35. I have one 33,  
23  and I also have a son 21, who's now attending  
24  university of Alabama.

1           Yes, Songhai at we do produce good stock.  
2   You need to keep Songhai open. How many schools can  
3   say that they are representative or adopted by the  
4   Chicago Bulls?

5           How many schools have Salvation Army to  
6   come in and teach our children how to play  
7   instruments free of charge; and they also go to the  
8   Croc Center and learn their instruments.

9           My point is: Let's keep this train going  
10   at Songhai and keep Songhai open. Thank you.

11          DR. WINSTON: Thank you, Ms. Hester. Our next  
12   speaker is Wanda Lugo, Wanda Lugo.

13          SPEAKER: Hi. My name is Wanda Lugo. I'm a  
14   SECA, but I'm not only a SECA, I'm also the coach  
15   for volleyball, basketball, track and field,  
16   softball.

17          So, I get to school at 8:30 in the  
18   morning, and I don't leave until like 6:00 o'clock  
19   in the afternoon, and make sure my girls get home  
20   safe, or whoever is in --

21          DR. WINSTON: Take your time.

22          SPEAKER: Whoever is with me in sports. So, we  
23   have a good sports program. Our girls will make it  
24   to the finals. So, thank you. Keep our school

1 open.

2 DR. WINSTON: Thank you, Ms. Lugo. Thank you.

3 Our next speaker is Jayden Edwards.

4 Jayden Edwards.

5 SPEAKER: Hello. My name is Jayden Edwards.

6 Could you spell your name, please, and your grade.

7 Tell us your grade?

8 SPEAKER: J-a-y-d-e-n. I'm in grade six. I  
9 think Songhai should not close down because I got  
10 better in what I do since I came from my old  
11 neighborhood.

12 Songhai has changed my experience since  
13 I've been there since 2008, and we have great  
14 teachers, like great teachers like Tracheti  
15 (phonetic) who teach us a lot, and try their best to  
16 take care of us, our principal, Ms. Pirttle, and I  
17 think Songhai should not close down, because it's a  
18 great school. That's it.

19 DR. WINSTON: Thank you, Jayden. Our next  
20 speaker is Tywathia McCoo. Tywathia McCoo and,  
21 please, state and spell your name and tell us your  
22 grade level.

23 SPEAKER: My name is T-y-w-a-t-h-i-a, McCoo. I  
24 am in seventh grade.

1 DR. WINSTON: Would you spell your last name  
2 for the court reporter?

3 SPEAKER: M-c-C-o-o.

4 DR. WINSTON: Thank you.

5 SPEAKER: I am in seventh grade. The reason I  
6 don't want Songhai to close is because I would like  
7 to at least graduate with the people I've been  
8 growing up with since I've been in kindergarten.

9 And my little sisters go there, too, and I  
10 would like them to at least graduate, too; and for  
11 the others that go there, too.

12 And another reason is I don't want Songhai  
13 to close because I've been doing sports since fifth  
14 grade, and I joined every program that they had, and  
15 I love to play volleyball.

16 I mean, if I go to the other school, I  
17 don't think they will have volleyball or whatever  
18 other sports I would like to join; and I don't think  
19 that I will feel comfortable leaving that school,  
20 since I grew up there since I've been in  
21 kindergarten.

22 And I just think that Songhai shouldn't  
23 close, because it's a great school, and don't nobody  
24 want to see their kids go to Curtis and get beat and

1     tortured every day, because it's just not right.

2     It's just not right.

3             DR. WINSTON: Thank you, Tywathia. Evonia  
4     Mosley.

5             Please state and spell your name, so that  
6     the court reporter gets it correct.

7             SPEAKER: Hi. Name is Evonia Mosley,  
8     E-v-o-n-i-a M-o-s-l-e-y, and I've been going to  
9     Songhai since kindergarten; and I've been seeing so  
10    much change, because we did so many programs.

11            And some kids like me, I can't always read  
12    well, but since we've been having so many programs  
13    and state help, it helped me read better. All the  
14    kids do their work, because they always give us,  
15    like, a gift and a reward for doing our work.

16            And we've just been taken up and our  
17    school has been going up and everything, since we  
18    had extra time to do our work after school.

19            DR. WINSTON: Thank you. Tara Cole. Tara  
20    Cole. If you could state and spell your name, and  
21    tell us what grade you're in.

22            SPEAKER: Hi. My name Tara Cole, T-a-r-a  
23    C-o-l-e. I'm in sixth grade, and Songhai should not  
24    close because we have a lot of sports there, and I

1 like being up in the track and field sports and  
2 stuff like that.

3 And since I've been going to Songhai, I've  
4 been getting help with more reading and math and  
5 science. And I like basketball and volleyball, and  
6 I want to thank my principal, my assistant  
7 principal, Ms. Pirttle and Ms. Atkins.

8 DR. WINSTON: Thank you, Tara. Charles Lenoir.  
9 Charles Lenoir.

10

11 SPEAKER: Hi. Name is a Charles Lenoir. You  
12 shouldn't close the school down because this is my  
13 first year, and this is a good school for me; and  
14 this school is so good that the teachers they help  
15 you when you ask them to help you.

16 And my mom and dad went to this school,  
17 and they graduated, and I got two little sisters. I  
18 got a little sister and a little brother that went  
19 to this school, and I want them to finish keep going  
20 on so they can graduate like me, and we have a good  
21 principal.

22 I haven't had a good principal since a  
23 long time from all my schools. This is the first  
24 time I had a good relationship with my principal.

1 Thank you.

2 DR. WINSTON: Thank you. Do we have anybody  
3 else in the audience who would like to sign up to  
4 speak? We want to make sure we get your remarks on  
5 the record.

6 Do we have any additional principals or  
7 assistant principals in the audience that have not  
8 yet been recognized? Any additional principals or  
9 assistant principals that have not yet been  
10 recognized?

11 Our next speaker will be Rodrigo Gamboa.  
12 Rodrigo Gamboa.

13 SPEAKER: Hello. Name is a Rodrigo Gamboa.

14 DR. WINSTON: Could you spell your name,  
15 please, as well as your grade level?

16 SPEAKER: R-o-d-r-i-g-o. My grade level is  
17 eighth grade, and I don't think you should close  
18 Songhai down, because I've been there since last  
19 year; and the first year I came, everybody just  
20 looked at me different, because I was a different  
21 race.

22 But now I'm just getting along with  
23 everybody, and everybody is like my family here.  
24 Miss Pirttle, Ms. Atkins, my teachers, and you all



1 shouldn't close it down because I got some younger  
2 siblings and other family members that stay here.

3 I would at least like them to graduate  
4 from eighth grade. That's all I got to say.

5 DR. WINSTON: Thank you, Rodrigo. Our next  
6 speaker is Julius Childs. Julius Childs.

7 If you could state and spell your name and  
8 tell us your affiliation with the school.

9 SPEAKER: Julius Childs, J-u-l-i-u-s  
10 C-h-i-l-d-s. I am a single parents of two, one that  
11 graduated, and my daughter that is in eighth grade  
12 this year.

13 I've been in the neighborhood for over 30  
14 years, and I have seen children that have friends  
15 and nephews that went to Songhai, which previously  
16 was Scanlan; and in the past, Scanlan and Curtis  
17 have always been feuding because of sports and  
18 because of the difference of the tracks and the  
19 neighborhood.

20 One thing that I don't agree on, first of  
21 all, our teachers -- I know all the teachers because  
22 I guess they tired of me coming up there. I go up  
23 there a lot.

24 They are, like, second parents away from

1 home, because they are with the children for over  
2 eighth hours, and they are very concerned about the  
3 children.

4 We have a great principal that you all --  
5 that just got in there a couple years ago, and she  
6 love our children. To take our children and put  
7 them into another school like Curtis, first of all,  
8 it's hard, very hard, to get our children just for  
9 perfect attendance, just even get 90 percent of them  
10 attendance at Songhai.

11 So, imagine trying to send them to Curtis.  
12 What would you do then if half of those students  
13 stop going? You're going to be here next year  
14 saying you are going to close Curtis down. Where  
15 will they go from there?

16 You know, because I'm going to let you  
17 know now it won't work. Not being funny or  
18 anything, the police can only see so much. You're  
19 about to take a school of maybe 500 and send them  
20 and pack them on top of another school. That's a  
21 lot.

22 And I ride past Curtis a lot. There's not  
23 about maybe one or two squad cars. We need the  
24 police to be doing their job in that bad community

1 on other things. If we could keep this school open,  
2 and let our children get their education that they  
3 need, they all know each other. It's like family.  
4 Everyone around there is like family.

5 I believe it will be better for the  
6 neighborhood. What we need to do is put some money,  
7 take some money, start putting money into the  
8 school, not closing them down. Thank you.

9 DR. WINSTON: Thank you, Mr. Childs. Hannah  
10 Evans. Hannah Evans, you're our next speaker.

11 Tell us your name, spell your name, and  
12 tell us what grade you are in.

13 SPEAKER: I am Hannah Evans, H-a-n-n-a-h  
14 E-v-a-n-s. I am a CPS student and a fourth grader.

15 I think you should not close Songhai  
16 because this school is a school that showed a lot of  
17 improvement, by grades and behavior.

18 You should not judge the school by their  
19 test scores, but by their improvement. I have to  
20 ride three hours with my mom who is a teacher, too,  
21 for the state and Saturday programs.

22 If the students at Songhai have to go to  
23 Curtis, it will be harder to learn because the  
24 classes are too big, and the teachers can't have a

1 one-on-one experience.

2 Without students, that there would be no  
3 teachers. Without teachers, there would be no  
4 presence. Without presence, there would be no hope.  
5 Keep Songhai open.

6 DR. WINSTON: Thank you, Hannah. If we have  
7 anyone else in the audience who would like to sign  
8 up to speak, please go to the registration desk. We  
9 will make sure that you have an opportunity.

10 It's about 6:25, so we have about 35 more  
11 minutes to speak. I just want to make sure to give  
12 you a friendly reminder.

13 Our next speaker is Andy Moreno. Andy  
14 Moreno. Please state your name, spell your name,  
15 and tell us your grade level, Dear.

16 SPEAKER: My name is Andy Moreno, A-n-d-y. I'm  
17 in sixth grade. I think you guys should not close  
18 Songhai because I've been there since last year, and  
19 everybody treat me nice, and I get along with  
20 everybody.

21 I have increased in math, reading. I got  
22 better grades since I came to Songhai; and the  
23 principal, the assistance principal, are nice. They  
24 provide a lot of materials for us.

1 DR. WINSTON: Thank you, Andy. Tracie Thomas  
2 is our next speaker. Tracy Thomas.

3 If you could please state and spell your  
4 name, and tell us your affiliation to the school.

5 SPEAKER: Tracie Thomas. Tracie, T-r-a-c-i-e,  
6 and I'm a parent.

7 You all shouldn't close Songhai because  
8 that school, my four kids -- well, three, and one  
9 that's leaving this year. Songhai has given my kids  
10 hope. My oldest is 25 fitting to graduate with her  
11 Bachelor's in early childhood education social  
12 worker.

13 My oldest son is 22. He's going to the  
14 University of Kentucky for culinary arts. My other  
15 son is going to the University of Kentucky for  
16 culinary arts, and I have a 13-year-old daughter  
17 that has been on the honor roll since preschool at  
18 Songhai.

19 Now, to me, if my four kids, as a single  
20 mom, can raise four kids out of Songhai Learning  
21 Institute that's fitting to graduate from college,  
22 that school needs to stay open.

23 My son was one of the products of the kids  
24 that got beat up at Curtis. He ended up in an

1 ambulance on the news. That is how I knew my son  
2 was in the hospital.

3 Now, I went to Scanlan, graduated from  
4 eighth grade. Curtis and Scanlan has been a problem  
5 since I went there; and the reason why is because of  
6 the academics, because Thomas Scanlan, now Songhai,  
7 was one of the top schools in the neighborhood.

8 So, why would you close the top school in  
9 the neighborhood for another school? It's  
10 ridiculous to me. I want to see that these kids  
11 have a better education. It ain't about the size of  
12 the classroom.

13 It's about the dedication that these  
14 teachers have with these students, and the students  
15 have to these teachers, so leave Songhai open.  
16 Let's continue to build the children because without  
17 the kids, without the teachers, what else would  
18 there be?

19 So, we need to keep the school open so  
20 these kids can get their education and not be packed  
21 up like rats.

22 DR. WINSTON: Thank you, Ms. Thomas. George  
23 Walker is our next speaker. George Walker. Please  
24 tell us your name and your grade, please.

1           SPEAKER: Name is George Walker. I'm in  
2 seventh grade. First of all, I started at Songhai  
3 when I was in fifth grade; and before that, my dad  
4 and I was stressed.

5           I was crying, and my mom tried to stop,  
6 but I couldn't; and when I was going to Songhai, I  
7 was in sports. I was in track. I was in flag  
8 football. I did computers. I played basketball. I  
9 don't think Songhai should close.

10          DR. WINSTON: Thank you, Dear. Patricia  
11 Solomon. Patricia Solomon.

12          Please state and spell your name and tell  
13 us your affiliation to the school.

14          SPEAKER: Good evening. My name is Patricia  
15 Solomonian. That's spelled S-o-l-o-m-o-n.

16          I am the counselor case manager at  
17 Songhai, and I've been at Songhai for seven years;  
18 and during this time, I had worked on under six  
19 different principals.

20          In the past three years, I have seen a  
21 dramatic progress in our school. Our culture and  
22 climate has improved, and we have several corporate  
23 partnerships with BMO, Chicago Bulls, which we most  
24 recently at our school a couple weeks ago they had

1 promised to donate to our school one dollar for  
2 every point the Bulls score in the playoffs. So,  
3 we're hoping the bills will go all the way.

4 They are also going to provide us with air  
5 conditioners for our computer lab, and they're going  
6 to give us some laptops, I mean iPads, for our  
7 younger-grade students.

8 In addition, we have the partnership with  
9 the Ray Joan Crock Center with our band, and they  
10 have supplied our children with band instruments,  
11 which we couldn't get from CPS.

12 We also have a partnership with our health  
13 partnership with the Metropolitan Family Center, and  
14 we also have Chicago State comes in and helps us  
15 with professional development.

16 My most main concern right now is  
17 revolving around our school. We have three middle  
18 grade schools that are autism spectrum; and as you  
19 know, children with autism sometimes have a problem  
20 bonding with other individuals they don't know, and  
21 they have difficulty picking up on social cues.

22 My concern is will Curtis staff be  
23 interpreting and reading our children's social cues  
24 without -- and responding to them in a



1 non-threatening manner.

2           Also, our special ed teachers and the  
3 parapprofessionals that these autism children are so  
4 -- have developed a relationship and know very well,  
5 will they be able to follow these children? Okay, I  
6 see my time is up. And go to Curtis with them?

7           Also, in closing, I'm asking that you  
8 please do not the close Songhai. We have made so  
9 many end roads and came a long way with our  
10 children; and if you close up our school, you close  
11 up the end roads we made with our children. Thank  
12 you.

13          DR. WINSTON: Thank you, Ms. Solomon. I'm  
14 probably going to mispronounce your last name.  
15 Brian Arceneaux.

16          SPEAKER: That was very good. It's about eight  
17 miles of road. Thank you.

18          DR. WINSTON: If you could please state and  
19 spell your name and your affiliation with the  
20 school.

21          SPEAKER: Yes. My main is Brian, B-r-i-a-n,  
22 A-r-c-e-n-e-a-u-x. I'm a kindergarten teacher at  
23 Songhai, and I've taught eighth grade from  
24 kindergarten eighth grade; and I see my

1 kindergarteners are learning and absorbing  
2 information on the first- and second-grade level.

3           They're reading. They're learning about  
4 adjectives in kindergarten. When I was in  
5 kindergarten, we sat and listened to the piano  
6 player to see to play the piano.

7           My children learn adjectives, nouns,  
8 plots, character, and they're going to be ready to  
9 move on to first grade. This is the foundation of  
10 the school, kindergarten; and I believe you heard  
11 here today that we have dedicated teachers.

12           We have dedicated students who have  
13 expressed how much they love our school, but the  
14 main thing we have going for us is I think Ms.  
15 Pirttle, because she is gotten all these  
16 partnerships. She's gone out and gotten all these  
17 partnerships.

18           She treats every child as if they were her  
19 own; and for no other reason, that is why Songhai  
20 should stay open. We have a wonderful  
21 administrative team, dedicated teachers, and we're  
22 on the rise.

23           We're on the move. We're coming back.  
24 We're moving up. So, keep Songhai open, please.

1 DR. WINSTON: Thank you.

2 SPEAKER: I want to thank my parents for coming  
3 out, my parents, thank you, and I want to submit  
4 this.

5 This document, excuse me, I'm sorry, this  
6 document I would like to submit to the panel because  
7 this is a closer and more accurate look at what  
8 Songhai is, and compare it Curtis in our situation.  
9 Thank you.

10 DR. WINSTON: Thank you. Our next speaker is  
11 Jamia Childs. If you could, Dear, could you please  
12 state and spell your name, and tell us your grade  
13 level.

14 SPEAKER: My name is Jamia Childs. It's  
15 J-a-m-i-a C-h-i-l-d-s. I'm in eighth great.

16 Ever since I've been going to Songhai ever  
17 since seventh grade, teachers been encouraging me to  
18 keep doing good. I've been doing good at my school.  
19 I made the honor roll. Curtis is an unsafe school.  
20 Just keep it open.

21 DR. WINSTON: Thank you. We have approximately  
22 25 minutes remaining. So, if you're still thinking  
23 about whether you would like to speak, please go  
24 ahead and sign up. We're eager to hear your

1 responses.

2 Our next speaker is Antoinette Barnes.

3 Antoinette Barnes, please come forward. Please  
4 state your name and your affiliation with the  
5 school.

6 SPEAKER: My name is Antoinette Barnes, and I'm  
7 a parent, I'm a teacher, and I work for Chicago  
8 Teachers Union.

9 The Board of Education says that they must  
10 close schools because there are too many empty  
11 seats; but at the same time, they announce that they  
12 intend to open 60 additional charter schools. Are  
13 there too many seats or not enough?

14 The Board has dramatically exaggerated the  
15 loss in CPS enrollment. They have claimed to have  
16 lost 145,000 school-age children in the last ten  
17 years, when in reality published reports now show  
18 that CPS has only lost 29,000 students.

19 89 percent of the schools affected by  
20 school closings are people of color, regardless of  
21 their race, creed or color, this is racism.

22 We need you to support our schools, not  
23 close our schools. School closings adversely affect  
24 our students' safety and education. They affect the

1 school, itself, the community, and the teachers.

2 This is not the time to give up. So,  
3 we're asking you, students, parents, teachers,  
4 communities, to come together. This is not the time  
5 to give up. We need you to band together, educate  
6 and organize your communities and fight to keep our  
7 schools open.

8 The Chicago Teachers Union stand with you  
9 and your community.

10 DR. WINSTON: Thank you, Ms. Barnes. Ms.  
11 Barnes, if you would like your remarks to be entered  
12 into the records, if you would like to leave a copy,  
13 you are more than welcome come to do so.

14 SPEAKER: I don't really have a copy.

15 DR. WINSTON: Okay, that's fine. Our next  
16 speaker Natalie Wahlberg. Natalie Wahlberg, please  
17 come forward.

18 If you could please state your name and  
19 spell it, and tell us your affiliation with the  
20 school.

21 SPEAKER: My name is Natalie W-a-h-l-b, as in  
22 boy, e-r-g. I'm with Occupied CPS. I'm not here to  
23 talk to the Board of Ed. I'm here to talk to you  
24 all, to the parents, to speak to what the previous

1 speaker just said about banding together and  
2 fighting.

3 We know that these school closings are not  
4 in the best interest of the communities, of the  
5 children, of the workers. I'm here today to ask you  
6 to let us help you.

7 We want your name, your phone number, and  
8 your E-mail address and, we want to help you learn  
9 how to do direct actions, how to get media  
10 attention, and how to do social media. We want to  
11 show you the best way to fight to keep your schools  
12 open.

13 We believe in you. We believe in your  
14 communities; and we believe that together, we can  
15 stop these racist school closings and send a message  
16 to the illegitimate institution that they have no  
17 business closing our schools.

18 DR. WINSTON: Thank you, Ms. Wahlberg. Our  
19 next speaker is Jamia Childs. Jamia Childs.

20 SPEAKER: She spoke already.

21 DR. WINSTON: Did see want to speak again? She  
22 signed up a second time. Okay.

23 If we happen to have anyone else in the  
24 audience who would like to speak, we would love to

1 have you sign up and register at the front desk, so  
2 that we could give you an opportunity to be heard  
3 this evening, and so that your words can become a  
4 part of the permanent record.

5 We are down to approximately 20 minutes  
6 remaining, and we want to make sure that you have an  
7 opportunity to speak. So, we will be here for the  
8 remaining 20 minutes.

9 SPEAKER: They're stopping us.

10 DR. WINSTON: We have about 19 minutes  
11 remaining, so if there is anyone else that would  
12 like to speak, please sign up at the front desk so  
13 that you can be heard, so that we have an  
14 opportunity to have your remarks coming to the  
15 public, into the public record.

16 We will, in fact, be here for the  
17 remainder of the evening. We also want to just take  
18 this moment to remind you that our third and final  
19 meeting will be a public hearing that will be held  
20 on Tuesday, April 23rd, at 5:50 p.m. at the CPS  
21 central office that's located at 125 South Clark  
22 Street, and please know that you are all encouraged  
23 and welcome to attend.

24 MR. GURLEY: I can point out to you again we

1 are encouraging you if you have anything to say, any  
2 concerns, any thoughts and ideas that you want to  
3 express, they are welcome.

4 Opposing thoughts, needs and ideas are  
5 welcome as well. Should you want to sign up for  
6 anything and provide information, you are welcome to  
7 do so on your. During the community meeting,  
8 however, we are sticking to the guidelines that we  
9 have for the community meetings.

10 So, if any of you wish to sign up for any  
11 organization, adults, and provide your information,  
12 that is your right to do so; but again, we are  
13 following procedures for this meeting.

14 If there are children here without adults,  
15 I would strongly recommend that the adults in charge  
16 make the decisions in terms of what information,  
17 personal information, children are sharing.

18 For anyone who is leaving at this time, we  
19 want to take this opportunity to thank you for  
20 coming. Again, we will be here until 7:00 o'clock.  
21 This meeting concludes at 7:00 o'clock.

22 For those of you who are leaving at this  
23 time, thank you for giving up your time this Friday  
24 afternoon, evening, to share your thoughts, ideas



1 and concerns.

2           It is 6:46. Again, tonight's community  
3 meeting will conclude at 7:00 p.m. If you would  
4 like to speak, please make sure you sign up. There  
5 is still time to hear from you.

6           DR. WINSTON: Thank you again. I just wanted  
7 to extend our sincere thanks and appreciation for  
8 those of you who came out this evening.

9           A special thank you to those individuals  
10 who decided to speak and share your remarks. I  
11 would like to offer a special thank you to the  
12 students. Thank you for your courage to come  
13 forward and for sharing your stories and your  
14 perspectives.

15           It's quite brave of you to be a child and  
16 to be willing to come forward and speak in a  
17 microphone in front of a large audience, and you are  
18 to be commended. So, thank you to everyone for  
19 coming out this evening. We still have about five  
20 minutes remaining.

21           Thank you again. Our meeting has now  
22 concluded.

23           (WHICH WERE ALL THE PROCEEDINGS HAD.)

24

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

4

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

12

PAMELA A. MARZULLO  
License No. 084-001624

13

14

15 SUBSCRIBED AND SWORN TO  
16 before me this \_\_\_\_ day  
17 of \_\_\_\_\_ 2013.

18

19 Notary Public

20

21

22

23

24



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**Community Meeting for the Proposal to Close Songhai Elementary**

April 12, 2013; 5:00pm-7:00pm

Location: Harlan High School, 9652 South Michigan Avenue

**CPS Staff in Attendance:**

Annette Gurley, Chief Education Officer, Teaching and Learning

Dr. Markay Winston, Officer, Diverse Learner Support and Services

Harrison Peters, Chief of Schools, Lake Calumet and Far South Side High School Networks

LaTanya McDade, Chief of Elementary Schools, Skyway Network

Thyatiria Towns, FACE Manager, Rock Island Network

**Also in Attendance:**

Captain Daly, Chicago Police Department

**CPS Presentation**

Annette Gurley, Chief Education Officer for Teaching and Learning, welcomed all in attendance and introduced the meeting. She introduced the sign language interpreters and Spanish translators. She also asked if anyone required Spanish translation. Gurley then presented an overview of the proposal and reviewed the materials available to meeting attendees. Dr. Markay Winston, Officer of Diverse Learner Support and Services then explained the meeting rules and procedures. The meeting was then opened for public comment.

**Brief Summary:**

The purpose of the meeting was to receive public comments on the proposal to close Songhai into Curtis, in accordance with 105 ILCS 5/34-230. There were approximately 145 attendees, a number of whom also spoke. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Belief Curtis is not a better school given it is only 2 points away level 3 status and has lower ISAT and MAP scores
- Discussed the programmatic offerings at Songhai such as chess club, band, culinary arts, mentoring for both girls and boys, and track and field
- The improvement in climate and culture over the last three years at Songhai since the change in administration
- Concern over the lack of climate and culture data available about Curtis
- Worried about student safety due to gun violence and gang issues in the community
- History of the school in the community dating back to 1800

- Felt the closure will never work given the history of violence between the two school communities
- Concerned about the level of support that will be available to transitioning students
- Asked CPS to come up with an alternative solution to the closure
- Expressed the family environment and support Songhai offers to students in tough times
- Worried about the safety of parents who now have to take students to Curtis
- Belief that CPS cares more about numbers than about students
- Worried that the police will not be able to respond to the increase in incidents that may result from the closure of Songhai
- Referenced a fight between the Curtis and Songahi in 2000
- Belief class sizes at Songhai are too large to promote individualized instruction
- Wonder what will happen to external partnerships with organizations including the Chicago Bulls, the Salvation Army, and the Kroc Center
- Expressed the strength of the current teachers and administration
- Students concerned that the same sports and extracurricular activities will not be available
- The extra academic support available through Study Island
- Belief that attendance will be impacted at Curtis next year due to the closure
- Desire of current students to graduate from Songhai
- Concerned about larger class sized at Curtis after closure
- Felt CPS is closing neighborhood schools to make room for charter schools
- Concerned about the impact of closures on communities of closures
- Belief that CPS is exaggerating the loss of students in the district and city



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## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

### **Proposed Closure of Songhai Elementary Learning Institute**

### **Statement of Ashley Richardson, Portfolio Planner**

**April 23, 2013**

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

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

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

Songhai is currently located at 11725 South Perry Avenue. Songhai is an elementary school that, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, serves 317 students in pre-kindergarten, and kindergarten through 8<sup>th</sup> 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 facilities, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76 to 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 facility has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76 to 77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 to 1080. If a school in this typical

elementary school facility 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 32 total classrooms within the Songhai facility. Approximately 76 - 77% of this number is 24, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 720. As such, the enrollment efficiency range of the Songhai facility is between 576-864 students.

As I stated, the enrollment of Songhai, as of the 20<sup>th</sup> day of attendance for the 2012-2013 school year, is 317. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that the students from Songhai be welcomed at George W. Curtis Elementary School, or Curtis. If this proposal is approved by the Board of Education for the City of Chicago, the resulting space utilization will not exceed Curtis's enrollment efficiency range as defined by the CPS Space Utilization Standards.

Curtis has 40 total classrooms. Approximately 76 - 77% of this number is 30, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 900. As such, the enrollment efficiency range of the Curtis facility is between 720-1080 students. Curtis currently has 474 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 Songhai and Curtis, green hashed lines showing the enrollment efficiency range of the Curtis facility, and a circle representing the combined projected enrollment for 2013-2014. Songhai's current enrollment of 317 students and Curtis' current enrollment of 474 students combines to a total of 791 students, within the enrollment efficiency range of the Curtis facility. Further, the projected enrollment of Songhai for the 2013 school year is 304 and the projected enrollment for Curtis is 505, for a total of 809 students, which is also within the Curtis enrollment efficiency range. Thus, there is enough space within the Curtis facility for students from Songhai and students from Curtis.

If Songhai is closed, the CEO is also proposing that Songhai's attendance area be reassigned to Curtis at 32 East 115<sup>th</sup> Street at the end of the current school year. A map showing the proposed boundary change is located in your binder at tab 23 and copies of this map were available tonight at the registration desk. In proposing this boundary change, several factors were considered as outlined in the Review and Establishment of School Attendance Boundaries Policy, including, but not limited to, the capacity of Curtis, geographic barriers, travel time, distance traveled, and program considerations.

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

Thank you, Your Honor. This concludes my statement.



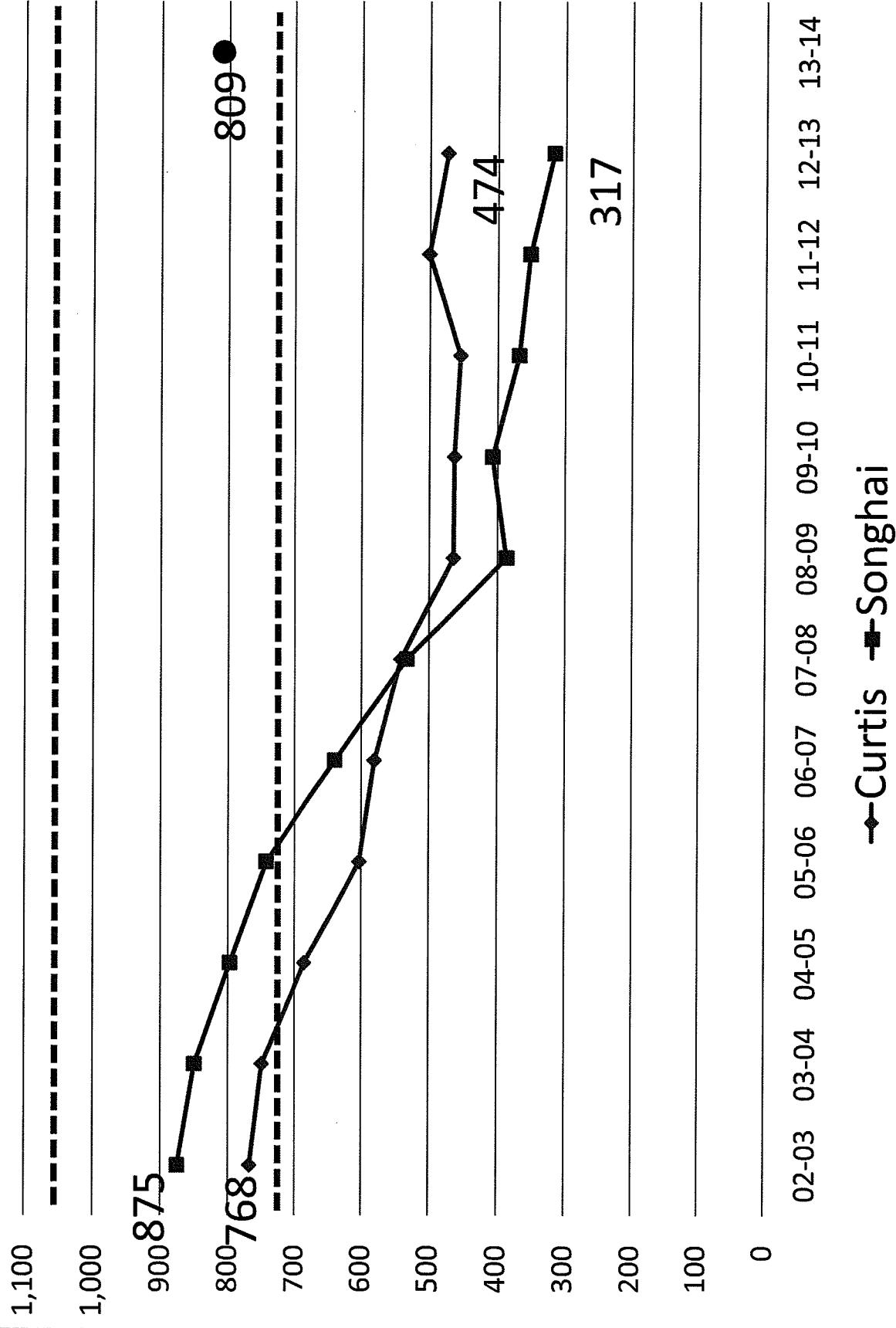
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# Enrollment History



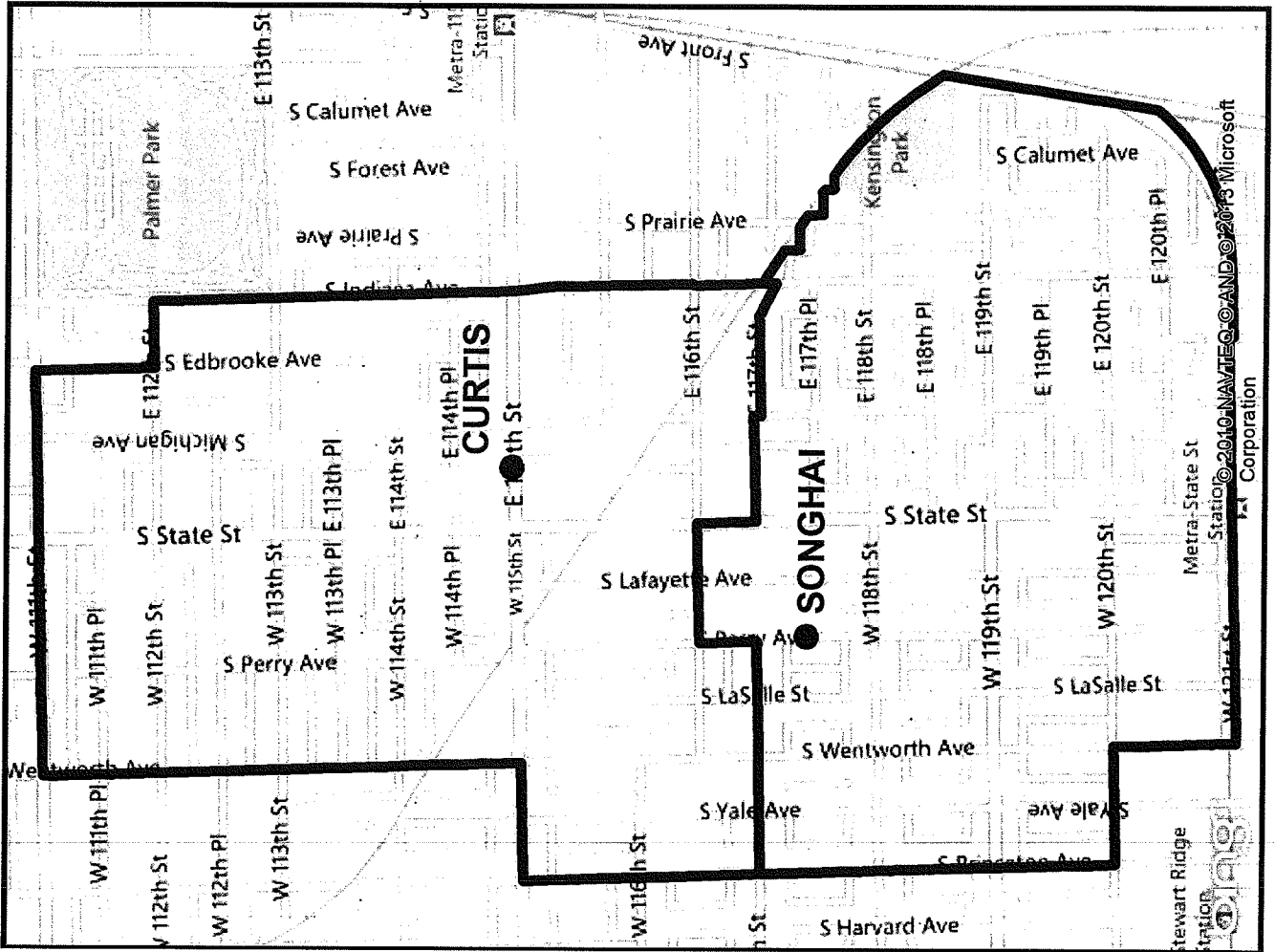
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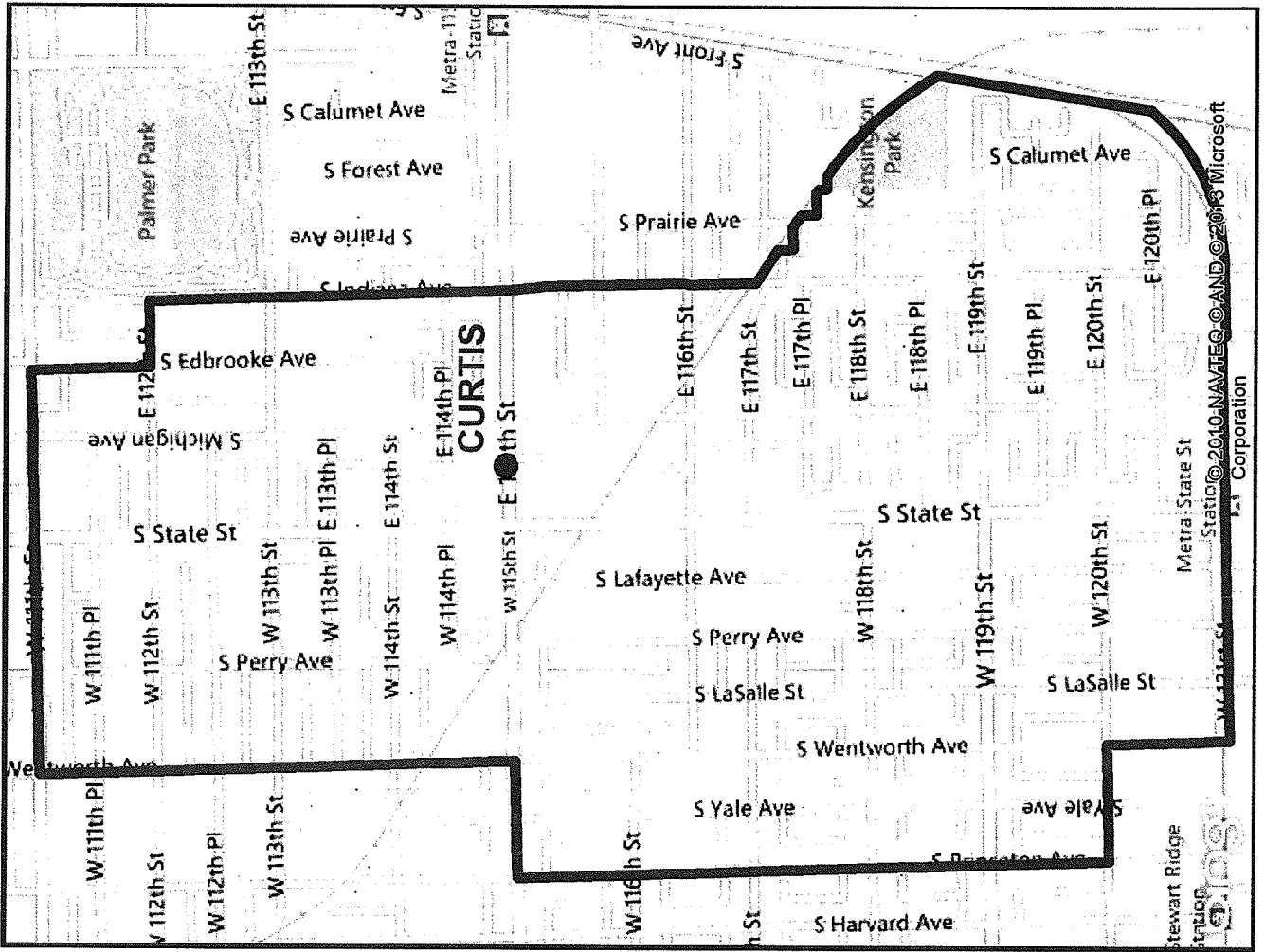
# Current and Proposed Attendance Area Boundaries



Current 2012-13 Boundaries



Proposed 2013-14 Boundaries





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## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Closure of Songhai Elementary Learning Institute**

#### **Statement of Karen Saffold, Chief of Schools for the Rock Island Elementary School Network**

**April 23, 2013**

Good evening Your Honor. My name is Karen Saffold. I am the Chief of Schools for the Rock Island Elementary School Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. George W. Curtis Elementary School is within the geographical boundaries of the Rock Island Elementary School Network

By way of background, over the past 20 years, I have worked in a number of capacities within public education, including, teacher, curriculum coordinator, assistant principal, and principal before becoming an Area Instruction Officer in 2006. I have a doctorate in education and hold degrees and certificates from Illinois State, Roosevelt, Nova Southeastern, Harvard, and Northwestern Universities.

As you have already heard, Songhai Elementary Learning Institute fits the criteria of the Chief Executive Officer's Guidelines for School Actions because it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20<sup>th</sup> attendance day for the 2012-2013 school year. Songhai students will be welcomed by George W. Curtis Elementary School, located at 32 East 115<sup>th</sup> Street. The facility at 32 East 115<sup>th</sup> Street has enough space to welcome the Songhai students and the resulting combined enrollment will not exceed the facility's enrollment efficiency range.

When Songhai students are welcomed by the Curtis administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. One way that the CEO's Guidelines for School Actions define a higher performing school is if a school received a higher level on the Performance Policy for the 2011-2012 school year. Under the CPS Performance Policy, located in your binder at tab 12, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. District-wide, schools designated Level 1 are the highest performing and schools designated Level 3 are the lowest performing. Songhai received a Level 3 rating based on its performance during the 2011-2012 school year, while Curtis received a Level 2 rating. The Performance Policy reports reflecting these levels are included in the binder of documents that you have received at tab 25. Please note that the performance policy ratings from the 2011-2012 school year appear under the 2012-2013 header on these reports, as these ratings are used to determine each school's accountability status for the 2012-2013 school year.

If this proposal is approved, students will receive additional supports at Songhai during the remainder of this school year and at Curtis next year, and CPS 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. If the Board approves this proposal, CPS will publish final transition plans 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 Curtis administration and the community to designate specific intersections for safe passage supports.

Additionally, students will receive academic supports as they transition, including the following:

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principal of Songhai maintain academic rigor for the remainder of the school year and ensure a smooth transition to Curtis. 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 Curtis 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 principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. The principals will be supported as they consider how to use these resources.

Students will also receive social and emotional supports to help them adjust to a new school environment, including the following:

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Curtis 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 Songhai 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, Songhai is underutilized, the combined enrollment of Songhai and Curtis students at the 32 East 115<sup>th</sup> Street facility will not exceed the facility's enrollment efficiency range, and Curtis is a higher performing school. The CEO believes that this proposed school closure will help the District better serve all students and is prepared to assist students with additional supports as they transition.

Thank you for your time and attention. This concludes my statement.





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# Performance Policy

## 2012 Elementary School Performance Policy Report

### Songhai Elementary Learning Institute

School ID: 610160

Network: Lake Calumet Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	52.8%	52.0%	51.4%	49.2%	50.0% (1 point)	-5.2 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	59.4%	52.3%	61.6%	74.0%	67.8% (1 point)	+16.1 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	46.6%	26.4%	49.0%	51.1%	50.6% (1 point)	+14.8 (3 points)	4 of 6
ISAT Composite Exceeds %	5.2%	3.9%	3.1%	3.3%	3.2% (0 points)	-0.8 (0 points)	0 of 6
8th Grade ISAT Composite Exceeds %	5.5%	8.5%	4.8%	0.0%	2.4% (0 points)	-6.3 (0 points)	0 of 6
Adjusted Attendance Rate	91.6%	91.3%	91.5%	91.5%	90.5% (1 point)	+0.4 (1 point)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.4	31st	1 of 3
Value-Added Math	+0.2	61st	2 of 3

### Overall Rating

Performance Policy Rating	<b>2012-2013</b>	2011-2012	2010-2011
Performance Policy Points Earned	14 of 42 (33.3%)	12 of 42 (28.6%)	6 of 42 (14.3%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	60.1% (2012)	55.3% (2011)	49.1% (2010)
Probation Status	Probation	Probation	Probation

# 2012 Elementary School Performance Policy Legend

## Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale scores) and the average growth of similar students District-wide. This comparison is made using a regression methodology that controls for prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early exit students. This adjustment is only made if it results in a positive adjustment. This does not replace the district's 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 PSAT score below 10% are placed on probation, regardless of Level achieved.

## Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading	Less than 50%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science	Less than 50.0%	0 points	Less than 0.1	0 points
Meets/Exceeds % (Ceiling = 90%)	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite	Less than 5.0%	0 points	Less than 0.1	0 points
Exceeds % (Ceiling = 90%)	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	Less than 5.0%	0 points	Less than 0.1	0 points
Composite Exceeds % (Ceiling = 90%)	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

## Ratings and Probation

If percent of students meeting or exceeding standard is:

71% or more

50% to 70.9%

Less than 50%

\*Notes on Probation: Schools that have more consecutive 2 rating for 2 consecutive years are placed on probation.

Schools where the rating is 2 for 2 consecutive years are to be removed from the list of schools for which such action was taken.

Charter schools do not receive a rating for charter school accreditation.

# Performance Policy

## 2012 Elementary School Performance Policy Report

### George W Curtis Elementary School

School ID: 609900

Network: AUSL Schools

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	36.0%	40.3%	56.0%	54.0%	55.0% (1 point)	+9.9 (3 points)	4 of 6
ISAT Math Meets/Exceeds %	47.6%	52.6%	71.8%	75.4%	73.6% (2 points)	+18.1 (3 points)	5 of 6
ISAT Science Meets/Exceeds %	27.2%	45.1%	36.7%	50.9%	48.8% (0 points)	+24.5 (3 points)	3 of 6
ISAT Composite Exceeds %	2.2%	3.2%	6.2%	6.6%	6.4% (1 point)	+2.7 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	0.7%	3.3%	5.3%	3.9%	4.6% (0 points)	+0.8 (1 point)	1 of 6
Adjusted Attendance Rate	91.5%	89.5%	93.9%	93.6%	93.8% (2 points)	+2.0 (3 points)	5 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.6	5th	0 of 3
Value-Added Math	+0.4	68th	2 of 3

### Overall Rating

Performance Policy Rating	<b>2012-2013</b>	2011-2012	2010-2011
Performance Policy Points Earned	22 of 42 (52.4%)	20 of 42 (47.6%)	11 of 42 (26.2%)
Performance Rating	Level 2	Level 3	Level 3
ISAT Composite Meets/Exceeds %	64.2% (2012)	60.6% (2011)	46.2% (2010)
Probation Status	Probation	Probation	Probation

# 2012 Elementary School Performance Policy Legend

## Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAT 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% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0% 50.0% to 69.9% 70.0% to 79.9% 80.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0% 5.0% to 14.9% 15.0% to 24.9% 25.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0% 5.0% to 14.9% 15.0% to 24.9% 25.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 2.9 3.0 to 5.9 6.0 or more	0 points 1 point 2 points 3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0% 90.0% to 92.9% 93.0% to 94.9% 95.0% or more	0 points 1 point 2 points 3 points	Less than 0.1 0.1 to 0.4 0.5 to 0.9 1.0 or more	0 points 1 point 2 points 3 points
	If Value-Added score is:	School receives:		
Value-Added Reading	Less than -1.0 -1.0 to -0.1 0.0 to 0.9 1.0 or more	0 points 1 point 2 points 3 points		
Value-Added Mathematics	Less than -1.0 -1.0 to -0.1 0.0 to 0.9 1.0 or more	0 points 1 point 2 points 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](http://www.cps.edu/performance).