

**PUBLIC HEARING TO CONSIDER THE  
PROPOSED REASSIGNMENT  
BOUNDARY CHANGE OF OROZCO  
COMMUNITY ACADEMY AND COOPER  
DUAL LANGUAGE ACADEMY**

**FEBRUARY 5, 2019  
COMMENCING AT 5:00 P.M.**

**HONORABLE ROBERT V. BOHARIC  
HEARING OFFICER**

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COMMUNITY ACADEMY  
FEBRUARY 5, 2019  
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**A. NOTICES OF HEARING**

1. Notice Letter and Draft Transition Plan to the parents or guardians of students at Cooper Dual Language Academy ("Cooper") and Orozco Community Academy ("Orozco") dated November 30, 2018 for the proposed reassignment boundary change of Cooper and Orozco .
2. Notice Letter and Draft Transition Plan to the administrators, staff, and Local School Council members at Cooper and Orozco dated November 30, 2018 for the proposed reassignment boundary change of Cooper and Orozco.
3. Affidavit of Cheryl Nevins, Regional Portfolio Planner for the Chicago Public Schools, regarding: (a) publication of Draft Guidelines for School Actions on September 30, 2018, (b) publication of the List of Independent Hearing Officers for Hearings on October 31, 2018, (c) publication of Final Guidelines for School Actions on November 20, 2018, (d) publication of proposed school actions on December 1, 2018, (e) delivery of Notice Letters and Draft Transition Plan to parents and guardians, school personnel, and Local School Council members of Orozco and Cooper on November 30, 2018, (f) publication of summaries from community meetings on or before January 14, 2019 and January 21, 2019, and (g) notice to school communities of rescheduled public hearing dates due to inclement weather.
4. Affidavit of Francis Bilecki, Chief Policy Officer for the Office of Intergovernmental Relations at the Board of Education of the City of Chicago, regarding delivery of Notice Letters and Draft Transition Plans to elected officials on November 30, 2018
5. Public notice of hearing and community meetings by newspaper publication in the Chicago Sun-Times on December 27, 2018 and January 29, 2018.

**B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS**

6. 105 ILCS 5/34-18 ("Powers of the Board"), effective August 31, 2017
7. 105 ILCS 5/34-200 ("Definitions"), effective July 13, 2012

8. 105 ILCS 5/34-225 ("School Transition Plans"), effective November 30, 2012
9. 105 ILCS 5/34-230 ("School Action Public Meetings and Hearings), effective November 30, 2012
10. Chicago Public Schools School Quality Rating Policy, Policy Manual Section 302.6, Board Report 14-1119-PO1
11. Chicago Public Schools Policy on Review and Establishment of School Attendance Boundaries, Policy Manual Section 703.2, Board Report 05-0622-PO1
12. Chicago Public Schools Space Utilization Standards & Methodology (Issued January 1, 2019)
13. Guidelines for School Actions, 2018-2019 School Year (Issued November 20, 2018)
14. Chief Executive Officer's Procedures for Public Hearings on Proposed School Closure, Consolidation, Co-Location, Phase-Out, or Reassignment Boundary Change

C. DOCUMENTS AND WRITTEN EVIDENCE IN SUPPORT OF THE PROPOSAL

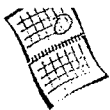
15. Transcript of the January 9, 2019 community meeting regarding the proposed reassignment boundary change of Cooper and Orozco
16. Summary of the January 9, 2019 community meeting regarding the proposed reassignment boundary change of Cooper and Orozco
17. Transcript of the January 16, 2019 community meeting regarding the proposed reassignment boundary change of Cooper and Orozco
18. Summary of the January 16, 2019 community meeting regarding the proposed reassignment boundary change of Cooper and Orozco
19. Written statement of Minerva Garcia-Sanchez, Network 7 Chief of Schools
20. Written statement of James Dispensa, Director of Demographics Analysis and Planning for the Chicago Public Schools
21. Request from the members of the Cooper Local School Council regarding the Reassignment Boundary Change dated October 16, 2018.



22. Request from the member of the Orozco Local School Council regarding the Reassignment Boundary Change dated October 18, 2018.
23. Congressman Jesus Chuy Garcia's (former Cook County Commissioner for the 7th District) letter dated October 18, 2018.
24. Illinois State Representative Theresa Mah's letter dated October 18, 2018.
25. Letter from the Chicago Commons dated October 19, 2018.
26. Letter from the Resurrection Project dated October 23, 2018.
27. Letter from the Pilsen Neighbors Community Council dated October 17, 2018.
28. Letter from the Chicago Mariachi Project dated October 18, 2018
29. Letter from the Frida Kahlo Community Organization dated October 18, 2018
30. Racial Impact Analysis

A

# EXHIBIT 1



## IMPORTANT ANNOUNCEMENTS!! / ANUNCIOS IMPORTANTES!



Classes are **CANCELED** and school will be closed **TOMORROW, January 30<sup>th</sup>**, due to the extremely cold temperatures expected. Please check local tv and radio announcements for updates on classes for Thursday. Remember that there is **NO SCHOOL** on Friday.

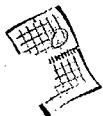
The CPS Public Hearing regarding the Cooper/Orozco Transition Plan that was scheduled for Thursday, January 31<sup>st</sup>, has been **CHANGED** to Tuesday, February 5<sup>th</sup>. It will be held at CPS Central Offices at 42 W. Madison, from 5:00 - 8:00pm.

**SAFETY FIRST!!** Please use extra caution when driving in winter weather conditions. Watch out for students at cross walks. **DO NOT** walk through the school parking lot; use sidewalks which are clean and safe. Thank you for your cooperation!

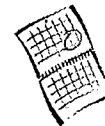
*Las clases han sido **CANCELADAS** y la escuela estará cerrada **MAÑANA, 30 de enero**, por las temperaturas extremadamente frías que se esperan. Favor de ver anuncios de televisión o radio para saber si las habrá clases el jueves. Recuerden que no hay clases el viernes.*

*La Reunión Publica de CPS sobre el Plan de Transición de Cooper/Orozco que estaba programada para el jueves, 31 de enero ha sido **CAMBIADA** al martes, 5 de febrero. Se llevara a cabo en las oficinas centrales de CPS en el 42 W. Madison de 5:00 a 8:00 pm.*

*La **SEGURIDAD es PRIORIDAD!** Favor de tener cuidado extra cuando manejen en condiciones de clima invernal. Cuidado con nuestros estudiantes en las esquinas. Favor de **NO** caminar por el estacionamiento escolar; utilicen las aceras que están limpias y seguras. Gracias!!*



## IMPORTANT ANNOUNCEMENTS!! / ANUNCIOS IMPORTANTES!



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November 30, 2018

Parent or Guardian of Student at  
Cooper Dual Language Academy  
1624 W 19th St Chicago, IL 60608

**Re: Proposed Reassignment Boundary Change of Orozco Community Academy and Cooper Dual Language Academy**

Dear Parent or Guardian,

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

Cooper Dual Language Academy (Cooper) is a PK-5 Level 1 school located at 1624 W 19th St. On October 19, 2018, the Local School Council (LSC) of Cooper, with the support of the school community at large, elected officials, and the Orozco Community Academy (Orozco) school community, requested that Orozco's neighborhood 6th, 7th, and 8th grade boundary be reassigned to Cooper gradually over time.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for School Year (SY) 2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program for students who are bilingual and/or heritage speakers.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

Please refer to the attached Draft Transition Plan for more details about the proposed reassignment boundary change.

### Public Comment on this Proposal

As a next step, CPS will hold two community meetings and one public hearing to hear further feedback on CPS' proposal (meeting information is below). Following the meetings and hearing, the Board of Education may vote on this proposal as early as February of 2019.

Your voice is critical to this process and I invite you to share your feedback on this proposed reassignment boundary change during the following two community meetings and one public hearing outlined below:

Community Meeting	Community Meeting	Public Hearing
Wednesday, January 9, 2019 6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	Wednesday, January 16, 2019 6:00-7:30 PM Cooper Elementary 1624 W 19th St.	Thursday, January 31, 2019 6:00-8:00 PM CPS Central Office 42 West Madison Street

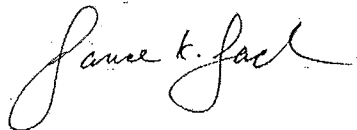
If you wish to comment at the community meetings or hearing, please adhere to the following procedures. You must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes after the start of the meeting or hearing. You will have 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.

Thank you in advance for your feedback as we work to provide all Chicago Public School students with the high-quality education they deserve. After the community meetings and public hearing, I will review a written report from the hearing officer and at that time, I may recommend that the Board consider and approve this reassignment boundary change.

### Further Questions and Concerns

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the Draft Transition Plan, please email [transitions@cps.edu](mailto:transitions@cps.edu) or call Chicago Public Schools at (773) 553-1500.

Sincerely,



Janice K. Jackson, EdD  
Chief Executive Officer  
Chicago Public Schools



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November 30, 2018

Padre o Tutor de un Estudiante en  
Academia de Lenguaje Dual Cooper  
1624 W 19th St Chicago, IL 60608

**Re: Propuesta de Reasignación del Cambio de Límite de la Academia Comunitaria de Orozco y la Academia de Lenguaje Dual Cooper**

Estimado Padres o Tutores de Cooper,

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

La Academia de Lenguaje Dual Cooper (Cooper) es una escuela PK-5 Nivel 1 ubicada en 1624 W 19th St. El 19 de octubre de 2018, el Consejo Escolar Local (LSC) de Cooper, con el apoyo de la comunidad escolar en general, cuenta con funcionarios electos, y la comunidad escolar de la Academia Comunitaria de Orozco (Orozco), solicitó que los límites de los grados 6, 7 y 8 del vecindario de Orozco se reasignan a Cooper gradualmente con el tiempo.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites para permitir que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Una vez completada la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para familias en su programa bilingüe para estudiantes avanzados que son hablantes bilingües y / o de herencia.

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio



resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

Si desea obtener más detalles sobre el cambio de límite de reasignación propuesto, consulte el plan de transición que se incluye con esta carta.

### **Comentarios del Público sobre esta Propuesta**

Como siguiente paso, CPS realizará dos reuniones comunitarias y una audiencia pública para escuchar comentarios adicionales sobre la propuesta de CPS (la información de la reunión se encuentra a continuación). Después de las reuniones y la audiencia, la Junta de Educación de Chicago (Chicago Board of Education) puede votar sobre esta propuesta a partir de febrero de 2019.

Su voz es crítica en este proceso y los invito a compartir sus opiniones sobre la propuesta de reasignación de los límites durante las siguientes dos reuniones comunitarias y una audiencia pública detalladas a continuación:

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

Si desean hablar en las reuniones comunitarias o la audiencia tienen que registrarse ese día, en el lugar designado, desde una hora antes de la hora designada para comenzar, hasta una después del comienzo de la reunión o audiencia. Tendrán dos minutos para hablar, a menos que el oficial a cargo de la audiencia u organizador de la reunión decidan una extensión. La audiencia finalizará a la hora señalada, o después de los comentarios de la última persona anotada para hablar, lo que ocurra primero.

Agradezco por anticipado sus aportes, mientras trabajamos para ofrecer a los estudiantes de las Escuelas Públicas de Chicago la educación de calidad que merecen. Después de las reuniones comunitarias y de la audiencia pública, voy a analizar el informe escrito del oficial a cargo y en ese momento podría recomendar que la Junta (Board) considere y apruebe la reasignación de la área de asistencia las escuelas.

**Más Preguntas o Preocupaciones:**

Toda esta información se puede encontrar en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen preguntas o preocupaciones sobre esta propuesta y el plan de transición, llamen por favor a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo electrónico a [Transitions@cps.edu](mailto:Transitions@cps.edu).

Sinceramente,

A handwritten signature in black ink, reading "Janice K. Jackson". The signature is fluid and cursive, with the first name "Janice" being the most prominent part.

Janice K. Jackson, EdD  
Directora Ejecutiva  
Escuelas Públicas de Chicago

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## DRAFT TRANSITION PLAN

### I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 19, 2018, the Local School Councils (LSC) of Cooper Dual Language Academy (Cooper) and Orozco Community Academy (Orozco), with the support of their respective school communities and elected officials, requested that the 6th, 7th, and 8th-grade neighborhood boundary of Orozco be reassigned to Cooper gradually to allow Cooper to offer 6th grade by School Year (SY) 2019-20, 7th grade by the SY2020-2021, and 8th grade by SY2021-2022. This will allow for Orozco to expand its bilingual gifted program to serve more students, including heritage speakers.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that the district reassign the boundaries of Orozco and Cooper:

#### **The proposal involves the following changes:**

To adjust the grade structures assigned to the shared Cooper/Orozco attendance area boundary (described below\*) such that:

- Effective July 1, 2019, Cooper will offer grades Kindergarten through sixth grade and Orozco will offer grades seventh and eighth for students residing within the attendance area; and
- Effective July 1, 2020, Cooper will offer grades Kindergarten through seventh grade and Orozco will offer grade eighth for students residing within the attendance area; and
- Effective July 1, 2021, Cooper will offer grades Kindergarten through eighth grade for students residing within the attendance area and Orozco will transition to a non-boundary/citywide elementary school.
- *\*Beginning at Hoyne Ave and the CB&Q RR; Northeast to Wolcott Ave; South to 16<sup>th</sup> St; East to Ashland Ave; South to 18<sup>th</sup> St; East to Laflin St; South to Cermak Rd; West to Blue Island Ave; Southwest to Paulina St; North to 21<sup>st</sup> St; West to Wolcott Ave; and North to the starting point.*

## **II. Summary of Proposed Action**

CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

## **III. Safety and Security**

At the present time, there are no safety concerns with this proposed action. If this proposal is approved, the CPS Office of Safety & Security will work with the administrations of Orozco and Cooper to review the school's safety and security plan. A variety of supports for students and the community nearby will be considered with feedback from parents. These supports may include the following:

- First and foremost, if determined necessary by the Orozco or Cooper administration, CPS will hold safety planning meetings to ensure that all safety efforts are coordinated between CPS, administration, parents and the Chicago Police Department;
- A review of safety technology will be conducted to determine whether existing safety technology needs to be enhanced. This review may include screening protocols;
- Review security officer staffing levels.

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

CPS is committed to ensuring a successful transition pending Board approval of the proposal. To accomplish this, CPS proposes the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this

proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

### **Support for Students' Academic Needs**

To ensure students receive high-quality academic instruction throughout the transition, the following will occur:

- The allocation of funds and budget resources to equip future 6th, 7th, and 8th-graders at Cooper with resources and materials needed for academic success.
- **Academic Planning Teams:** Cooper and Orozco will designate teachers to form academic planning teams. These teams consisting of teachers, grouped by subject and grade level, will meet to plan the curriculum, which will ease the transition of the addition of 6th, 7th, and 8th-graders at Cooper and the expansion of the bilingual gifted program at Orozco.
- **Common Scheduling/Enrichment:** Cooper will outline and discuss how the academic programming at the school can be extended and enhanced in the schedule for the next academic two years to support the addition of 6th, 7th, and 8th graders. Orozco will outline how the bilingual gifted program can be extended and enhanced to serve additional students, specifically heritage speakers.
- **Assess the need for professional development:** Since the school population at Cooper will remain similar, professional development will be focused on integrating the staff to ensure that the academic environment provides for a strong, continuous educational focus for 6th, 7th, and 8th-grade students. At Orozco, the school will assess the need for additional professional development as they expand the bilingual gifted program.

### **Support for Students' Social and Emotional Needs**

CPS' Office of Social Emotional Learning (OSEL) will consult with the Orozco and Cooper school communities to continue existing SEL supports and determine the need for additional resources for a school-specific plan that may include the following:

- Assess the need for a climate and culture team that may consist of a group of representative staff (including administrators, teachers, counselors, and security officers), which will lead the planning of school-wide policies and practices to promote positive relationships and a supportive school environment. This includes cultivating a sense of community between all staff and students.

- Support both schools in ensuring their existing systems identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success. Guiding practices will be established through collaboration to prepare for students who may need additional social and emotional support. Training will be supported by CPS and, specifically, the OSEL.
- Assess the need for additional professional development for all teachers to help them develop skills and resources that support all students.

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

#### ***Support for Diverse Learners***

Students with disabilities and their families will be supported through clear communication, continual support for academic instruction and ensuring that both Orozco and Cooper are fully able to implement students' Individual Education Programs (IEPs). Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities will continue to receive the following supports, required by law:

- *A free and appropriate public education (FAPE)*
- *The implementation of the student's IEP in the least restrictive environment (LRE)*
- *A focus on student academic and social-emotional progress*

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students at both schools. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the diverse learners.
- Make sure classrooms are appropriately set up for students with diverse learning needs.
- Orozco and Cooper families can reach their District Representative, Ines Castaneda, [icastaneda2@cps.edu](mailto:icastaneda2@cps.edu) and the Deaf Hard of Hearing Manager, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu)

Finally, the Office of Diverse Learners Support Services (ODLSS) will work with the students in the Deaf and Hard of Hearing Cluster Program at Cooper to add additional grades to the program over the next three years (6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22). At the same time, the program will be phased out at Orozco.

### ***Support for Students in Temporary Living Situations***

- The CPS Department of Students in Temporary Living Situations (DSTLS) will continue the support provided to Students in Temporary Living Situations (STLS) as required by law. These include enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waivers of all school-related fees;
- Under the proposed re-assignment boundary change, returning STLS students to Cooper may choose to attend Cooper or meet with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- Similarly, returning STLS students to Orozco may choose to attend Orozco or meeting with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- In addition, STLS liaisons will work with current 5th-grade families to ensure they understand the application process for Orozco or other schools should they choose not to continue on in their neighborhood school (Cooper);
- STLS staff is available if students wish to learn about additional schools to transition to;
  - For students who were homeless before the 2018-19 school, their school of origin will become the first school where they enroll for the 2018-19 school year;
  - For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects;
  - Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

### ***Support for English Learners***

- Current and future English Language Learners (ELs) will receive state-mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI)), as required;
  - English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs;
  - Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies). For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student's need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s).

- Cooper has been approved to offer Dual Language programming, implementing the program in Pre-K and Kindergarten in SY 2018-19, with an expansion of one additional grade level each year until the program is implemented in all grade levels.
  - Dual Language becomes the main vehicle through which the required TBE services are provided to English learners, eventually expanding to all grade levels.

### **Support for Students' Transportation Needs**

- Provisions for specific student populations (i.e., student with disabilities), as determined by the CPS transportation policy, will continue to apply.

## **V. Additional Logistical Information**

### **Information Regarding Choice of Schools**

If this proposal is approved, Cooper will enroll 6th-graders in the 2019-2020 school year, 7th-graders in the 2020-2021 school year, and 8th-graders in the 2021-2022 school year. As this transition occurs, Orozco will expand its bilingual gifted program. CPS is committed to providing educational options that fit each student's unique learning needs. To support families in understanding their enrollment options, 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)

### **Public Comment**

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

CPS will hold two community meetings and one formal public hearing regarding this proposed 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.

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9th, 2019	Wednesday, January 16th, 2019	Thursday, January 31st 6:00-8:00 PM



6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	6:00-7:30 PM Cooper Elementary 1624 W 19th St.	CPS Central Office 42 West Madison Street
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***Further Questions and Concerns***

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the DRAFT Transition Plan, please call Chicago Public Schools at (773) 553-1500 or email [Transitions@cps.edu](mailto:Transitions@cps.edu).

## **BORRADOR DEL PLAN DE TRANSICIÓN**

### **I. Introducción**

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 19 de octubre de 2018, los Concilios Escolares Locales (LSC) de Cooper Dual Language Academy (Cooper) y Orozco Community Academy (Orozco), con el apoyo de sus respectivas comunidades escolares y funcionarios electos, solicitaron que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Esto permitirá que Orozco amplíe su programa bilingüe para estudiantes talentosos (gifted) para atender a más estudiantes, incluidos los oradores de herencia.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites de Orozco y Cooper.

**La propuesta implica los siguientes cambios:**

**Para ajustar las estructuras de calificación asignadas al límite del área de asistencia compartida de Cooper / Orozco (que se describe a continuación \*) de manera que:**

- A partir del 1 de julio de 2019, Cooper ofrecerá los grados de Kindergarten a sexto grado y Orozco ofrecerá los grados séptimo y octavo para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2020, Cooper ofrecerá los grados de Kindergarten a séptimo grado y Orozco ofrecerá el octavo grado para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2021, Cooper ofrecerá los grados de Kindergarten a octavo grado para los estudiantes que residen dentro del área de asistencia y Orozco hará la

transición a una escuela primaria que no tenga límites de asistencia/ para toda la ciudad.

- *\*Comenzando en Hoyne Ave y vías de tren CB&Q, Noreste a Wolcott Ave; Sur a 16th St; Este a Ashland Ave; Del sur a la calle 18; Este a Laflin St; Hacia el sur hasta Cermak Rd; Oeste a la avenida Blue Island; Sudoeste a Paulina St; Norte a 21st St; Oeste a Wolcott Ave; y Norte al punto de partida.*

## **II. Summary of Proposed Action**

CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que se reasigne el límite de asistencia Orozco para permitir que Cooper pase a los grados 6-8 y ofrezca el sexto grado para el año escolar 2019-20, el séptimo grado para el año escolar 2020-21 y el octavo grado para el año escolar 2021-22. Al completar la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para las familias en su programa bilingüe para estudiantes avanzados (gifted).

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

## **III. Seguridad y Vigilancia**

En estos momentos, no hay preocupaciones de seguridad reconocidas en ninguna de las dos escuelas. Si esta propuesta es aprobada, la Oficina de Seguridad y Vigilancia de CPS trabajará con las administraciones de Orozco y Cooper para revisar los planes de seguridad y vigilancia de cada escuela. Una variedad de apoyos a los estudiantes y la comunidad cercana será considerada con los aportes de los padres. Estos apoyos pueden incluir lo siguiente:

- Primero y más importante, si las administraciones de Orozco o Cooper creen que es necesario, CPS realizará reuniones de planificación de seguridad para estar seguros de que todos los esfuerzos de vigilancia sean coordinados entre CPS, la administración, los padres y el Departamento de Policía de Chicago;
- Se realizará una revisión de la tecnología de seguridad, para determinar si el material existente necesita ser mejorado. Esta revisión incluirá las cámaras instaladas y los protocolos de monitoreo y control;

- Revisión de los niveles de Oficiales de Seguridad necesarios, con base en la acción aprobada.

#### **IV. Apoyos para Estudiantes y Escuelas**

CPS está comprometida con una transición exitosa si la Junta aprueba esta propuesta. Para lograrlo, CPS propone los siguientes apoyos para cumplir con las necesidades académicas, sociales y emocionales, además de específicas de aprendizaje, de los estudiantes afectados. Estos recursos se pueden adaptar más adelante a medida que se logren aportes en las reuniones comunitarias y la audiencia pública relacionadas con esta propuesta. Además, los recursos se pueden ajustar para cumplir con necesidades únicas de los estudiantes afectados, de ser necesario.

##### **Apoyos para las Necesidades Académicas de Estudiantes**

Para estar seguros de que los estudiantes reciban una instrucción académica de calidad durante la transición, ocurrirá lo siguiente:

- La asignación de fondos y recursos presupuestarios para equipar a los futuros estudiantes de 6º, 7º y 8º grado en Cooper con los recursos y materiales necesarios para el éxito académico.
- **Equipos de Planificación Académica:** Cooper y Orozco designarán maestros para formar equipos de planificación académica. Estos equipos formados por maestros, agrupados por asignatura y nivel de grado, se reunirán para planificar el plan de estudios, lo que facilitará la transición de la adición de alumnos de 6º, 7º y 8º grado en Cooper y la expansión del programa de alumnos bilingües avanzados (gifted) en Orozco.
- **Programación Común / Enriquecimiento:** Cooper describirá y discutirá cómo la programación académica en la escuela se puede ampliar y mejorar en el calendario de los próximos dos años académicos para apoyar la adición de alumnos de 6º, 7º y 8º grado. Orozco explicará cómo se puede extender y mejorar el programa bilingüe avanzado (gifted) para atender a estudiantes adicionales, específicamente a oradores de herencia.
- **Evalúe la Necesidad de Desarrollo Profesional:** dado que la población escolar de Cooper seguirá siendo similar, el desarrollo profesional se centrará en integrar al personal para garantizar que el entorno académico proporcione un enfoque educativo sólido y continuo para los estudiantes de 6º, 7º y 8º grado. En Orozco, la escuela evaluará la necesidad de desarrollo profesional adicional a medida que amplían el programa bilingüe avanzado (gifted).

### **Apoyo para las Necesidades Socio-Emocionales de los Estudiantes**

CPS y la Oficina de Aprendizaje Social y Emocional (OSEL) consultará con las comunidades de Orozco y Cooper para mantener los apoyos SEL existentes, y determinar la necesidad de recursos adicionales para un plan específico que puede incluir lo siguiente:

- Evaluar la necesidad de un equipo de clima/cultura que puede consistir en un grupo representativo del personal (incluyendo administradores, maestros, consejeros y oficiales de seguridad), que conducirá la planificación de políticas y prácticas para promover en toda la escuela las relaciones positivas y un ambiente de bienvenida y solidaridad. Esto incluye cultivar un sentido comunitario entre todo el personal y los estudiantes.
- Ayudar a ambas escuelas a garantizar que sus sistemas existentes identifiquen cuándo los estudiantes tienen mayores niveles de necesidades sociales y emocionales, conectandolos a intervenciones específicas y haga un seguimiento de su progreso para garantizar el éxito. Las prácticas de orientación se establecerán a través de la colaboración para preparar a los estudiantes que puedan necesitar apoyo social y emocional adicional. La capacitación será apoyada por CPS y, específicamente, Oficina de Aprendizaje Social y Emocional.
- Evaluar la necesidad de desarrollo profesional adicional para todos los maestros, para ayudarlos a desarrollar destrezas y recursos que apoyen a todos los estudiantes.

### **Apoyo para Necesidades Específicas de Estudiantes**

#### ***Apoyo para los Aprendices Diversos***

Los estudiantes con discapacidades y sus familias serán apoyados en el proceso de transición con una comunicación clara y continua, así como instrucción académica, para estar seguros de que Orozco y Cooper puedan implementar en su totalidad los Programas de Educación Individualizada (IEP). Los estudiantes con discapacidades, así como todos los estudiantes impactados por las acciones escolares, recibirán un apoyo intensivo para que se cumplan sus necesidades académicas y socio-emocionales. Los estudiantes con discapacidades también recibirán las siguientes categorías de apoyos, ajustadas a las necesidades individuales del alumno/familia:

Los actuales estudiantes con discapacidades continuarán recibiendo los siguientes apoyos, requeridos por ley:

- *Una educación pública gratuita y apropiada (FAPE)*
- *La implementación del IEP del estudiante en el ambiente menos restrictivo posible (LRE)*
- *Un enfoque en el progreso académico y socio-emocional del estudiante*

Además, un representante de la Oficina de Apoyos y Servicios a los Aprendices Diversos (ODLSS) será asignado para trabajar con las familias y estudiantes de las dos escuelas. Específicamente, el representante del distrito:

- Trabajará con maestros en una programación adecuada para apoyar a los estudiantes con aprendices diversos.
- Se asegurará que los salones de clase sean establecidos de la manera apropiada para las necesidades de los aprendices diversos.
- Las familias de Orozco y Cooper pueden comunicarse con su Representante del Distrito, Ines Castañeda, [icasteda2@cps.edu](mailto:icasteda2@cps.edu) y el Gerente de Audición para Sordos, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu).

Finalmente, la Oficina de Servicios de Apoyo para Estudiantes Diversos (ODLSS, por sus siglas en inglés) trabajará con los estudiantes en el Programa de Grupos de Personas Sordas y con Dificultades de Audición en Cooper para agregar grados adicionales al programa durante los próximos tres años (6º grado para el año escolar 2019-20, 7º grado por el año escolar 2020-21, y 8º grado por el año escolar 2021-22). Al mismo tiempo, el programa será eliminado en Orozco.

#### ***Support for Students in Temporary Living Situations***

- El Departamento de Estudiantes en Situaciones de Vivienda Temporal (DSTLS) de CPS continuará el apoyo brindado a los Estudiantes en Situaciones de Vivienda Temporal (STLS) como lo exige la ley. Estos incluyen apoyo de inscripción, provisión de uniformes escolares requeridos y útiles escolares según sea necesario, asistencia de transporte cuando sea elegible y exenciones de todos los cargos relacionados con la escuela;
- Bajo el cambio de límite de reasignación propuesto, los estudiantes de STLS que regresan a Cooper pueden elegir asistir a Cooper o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- De manera similar, los estudiantes de STLS que regresan a Orozco pueden elegir asistir a Orozco o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- Además, los enlaces de STLS trabajarán con las familias actuales de 5º grado para garantizar que entiendan el proceso de solicitud para Orozco u otras escuelas en caso de que decidan no continuar en la escuela de su vecindario (Cooper);
- El personal de STLS está disponible si los estudiantes desean aprender sobre escuelas adicionales para la transición;

- Para los estudiantes sin hogar antes de la escuela 2018-19, su escuela de origen se convertirá en la primera escuela en la que se inscribirán para el año escolar 2018-19;
- Para las familias actualmente inscritas en el programa STLS, los hermanos menores pueden asistir a la misma escuela que eligen sus hermanos mayores;
- Además, CPS proporcionará desarrollo profesional y apoyo al personal para proporcionar servicios de transición para los estudiantes de STLS.

### ***Support for English Learners***

- Los aprendices de inglés (EL) actuales y futuros recibirán servicios bilingües exigidos por el estado (educación bilingüe de transición (TBE) o programa de instrucción de transición (TPI), según sea necesario;
  - La instrucción de inglés como segundo idioma (ESL) proporcionada por un maestro respaldado por ESL es parte de ambos programas;
  - Se proporciona acceso significativo al plan de estudios básico a los estudiantes de TBE a través de la instrucción en el idioma nativo en el contenido central (lenguaje, matemáticas, ciencias y estudios sociales). Para los estudiantes con TPI, el acceso significativo al plan de estudios básico se brinda a través de la instrucción de contenido en inglés protegido y los apoyos en el idioma nativo, según las necesidades individuales del estudiante, y es proporcionado por el (los) maestro (s) debidamente avalados (respaldados por ESL).
- Cooper ha sido aprobado para ofrecer programación de lenguaje dual, implementando el programa en Pre-K y Kindergarten en el año escolar 2018-19, con una expansión de un nivel de grado adicional cada año hasta que el programa se implemente en todos los niveles de grado.
  - El lenguaje dual se convierte en el principal vehículo a través del cual se brindan los servicios TBE requeridos a los estudiantes de inglés, que eventualmente se expanden a todos los niveles de grado.

### **Apoyo a las Necesidades de Transporte de los Estudiantes**

- Las disposiciones para poblaciones estudiantiles específicas (es decir, estudiantes con discapacidades), según lo determinado por la política de transporte de CPS, continuarán aplicándose.

## **V. Información Logística Adicional**

### **Información sobre la Elección de Escuelas**

Si se aprueba esta propuesta, Cooper inscribirá a estudiantes de 6º grado en el año escolar 2019-2020, a estudiantes de 7º grado en el año escolar 2020-2021, ya estudiantes de 8º grado en el año escolar 2021-2022. A medida que ocurra esta transición, Orozco ampliará su programa bilingüe para estudiantes sobresalientes. CPS se compromete a proporcionar opciones educativas que se ajusten a las necesidades de aprendizaje únicas de cada estudiante. Para ayudar a las familias a comprender sus opciones de inscripción, la información de la Oficina de Acceso e Inscripción está disponible:

- En Línea ([www.cps.edu](http://www.cps.edu) o [www.cpsoae.edu](http://www.cpsoae.edu)),
- Por Correo Electrónico ([oea@cps.edu](mailto:oea@cps.edu)),
- Por Teléfono (773-553-2060)

### **Comentarios del Público**

#### ***Reuniones Comunitarias y Audiencias Públicas***

CPS realizará dos reuniones comunitarias y una audiencia pública formal sobre esta acción propuesta. Los comentarios públicos serán aceptados durante cada reunión o audiencia. CPS se compromete a considerar los comentarios de la comunidad y enmendará este borrador de plan de transición.

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

#### ***Más Preguntas y Preocupaciones:***

Toda esta información puede ser encontrada en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen cualquier pregunta o preocupación relacionada con esta propuesta y el borrador del plan de transición, por favor llamen a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo a [Transitions@cps.edu](mailto:Transitions@cps.edu).





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November 30, 2018

Parent or Guardian of Student at  
Orozco Community Academy  
1940 W 18th St, Chicago, IL 60608

**Re: Proposed Reassignment Boundary Change of Orozco Community Academy and Cooper Dual Language Academy**

Dear Orozco Parent or Guardian,

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

Orozco Community Academy (Orozco) is a PK-8 Level 1 school located at 1940 West 18th Street. On October 19, 2018, the Local School Council (LSC) of Orozco, with the support of the school community at large, elected officials, and the Cooper Dual Language Academy (Cooper) community, requested that Orozco's neighborhood boundary for 6th, 7th, and 8th-grade be reassigned to Cooper gradually over time.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for School Year (SY)2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program for students who are bilingual and/or heritage speakers.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

Please refer to the attached Draft Transition Plan for more details about the proposed reassignment boundary change.

**Public Comment on this Proposal**

As a next step, CPS will hold two community meetings and one public hearing to hear additional feedback on CPS' proposal (meeting information is below). Following the meetings and hearing, the Chicago Board of Education may vote on this proposal as early as February of 2019.

Your voice is critical to this process, and I invite you to share your feedback on this proposed reassignment boundary change during the following two community meetings and one public hearing outlined below:

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9, 2019 6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	Wednesday, January 16, 2019 6:00-7:30 PM Cooper Elementary 1624 W 19th St.	Thursday, January 31, 2019 6:00-8:00 PM CPS Central Office 42 West Madison Street

If you wish to comment at the community meetings or hearing, please adhere to the following procedures. You must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Thank you in advance for your feedback as we work to provide all Chicago Public School students with the high-quality education they deserve. After the community meetings and public hearing, I will review a written report from the hearing officer and at that time, I may recommend that the Board consider and approve this reassignment boundary change.

**Further Questions and Concerns**

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the Draft Transition Plan, please email [transitions@cps.edu](mailto:transitions@cps.edu) or call Chicago Public Schools at (773) 553-1500.

Sincerely,



Janice K. Jackson, EdD  
Chief Executive Officer  
Chicago Public Schools



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November 30, 2018

Padre o Tutor de un Estudiante en  
Academia Comunitaria de Orozco  
1940 W 18th St, Chicago, IL 60608

**Re: Propuesta de Reasignación del Cambio de Límite de la Academia Comunitaria de Orozco y la Academia de Lenguaje Dual Cooper**

Estimado Padres o Tutores de Orozco,

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

La Academia Comunitaria de Orozco (Orozco) es una escuela PK-8 Nivel 1 ubicada en 1940 West 18th Street. El 19 de octubre de 2018, el Concilio Escolar Local de Orozco, con el apoyo de la comunidad escolar en general, los funcionarios electos y la comunidad de la Academia de Lenguaje Dual Cooper (Cooper), solicitaron que los la área de asistencia de Orozco (límites) de 6º, 7º y 8º grado sea reasignado a Cooper gradualmente con el tiempo.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites para permitir que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Una vez completada la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para familias en su programa bilingüe para estudiantes avanzados que son hablantes bilingües y / o de herencia.

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio

resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

Si desea obtener más detalles sobre el cambio de límite de reasignación propuesto, consulte el plan de transición que se incluye con esta carta.

### **Comentarios del Público sobre esta Propuesta**

Como siguiente paso, CPS realizará dos reuniones comunitarias y una audiencia pública para escuchar comentarios adicionales sobre la propuesta de CPS (la información de la reunión se encuentra a continuación). Después de las reuniones y la audiencia, la Junta de Educación de Chicago (Chicago Board of Education) puede votar sobre esta propuesta a partir de febrero de 2019.

Su voz es crítica en este proceso y los invito a compartir sus opiniones sobre la propuesta de reasignación de los límites durante las siguientes dos reuniones comunitarias y una audiencia pública detalladas a continuación:

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

Si desean hablar en las reuniones comunitarias o la audiencia tienen que registrarse ese día, en el lugar designado, desde una hora antes de la hora designada para comenzar, hasta una después del comienzo de la reunión o audiencia. Tendrán dos minutos para hablar, a menos que el oficial a cargo de la audiencia u organizador de la reunión decidan una extensión. La audiencia finalizará a la hora señalada, o después de los comentarios de la última persona anotada para hablar, lo que ocurra primero.

Agradezco por anticipado sus aportes, mientras trabajamos para ofrecer a los estudiantes de las Escuelas Públicas de Chicago la educación de calidad que merecen. Después de las reuniones comunitarias y de la audiencia pública, voy a analizar el informe escrito del oficial a cargo y en ese momento podría recomendar que la Junta (Board) considere y apruebe la reasignación de la área de asistencia las escuelas.

**Más Preguntas o Preocupaciones:**

Toda esta información se puede encontrar en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen preguntas o preocupaciones sobre esta propuesta y el plan de transición, llamen por favor a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo electrónico a [Transitions@cps.edu](mailto:Transitions@cps.edu).

Sinceramente,

A handwritten signature in black ink, reading "Janice K. Jackson". The signature is written in a cursive, flowing style.

Janice K. Jackson, EdD  
Directora Ejecutiva  
Escuelas Públicas de Chicago

# EXHIBIT 2



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November 30, 2018

Staff and Local School Council at  
Cooper Dual Language Academy  
1624 W 19th St Chicago, IL 60608

**Re: Proposed Reassignment Boundary Change of Orozco Community Academy and Cooper Dual Language Academy**

Dear Cooper Staff and Local School Council Members,

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

Cooper Dual Language Academy (Cooper) is a PK-5 Level 1 school located at 1624 W 19th St. On October 19, 2018, the Local School Council (LSC) of Cooper, with the support of the school community at large, elected officials, and the Orozco Community Academy (Orozco) school community, requested that Orozco's neighborhood 6th, 7th, and 8th grade boundary be reassigned to Cooper gradually over time.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for School Year (SY) 2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program for students who are bilingual and/or heritage speakers.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed any affected schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

This proposed action will have no impact on the Local School Council.

If you would like more details about the proposed reassignment boundary change, please refer to the Draft Transition Plan that is included with this letter.

#### **Information Specific to Staff**

CPS will work with your labor union over the coming weeks to identify supports that the Board may provide for you and your colleagues to ease this transition as much as possible and to provide you any benefits to which you are entitled under your collective bargaining agreement. In the meantime, if you have any questions about what this proposal means for you, please contact the Talent Office at [workforceplanning@cps.edu](mailto:workforceplanning@cps.edu).

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

As a next step, CPS will hold two community meetings and one public hearing to hear further feedback on CPS' proposal (meeting information is below). Following the meetings and hearing, the Board of Education may vote on this proposal as early as February of 2019.

Your voice is critical to this process and I invite you to share your feedback on this proposed reassignment boundary change during the following two community meetings and one public hearing outlined below:

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	Wednesday, January 16, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	Thursday, January 31, 2019 6:00-8:00 PM CPS Central Office 42 West Madison Street

If you wish to comment at the community meetings or hearing, please adhere to the following procedures. You must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

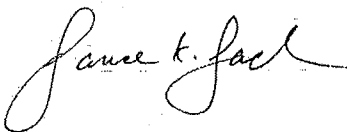


Thank you in advance for your feedback as we work to provide all Chicago Public School students with the high quality education they deserve. After the community meetings and public hearing, I will review a written report from the hearing officer and at that time, I may recommend that the Board consider and approve this reassignment boundary change.

**Further Questions and Concerns**

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the DRAFT Transition Plan, please email [transitions@cps.edu](mailto:transitions@cps.edu) or call Chicago Public Schools at (773) 553-1500.

Sincerely,

A handwritten signature in black ink, appearing to read "Janice K. Jackson". The signature is fluid and cursive, with the first name "Janice" being more prominent than the last name "Jackson".

Janice K. Jackson, EdD  
Chief Executive Officer  
Chicago Public Schools



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November 30, 2018

Personal y Miembros del Concilio Escolar Local de  
Academia de Lenguaje Dual Cooper  
1624 W 19th St Chicago, IL 60608

**Re: Propuesta de Reasignación del Cambio de Límite de la Academia Comunitaria de Orozco y la Academia de Lenguaje Dual Cooper**

Estimado Personal de Cooper y Miembros del Concilio Escolar Local,

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

La Academia de Lenguaje Dual Cooper (Cooper) es una escuela PK-5 Nivel 1 ubicada en 1624 W 19th St. El 19 de octubre de 2018, el Consejo Escolar Local (LSC) de Cooper, con el apoyo de la comunidad escolar en general, cuenta con funcionarios electos, y la comunidad escolar de la Academia Comunitaria de Orozco (Orozco), solicitó que los límites de los grados 6, 7 y 8 del vecindario de Orozco se reasignan a Cooper gradualmente con el tiempo.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites para permitir que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Una vez completada la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para familias en su programa bilingüe para estudiantes avanzados que son hablantes bilingües y / o de herencia.

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio

resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

Esta acción propuesta no tendrá ningún impacto en el Concilio Escolar Local.

Si desea obtener más detalles sobre el cambio de límite de reasignación propuesto, consulte el plan de transición que se incluye con esta carta.

### **Información Específica al Personal**

CPS trabajará con su sindicato en las próximas semanas para identificar apoyos que lo ayuden en esta transición, incluidos los beneficios a los que tiene derecho en virtud de sus respectivos acuerdos de negociación colectiva. Mientras tanto, si tiene alguna pregunta sobre lo que esta propuesta significa para usted, comuníquese con la Oficina de Talento en [workforceplanning@cps.edu](mailto:workforceplanning@cps.edu).

### **Comentarios del Público sobre esta Propuesta**

Como siguiente paso, CPS realizará dos reuniones comunitarias y una audiencia pública para escuchar comentarios adicionales sobre la propuesta de CPS (la información de la reunión se encuentra a continuación). Después de las reuniones y la audiencia, la Junta de Educación de Chicago (Chicago Board of Education) puede votar sobre esta propuesta a partir de febrero de 2019.

Su voz es crítica en este proceso y los invito a compartir sus opiniones sobre la propuesta de reasignación de los límites durante las siguientes dos reuniones comunitarias y una audiencia pública detalladas a continuación:

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

Si desean hablar en las reuniones comunitarias o la audiencia tienen que registrarse ese día, en el lugar designado, desde una hora antes de la hora designada para comenzar, hasta una después del comienzo de la reunión o audiencia. Tendrán dos minutos para hablar, a menos que el oficial a cargo de la audiencia u organizador de la reunión decidan una extensión. La

audiencia finalizará a la hora señalada, o después de los comentarios de la última persona anotada para hablar, lo que ocurra primero.

Agradezco por anticipado sus aportes, mientras trabajamos para ofrecer a los estudiantes de las Escuelas Públicas de Chicago la educación de calidad que merecen. Después de las reuniones comunitarias y de la audiencia pública, voy a analizar el informe escrito del oficial a cargo y en ese momento podría recomendar que la Junta (Board) considere y apruebe la reasignación de la área de asistencia las escuelas.

**Más Preguntas o Preocupaciones:**

Toda esta información se puede encontrar en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen preguntas o preocupaciones sobre esta propuesta y el plan de transición, llamen por favor a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo electrónico a [Transitions@cps.edu](mailto:Transitions@cps.edu).

Sinceramente,

A handwritten signature in black ink, appearing to read "Janice K. Jackson". The signature is fluid and cursive, with the first name "Janice" being more prominent.

Janice K. Jackson, EdD  
Directora Ejecutiva  
Escuelas Públicas de Chicago

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## DRAFT TRANSITION PLAN

### I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 19, 2018, the Local School Councils (LSC) of Cooper Dual Language Academy (Cooper) and Orozco Community Academy (Orozco), with the support of their respective school communities and elected officials, requested that the 6th, 7th, and 8th-grade neighborhood boundary of Orozco be reassigned to Cooper gradually to allow Cooper to offer 6th grade by School Year (SY) 2019-20, 7th grade by the SY2020-2021, and 8th grade by SY2021-2022. This will allow for Orozco to expand its bilingual gifted program to serve more students, including heritage speakers.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that the district reassign the boundaries of Orozco and Cooper:

#### **The proposal involves the following changes:**

To adjust the grade structures assigned to the shared Cooper/Orozco attendance area boundary (described below\*) such that:

- Effective July 1, 2019, Cooper will offer grades Kindergarten through sixth grade and Orozco will offer grades seventh and eighth for students residing within the attendance area; and
- Effective July 1, 2020, Cooper will offer grades Kindergarten through seventh grade and Orozco will offer grade eighth for students residing within the attendance area; and
- Effective July 1, 2021, Cooper will offer grades Kindergarten through eighth grade for students residing within the attendance area and Orozco will transition to a non-boundary/citywide elementary school.
- *\*Beginning at Hoyne Ave and the CB&Q RR; Northeast to Wolcott Ave; South to 16<sup>th</sup> St; East to Ashland Ave; South to 18<sup>th</sup> St; East to Laflin St; South to Cermak Rd; West to Blue Island Ave; Southwest to Paulina St; North to 21<sup>st</sup> St; West to Wolcott Ave; and North to the starting point.*

## **II. Summary of Proposed Action**

CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

## **III. Safety and Security**

At the present time, there are no safety concerns with this proposed action. If this proposal is approved, the CPS Office of Safety & Security will work with the administrations of Orozco and Cooper to review the school's safety and security plan. A variety of supports for students and the community nearby will be considered with feedback from parents. These supports may include the following:

- First and foremost, if determined necessary by the Orozco or Cooper administration, CPS will hold safety planning meetings to ensure that all safety efforts are coordinated between CPS, administration, parents and the Chicago Police Department;
- A review of safety technology will be conducted to determine whether existing safety technology needs to be enhanced. This review may include screening protocols;
- Review security officer staffing levels.

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

CPS is committed to ensuring a successful transition pending Board approval of the proposal. To accomplish this, CPS proposes the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this

proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

### **Support for Students' Academic Needs**

To ensure students receive high-quality academic instruction throughout the transition, the following will occur:

- The allocation of funds and budget resources to equip future 6th, 7th, and 8th-graders at Cooper with resources and materials needed for academic success.
- **Academic Planning Teams:** Cooper and Orozco will designate teachers to form academic planning teams. These teams consisting of teachers, grouped by subject and grade level, will meet to plan the curriculum, which will ease the transition of the addition of 6th, 7th, and 8th-graders at Cooper and the expansion of the bilingual gifted program at Orozco.
- **Common Scheduling/Enrichment:** Cooper will outline and discuss how the academic programming at the school can be extended and enhanced in the schedule for the next academic two years to support the addition of 6th, 7th, and 8th graders. Orozco will outline how the bilingual gifted program can be extended and enhanced to serve additional students, specifically heritage speakers.
- **Assess the need for professional development:** Since the school population at Cooper will remain similar, professional development will be focused on integrating the staff to ensure that the academic environment provides for a strong, continuous educational focus for 6th, 7th, and 8th-grade students. At Orozco, the school will assess the need for additional professional development as they expand the bilingual gifted program.

### **Support for Students' Social and Emotional Needs**

CPS' Office of Social Emotional Learning (OSEL) will consult with the Orozco and Cooper school communities to continue existing SEL supports and determine the need for additional resources for a school-specific plan that may include the following:

- Assess the need for a climate and culture team that may consist of a group of representative staff (including administrators, teachers, counselors, and security officers), which will lead the planning of school-wide policies and practices to promote positive relationships and a supportive school environment. This includes cultivating a sense of community between all staff and students.

- Support both schools in ensuring their existing systems identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success. Guiding practices will be established through collaboration to prepare for students who may need additional social and emotional support. Training will be supported by CPS and, specifically, the OSEL.
- Assess the need for additional professional development for all teachers to help them develop skills and resources that support all students.

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

#### ***Support for Diverse Learners***

Students with disabilities and their families will be supported through clear communication, continual support for academic instruction and ensuring that both Orozco and Cooper are fully able to implement students' Individual Education Programs (IEPs). Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities will continue to receive the following supports, required by law:

- *A free and appropriate public education (FAPE)*
- *The implementation of the student's IEP in the least restrictive environment (LRE)*
- *A focus on student academic and social-emotional progress*

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students at both schools. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the diverse learners.
- Make sure classrooms are appropriately set up for students with diverse learning needs.
- Orozco and Cooper families can reach their District Representative, Ines Castaneda, [icastaneda2@cps.edu](mailto:icastaneda2@cps.edu) and the Deaf Hard of Hearing Manager, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu)

Finally, the Office of Diverse Learners Support Services (ODLSS) will work with the students in the Deaf and Hard of Hearing Cluster Program at Cooper to add additional grades to the program over the next three years (6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22). At the same time, the program will be phased out at Orozco.



### ***Support for Students in Temporary Living Situations***

- The CPS Department of Students in Temporary Living Situations (DSTLS) will continue the support provided to Students in Temporary Living Situations (STLS) as required by law. These include enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waivers of all school-related fees;
- Under the proposed re-assignment boundary change, returning STLS students to Cooper may choose to attend Cooper or meet with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- Similarly, returning STLS students to Orozco may choose to attend Orozco or meeting with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- In addition, STLS liaisons will work with current 5th-grade families to ensure they understand the application process for Orozco or other schools should they choose not to continue on in their neighborhood school (Cooper);
- STLS staff is available if students wish to learn about additional schools to transition to;
  - For students who were homeless before the 2018-19 school, their school of origin will become the first school where they enroll for the 2018-19 school year;
  - For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects;
  - Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

### ***Support for English Learners***

- Current and future English Language Learners (ELs) will receive state-mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI), as required;
  - English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs;
  - Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies). For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student's need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s).

- Cooper has been approved to offer Dual Language programming, implementing the program in Pre-K and Kindergarten in SY 2018-19, with an expansion of one additional grade level each year until the program is implemented in all grade levels.
  - Dual Language becomes the main vehicle through which the required TBE services are provided to English learners, eventually expanding to all grade levels.

### **Support for Students' Transportation Needs**

- Provisions for specific student populations (i.e., student with disabilities), as determined by the CPS transportation policy, will continue to apply.

## **V. Additional Logistical Information**

### **Information Regarding Choice of Schools**

If this proposal is approved, Cooper will enroll 6th-graders in the 2019-2020 school year, 7th-graders in the 2020-2021 school year, and 8th-graders in the 2021-2022 school year. As this transition occurs, Orozco will expand its bilingual gifted program. CPS is committed to providing educational options that fit each student's unique learning needs. To support families in understanding their enrollment options, 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)

### **Public Comment**

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

CPS will hold two community meetings and one formal public hearing regarding this proposed 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.

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9th, 2019	Wednesday, January 16th, 2019	Thursday, January 31st 6:00-8:00 PM

6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	6:00-7:30 PM Cooper Elementary 1624 W 19th St.	CPS Central Office 42 West Madison Street
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***Further Questions and Concerns***

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the DRAFT Transition Plan, please call Chicago Public Schools at (773) 553-1500 or email [Transitions@cps.edu](mailto:Transitions@cps.edu).

## **BORRADOR DEL PLAN DE TRANSICIÓN**

### **I. Introducción**

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 19 de octubre de 2018, los Concilios Escolares Locales (LSC) de Cooper Dual Language Academy (Cooper) y Orozco Community Academy (Orozco), con el apoyo de sus respectivas comunidades escolares y funcionarios electos, solicitaron que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Esto permitirá que Orozco amplíe su programa bilingüe para estudiantes talentosos (gifted) para atender a más estudiantes, incluidos los oradores de herencia.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites de Orozco y Cooper.

**La propuesta implica los siguientes cambios:**

**Para ajustar las estructuras de calificación asignadas al límite del área de asistencia compartida de Cooper / Orozco (que se describe a continuación \*) de manera que:**

- A partir del 1 de julio de 2019, Cooper ofrecerá los grados de Kindergarten a sexto grado y Orozco ofrecerá los grados séptimo y octavo para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2020, Cooper ofrecerá los grados de Kindergarten a séptimo grado y Orozco ofrecerá el octavo grado para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2021, Cooper ofrecerá los grados de Kindergarten a octavo grado para los estudiantes que residen dentro del área de asistencia y Orozco hará la

transición a una escuela primaria que no tenga límites de asistencia/ para toda la ciudad.

- *\*Comenzando en Hoyne Ave y vías de tren CB&Q, Noreste a Wolcott Ave; Sur a 16th St; Este a Ashland Ave; Del sur a la calle 18; Este a Laflin St; Hacia el sur hasta Cermak Rd; Oeste a la avenida Blue Island; Sudoeste a Paulina St; Norte a 21st St; Oeste a Wolcott Ave; y Norte al punto de partida.*

## **II. Summary of Proposed Action**

CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que se reasigne el límite de asistencia Orozco para permitir que Cooper pase a los grados 6-8 y ofrezca el sexto grado para el año escolar 2019-20, el séptimo grado para el año escolar 2020-21 y el octavo grado para el año escolar 2021-22. Al completar la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para las familias en su programa bilingüe para estudiantes avanzados (gifted).

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

## **III. Seguridad y Vigilancia**

En estos momentos, no hay preocupaciones de seguridad reconocidas en ninguna de las dos escuelas. Si esta propuesta es aprobada, la Oficina de Seguridad y Vigilancia de CPS trabajará con las administraciones de Orozco y Cooper para revisar los planes de seguridad y vigilancia de cada escuela. Una variedad de apoyos a los estudiantes y la comunidad cercana será considerada con los aportes de los padres. Estos apoyos pueden incluir lo siguiente:

- Primero y más importante, si las administraciones de Orozco o Cooper creen que es necesario, CPS realizará reuniones de planificación de seguridad para estar seguros de que todos los esfuerzos de vigilancia sean coordinados entre CPS, la administración, los padres y el Departamento de Policía de Chicago;
- Se realizará una revisión de la tecnología de seguridad, para determinar si el material existente necesita ser mejorado. Esta revisión incluirá las cámaras instaladas y los protocolos de monitoreo y control;

- Revisión de los niveles de Oficiales de Seguridad necesarios, con base en la acción aprobada.

#### IV. Apoyos para Estudiantes y Escuelas

CPS está comprometida con una transición exitosa si la Junta aprueba esta propuesta. Para lograrlo, CPS propone los siguientes apoyos para cumplir con las necesidades académicas, sociales y emocionales, además de específicas de aprendizaje, de los estudiantes afectados. Estos recursos se pueden adaptar más adelante a medida que se logren aportes en las reuniones comunitarias y la audiencia pública relacionadas con esta propuesta. Además, los recursos se pueden ajustar para cumplir con necesidades únicas de los estudiantes afectados, de ser necesario.

##### Apoyos para las Necesidades Académicas de Estudiantes

Para estar seguros de que los estudiantes reciban una instrucción académica de calidad durante la transición, ocurrirá lo siguiente:

- La asignación de fondos y recursos presupuestarios para equipar a los futuros estudiantes de 6º, 7º y 8º grado en Cooper con los recursos y materiales necesarios para el éxito académico.
- **Equipos de Planificación Académica:** Cooper y Orozco designarán maestros para formar equipos de planificación académica. Estos equipos formados por maestros, agrupados por asignatura y nivel de grado, se reunirán para planificar el plan de estudios, lo que facilitará la transición de la adición de alumnos de 6º, 7º y 8º grado en Cooper y la expansión del programa de alumnos bilingües avanzados (gifted) en Orozco.
- **Programación Común / Enriquecimiento:** Cooper describirá y discutirá cómo la programación académica en la escuela se puede ampliar y mejorar en el calendario de los próximos dos años académicos para apoyar la adición de alumnos de 6º, 7º y 8º grado. Orozco explicará cómo se puede extender y mejorar el programa bilingüe avanzado (gifted) para atender a estudiantes adicionales, específicamente a oradores de herencia.
- **Evalúe la Necesidad de Desarrollo Profesional:** dado que la población escolar de Cooper seguirá siendo similar, el desarrollo profesional se centrará en integrar al personal para garantizar que el entorno académico proporcione un enfoque educativo sólido y continuo para los estudiantes de 6º, 7º y 8º grado. En Orozco, la escuela evaluará la necesidad de desarrollo profesional adicional a medida que amplían el programa bilingüe avanzado (gifted).

### **Apoyo para las Necesidades Socio-Emocionales de los Estudiantes**

CPS y la Oficina de Aprendizaje Social y Emocional (OSEL) consultará con las comunidades de Orozco y Cooper para mantener los apoyos SEL existentes, y determinar la necesidad de recursos adicionales para un plan específico que puede incluir lo siguiente:

- Evaluar la necesidad de un equipo de clima/cultura que puede consistir en un grupo representativo del personal (incluyendo administradores, maestros, consejeros y oficiales de seguridad), que conducirá la planificación de políticas y prácticas para promover en toda la escuela las relaciones positivas y un ambiente de bienvenida y solidaridad. Esto incluye cultivar un sentido comunitario entre todo el personal y los estudiantes.
- Ayudar a ambas escuelas a garantizar que sus sistemas existentes identifiquen cuándo los estudiantes tienen mayores niveles de necesidades sociales y emocionales, conectándolos a intervenciones específicas y haga un seguimiento de su progreso para garantizar el éxito. Las prácticas de orientación se establecerán a través de la colaboración para preparar a los estudiantes que puedan necesitar apoyo social y emocional adicional. La capacitación será apoyada por CPS y, específicamente, Oficina de Aprendizaje Social y Emocional.
- Evaluar la necesidad de desarrollo profesional adicional para todos los maestros, para ayudarlos a desarrollar destrezas y recursos que apoyen a todos los estudiantes.

### **Apoyo para Necesidades Específicas de Estudiantes**

#### **Apoyo para los Aprendices Diversos**

Los estudiantes con discapacidades y sus familias serán apoyados en el proceso de transición con una comunicación clara y continua, así como instrucción académica, para estar seguros de que Orozco y Cooper puedan implementar en su totalidad los Programas de Educación Individualizada (IEP). Los estudiantes con discapacidades, así como todos los estudiantes impactados por las acciones escolares, recibirán un apoyo intensivo para que se cumplan sus necesidades académicas y socio-emocionales. Los estudiantes con discapacidades también recibirán las siguientes categorías de apoyos, ajustadas a las necesidades individuales del alumno/familia:

Los actuales estudiantes con discapacidades continuarán recibiendo los siguientes apoyos, requeridos por ley:

- Una educación pública gratuita y apropiada (FAPE)
- La implementación del IEP del estudiante en el ambiente menos restrictivo posible (LRE)
- Un enfoque en el progreso académico y socio-emocional del estudiante

Además, un representante de la Oficina de Apoyos y Servicios a los Aprendices Diversos (ODLSS) será asignado para trabajar con las familias y estudiantes de las dos escuelas. Específicamente, el representante del distrito:

- Trabajará con maestros en una programación adecuada para apoyar a los estudiantes con aprendices diversos.
- Se asegurará que los salones de clase sean establecidos de la manera apropiada para las necesidades de los aprendices diversos.
- Las familias de Orozco y Cooper pueden comunicarse con su Representante del Distrito, Inés Castañeda, [icastaneda2@cps.edu](mailto:icastaneda2@cps.edu) y el Gerente de Audición para Sordos, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu).

Finalmente, la Oficina de Servicios de Apoyo para Estudiantes Diversos (ODLSS, por sus siglas en inglés) trabajará con los estudiantes en el Programa de Grupos de Personas Sordas y con Dificultades de Audición en Cooper para agregar grados adicionales al programa durante los próximos tres años (6º grado para el año escolar 2019-20, 7º grado por el año escolar 2020-21, y 8º grado por el año escolar 2021-22). Al mismo tiempo, el programa será eliminado en Orozco.

#### ***Support for Students in Temporary Living Situations***

- El Departamento de Estudiantes en Situaciones de Vivienda Temporal (DSTLS) de CPS continuará el apoyo brindado a los Estudiantes en Situaciones de Vivienda Temporal (STLS) como lo exige la ley. Estos incluyen apoyo de inscripción, provisión de uniformes escolares requeridos y útiles escolares según sea necesario, asistencia de transporte cuando sea elegible y exenciones de todos los cargos relacionados con la escuela;
- Bajo el cambio de límite de reasignación propuesto, los estudiantes de STLS que regresan a Cooper pueden elegir asistir a Cooper o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- De manera similar, los estudiantes de STLS que regresan a Orozco pueden elegir asistir a Orozco o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- Además, los enlaces de STLS trabajarán con las familias actuales de 5º grado para garantizar que entiendan el proceso de solicitud para Orozco u otras escuelas en caso de que decidan no continuar en la escuela de su vecindario (Cooper);
- El personal de STLS está disponible si los estudiantes desean aprender sobre escuelas adicionales para la transición;



- Para los estudiantes sin hogar antes de la escuela 2018-19, su escuela de origen se convertirá en la primera escuela en la que se inscribirán para el año escolar 2018-19;
- Para las familias actualmente inscritas en el programa STLS, los hermanos menores pueden asistir a la misma escuela que eligen sus hermanos mayores;
- Además, CPS proporcionará desarrollo profesional y apoyo al personal para proporcionar servicios de transición para los estudiantes de STLS.

### ***Support for English Learners***

- Los aprendices de inglés (EL) actuales y futuros recibirán servicios bilingües exigidos por el estado (educación bilingüe de transición (TBE) o programa de instrucción de transición (TPI), según sea necesario;
  - La instrucción de inglés como segundo idioma (ESL) proporcionada por un maestro respaldado por ESL es parte de ambos programas;
  - Se proporciona acceso significativo al plan de estudios básico a los estudiantes de TBE a través de la instrucción en el idioma nativo en el contenido central (lenguaje, matemáticas, ciencias y estudios sociales). Para los estudiantes con TPI, el acceso significativo al plan de estudios básico se brinda a través de la instrucción de contenido en inglés protegido y los apoyos en el idioma nativo, según las necesidades individuales del estudiante, y es proporcionado por el (los) maestro (s) debidamente avalados (respaldados por ESL).
- Cooper ha sido aprobado para ofrecer programación de lenguaje dual, implementando el programa en Pre-K y Kindergarten en el año escolar 2018-19, con una expansión de un nivel de grado adicional cada año hasta que el programa se implemente en todos los niveles de grado.
  - El lenguaje dual se convierte en el principal vehículo a través del cual se brindan los servicios TBE requeridos a los estudiantes de inglés, que eventualmente se expanden a todos los niveles de grado.

### **Apoyo a las Necesidades de Transporte de los Estudiantes**

- Las disposiciones para poblaciones estudiantiles específicas (es decir, estudiantes con discapacidades), según lo determinado por la política de transporte de CPS, continuarán aplicándose.

## **V. Información Logística Adicional**

### **Información sobre la Elección de Escuelas**

Si se aprueba esta propuesta, Cooper inscribirá a estudiantes de 6º grado en el año escolar 2019-2020, a estudiantes de 7º grado en el año escolar 2020-2021, ya estudiantes de 8º grado en el año escolar 2021-2022. A medida que ocurra esta transición, Orozco ampliará su programa bilingüe para estudiantes sobresalientes. CPS se compromete a proporcionar opciones educativas que se ajusten a las necesidades de aprendizaje únicas de cada estudiante. Para ayudar a las familias a comprender sus opciones de inscripción, la información de la Oficina de Acceso e Inscripción está disponible:

- En Línea ([www.cps.edu](http://www.cps.edu) o [www.cpsdae.edu](http://www.cpsdae.edu)),
- Por Correo Electrónico ([dae@cps.edu](mailto:dae@cps.edu)),
- Por Teléfono (773-553-2060)

### **Comentarios del Público**

#### ***Reuniones Comunitarias y Audiencias Públicas***

CPS realizará dos reuniones comunitarias y una audiencia pública formal sobre esta acción propuesta. Los comentarios públicos serán aceptados durante cada reunión o audiencia. CPS se compromete a considerar los comentarios de la comunidad y enmendará este borrador de plan de transición.

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

#### ***Más Preguntas y Preocupaciones:***

Toda esta información puede ser encontrada en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen cualquier pregunta o preocupación relacionada con esta propuesta y el borrador del plan de transición, por favor llamen a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo a [Transitions@cps.edu](mailto:Transitions@cps.edu).



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November 30, 2018

Staff and Local School Council at  
Orozco Community Academy  
1940 W 18th St, Chicago, IL 60608

**Re: Proposed Reassignment Boundary Change of Orozco Community Academy and Cooper Dual Language Academy**

Dear Orozco Staff and Local School Council Members,

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

Orozco Community Academy (Orozco) is a PK-8 Level 1 school located at 1940 West 18th Street. On October 19, 2018, the Local School Council of Orozco, with the support of the school community at large, elected officials, and the Cooper Dual Language Academy (Cooper) community, requested that Orozco's neighborhood 6th, 7th, and 8th-grade boundary be reassigned to Cooper gradually over time.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for School Year (SY) 2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program for students who are bilingual and/or heritage speakers.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

This proposed action will have no impact on the Local School Council.

If you would like more details about the proposed reassignment boundary change, please refer to the Draft Transition Plan that is included with this letter.

### **Information Specific to Staff**

CPS will work with your labor union over the coming weeks to identify supports to assist you through this transition including benefits that you are entitled to under your respective collective bargaining agreements. In the meantime, if you have any questions about what this proposal means for you, please contact the Talent Office at [workforceplanning@cps.edu](mailto:workforceplanning@cps.edu)

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

As a next step, CPS will hold two community meetings and one public hearing to hear additional feedback on CPS' proposal (meeting information is below). Following the meetings and hearing, the Chicago Board of Education may vote on this proposal as early as February of 2019.

Your voice is critical to this process and I invite you to share your feedback on this proposed reassignment boundary change during the following two community meetings and one public hearing outlined below:

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9, 2019 6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	Wednesday, January 16, 2019 6:00-7:30 PM Cooper Elementary 1624 W 19th St.	Thursday, January 31, 2019 6:00-8:00 PM CPS Central Office 42 West Madison Street

If you wish to comment at the community meetings or hearing, please adhere to the following procedures. You must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Thank you in advance for your feedback as we work to provide all Chicago Public School students with the high-quality education they deserve. After the community meetings and public hearing, I will review a written report from the hearing officer and at that time, I may recommend that the Board consider and approve this reassignment boundary change.

**Further Questions and Concerns:**

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the DRAFT Transition Plan, please email [transitions@cps.edu](mailto:transitions@cps.edu) or call Chicago Public Schools at (773) 553-1500.

Sincerely,

A handwritten signature in black ink, appearing to read "Janice K. Jackson". The signature is fluid and cursive, with the first name "Janice" being more prominent than the last name "Jackson".

Janice K. Jackson, EdD  
Chief Executive Officer  
Chicago Public Schools



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November 30, 2018

Personal y Miembros del Concilio Escolar Local de  
Academia Comunitaria de Orozco  
1940 W 18th St, Chicago, IL 60608

**Re: Propuesta de Reasignación del Cambio de Límite de la Academia Comunitaria de Orozco y la Academia de Lenguaje Dual Cooper**

Estimado Personal de Orozco y Miembros del Concilio Escolar Local,

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

La Academia Comunitaria de Orozco (Orozco) es una escuela PK-8 Nivel 1 ubicada en 1940 West 18th Street. El 19 de octubre de 2018, el Concilio Escolar Local de Orozco, con el apoyo de la comunidad escolar en general, los funcionarios electos y la comunidad de la Academia de Lenguaje Dual Cooper (Cooper), solicitaron que los la área de asistencia de Orozco (límites) de 6º, 7º y 8º grado sea reasignado a Cooper gradualmente con el tiempo.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites para permitir que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Una vez completada la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para familias en su programa bilingüe para estudiantes avanzados que son hablantes bilingües y / o de herencia.

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio

resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

Esta acción propuesta no tendrá ningún impacto en el Concilio Escolar Local.

Si desea obtener más detalles sobre el cambio de límite de reasignación propuesto, consulte el plan de transición que se incluye con esta carta.

### **Información Específica al Personal**

CPS trabajará con su sindicato en las próximas semanas para identificar apoyos que lo ayuden en esta transición, incluidos los beneficios a los que tiene derecho en virtud de sus respectivos acuerdos de negociación colectiva. Mientras tanto, si tiene alguna pregunta sobre lo que esta propuesta significa para usted, comuníquese con la Oficina de Talento en [workforceplanning@cps.edu](mailto:workforceplanning@cps.edu).

### **Comentarios del Público sobre esta Propuesta**

Como siguiente paso, CPS realizará dos reuniones comunitarias y una audiencia pública para escuchar comentarios adicionales sobre la propuesta de CPS (la información de la reunión se encuentra a continuación). Después de las reuniones y la audiencia, la Junta de Educación de Chicago (Chicago Board of Education) puede votar sobre esta propuesta a partir de febrero de 2019.

Su voz es crítica en este proceso y los invito a compartir sus opiniones sobre la propuesta de reasignación de los límites durante las siguientes dos reuniones comunitarias y una audiencia pública detalladas a continuación:

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

Si desean hablar en las reuniones comunitarias o la audiencia tienen que registrarse ese día, en el lugar designado, desde una hora antes de la hora designada para comenzar, hasta una después del comienzo de la reunión o audiencia. Tendrán dos minutos para hablar, a menos que el oficial a cargo de la audiencia u organizador de la reunión decidan una extensión. La

audiencia finalizará a la hora señalada, o después de los comentarios de la última persona anotada para hablar, lo que ocurra primero.

Agradezco por anticipado sus aportes, mientras trabajamos para ofrecer a los estudiantes de las Escuelas Públicas de Chicago la educación de calidad que merecen. Después de las reuniones comunitarias y de la audiencia pública, voy a analizar el informe escrito del oficial a cargo y en ese momento podría recomendar que la Junta (Board) considere y apruebe la reasignación de la área de asistencia las escuelas.

**Más Preguntas o Preocupaciones:**

Toda esta información se puede encontrar en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen preguntas o preocupaciones sobre esta propuesta y el plan de transición, llamen por favor a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo electrónico a [Transitions@cps.edu](mailto:Transitions@cps.edu).

Sinceramente,

A handwritten signature in black ink, reading "Janice K. Jackson". The signature is fluid and cursive, with the first name "Janice" being more prominent and the last name "Jackson" following in a similar style.

Janice K. Jackson, EdD  
Directora Ejecutiva  
Escuelas Públicas de Chicago



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## DRAFT TRANSITION PLAN

### I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 19, 2018, the Local School Councils (LSC) of Cooper Dual Language Academy (Cooper) and Orozco Community Academy (Orozco), with the support of their respective school communities and elected officials, requested that the 6th, 7th, and 8th-grade neighborhood boundary of Orozco be reassigned to Cooper gradually to allow Cooper to offer 6th grade by School Year (SY) 2019-20, 7th grade by the SY2020-2021, and 8th grade by SY2021-2022. This will allow for Orozco to expand its bilingual gifted program to serve more students, including heritage speakers.

Following an extensive community-driven process, CPS will propose to the Chicago Board of Education that the district reassign the boundaries of Orozco and Cooper.

#### **The proposal involves the following changes:**

To adjust the grade structures assigned to the shared Cooper/Orozco attendance area boundary (described below\*) such that:

- Effective July 1, 2019, Cooper will offer grades Kindergarten through sixth grade and Orozco will offer grades seventh and eighth for students residing within the attendance area; and
- Effective July 1, 2020, Cooper will offer grades Kindergarten through seventh grade and Orozco will offer grade eighth for students residing within the attendance area; and
- Effective July 1, 2021, Cooper will offer grades Kindergarten through eighth grade for students residing within the attendance area and Orozco will transition to a non-boundary/citywide elementary school.
- *\*Beginning at Hoyne Ave and the CB&Q RR; Northeast to Wolcott Ave; South to 16<sup>th</sup> St; East to Ashland Ave; South to 18<sup>th</sup> St; East to Laflin St; South to Cermak Rd; West to Blue Island Ave; Southwest to Paulina St; North to 21<sup>st</sup> St; West to Wolcott Ave; and North to the starting point.*

## **II. Summary of Proposed Action**

CPS will propose to the Chicago Board of Education that Orozco's boundary be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

## **III. Safety and Security**

At the present time, there are no safety concerns with this proposed action. If this proposal is approved, the CPS Office of Safety & Security will work with the administrations of Orozco and Cooper to review the school's safety and security plan. A variety of supports for students and the community nearby will be considered with feedback from parents. These supports may include the following:

- First and foremost, if determined necessary by the Orozco or Cooper administration, CPS will hold safety planning meetings to ensure that all safety efforts are coordinated between CPS, administration, parents and the Chicago Police Department;
- A review of safety technology will be conducted to determine whether existing safety technology needs to be enhanced. This review may include screening protocols;
- Review security officer staffing levels.

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

CPS is committed to ensuring a successful transition pending Board approval of the proposal. To accomplish this, CPS proposes the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this

proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

### **Support for Students' Academic Needs**

To ensure students receive high-quality academic instruction throughout the transition, the following will occur:

- The allocation of funds and budget resources to equip future 6th, 7th, and 8th-graders at Cooper with resources and materials needed for academic success.
- **Academic Planning Teams:** Cooper and Orozco will designate teachers to form academic planning teams. These teams consisting of teachers, grouped by subject and grade level, will meet to plan the curriculum, which will ease the transition of the addition of 6th, 7th, and 8th-graders at Cooper and the expansion of the bilingual gifted program at Orozco.
- **Common Scheduling/Enrichment:** Cooper will outline and discuss how the academic programming at the school can be extended and enhanced in the schedule for the next academic two years to support the addition of 6th, 7th, and 8th graders. Orozco will outline how the bilingual gifted program can be extended and enhanced to serve additional students, specifically heritage speakers.
- **Assess the need for professional development:** Since the school population at Cooper will remain similar, professional development will be focused on integrating the staff to ensure that the academic environment provides for a strong, continuous educational focus for 6th, 7th, and 8th-grade students. At Orozco, the school will assess the need for additional professional development as they expand the bilingual gifted program.

### **Support for Students' Social and Emotional Needs**

CPS' Office of Social Emotional Learning (OSEL) will consult with the Orozco and Cooper school communities to continue existing SEL supports and determine the need for additional resources for a school-specific plan that may include the following:

- Assess the need for a climate and culture team that may consist of a group of representative staff (including administrators, teachers, counselors, and security officers), which will lead the planning of school-wide policies and practices to promote positive relationships and a supportive school environment. This includes cultivating a sense of community between all staff and students.

- Support both schools in ensuring their existing systems identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success. Guiding practices will be established through collaboration to prepare for students who may need additional social and emotional support. Training will be supported by CPS and, specifically, the OSEL.
- Assess the need for additional professional development for all teachers to help them develop skills and resources that support all students.

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

#### ***Support for Diverse Learners***

Students with disabilities and their families will be supported through clear communication, continual support for academic instruction and ensuring that both Orozco and Cooper are fully able to implement students' Individual Education Programs (IEPs). Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities will continue to receive the following supports, required by law:

- *A free and appropriate public education (FAPE)*
- *The implementation of the student's IEP in the least restrictive environment (LRE)*
- *A focus on student academic and social-emotional progress*

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students at both schools. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the diverse learners.
- Make sure classrooms are appropriately set up for students with diverse learning needs.
- Orozco and Cooper families can reach their District Representative, Ines Castaneda, [icastaneda2@cps.edu](mailto:icastaneda2@cps.edu) and the Deaf Hard of Hearing Manager, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu)

Finally, the Office of Diverse Learners Support Services (ODLSS) will work with the students in the Deaf and Hard of Hearing Cluster Program at Cooper to add additional grades to the program over the next three years (6th grade for SY2019-20, 7th grade by SY2020-21, and 8th grade by SY2021-22). At the same time, the program will be phased out at Orozco.

### ***Support for Students in Temporary Living Situations***

- The CPS Department of Students in Temporary Living Situations (DSTLS) will continue the support provided to Students in Temporary Living Situations (STLS) as required by law. These include enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waivers of all school-related fees;
- Under the proposed re-assignment boundary change, returning STLS students to Cooper may choose to attend Cooper or meet with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- Similarly, returning STLS students to Orozco may choose to attend Orozco or meeting with DSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- In addition, STLS liaisons will work with current 5th-grade families to ensure they understand the application process for Orozco or other schools should they choose not to continue on in their neighborhood school (Cooper);
- STLS staff is available if students wish to learn about additional schools to transition to;
  - For students who were homeless before the 2018-19 school, their school of origin will become the first school where they enroll for the 2018-19 school year;
  - For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects;
  - Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

### ***Support for English Learners***

- Current and future English Language Learners (ELs) will receive state-mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI), as required;
  - English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs;
  - Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies). For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student's need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s).

- Cooper has been approved to offer Dual Language programming, implementing the program in Pre-K and Kindergarten in SY 2018-19, with an expansion of one additional grade level each year until the program is implemented in all grade levels.
  - Dual Language becomes the main vehicle through which the required TBE services are provided to English learners, eventually expanding to all grade levels.

### **Support for Students' Transportation Needs**

- Provisions for specific student populations (i.e., student with disabilities), as determined by the CPS transportation policy, will continue to apply.

## **V. Additional Logistical Information**

### **Information Regarding Choice of Schools**

If this proposal is approved, Cooper will enroll 6th-graders in the 2019-2020 school year, 7th-graders in the 2020-2021 school year, and 8th-graders in the 2021-2022 school year. As this transition occurs, Orozco will expand its bilingual gifted program. CPS is committed to providing educational options that fit each student's unique learning needs. To support families in understanding their enrollment options, 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 ([oe@cps.edu](mailto:oe@cps.edu)),
- By phone (773-553-2060)

### **Public Comment**

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

CPS will hold two community meetings and one formal public hearing regarding this proposed 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.

<b>Community Meeting</b>	<b>Community Meeting</b>	<b>Public Hearing</b>
Wednesday, January 9th, 2019	Wednesday, January 16th, 2019	Thursday, January 31st 6:00-8:00 PM

6:00-7:30 PM Orozco Community Academy 1940 W 18th St.	6:00-7:30 PM Cooper Elementary 1624 W 19th St.	CPS Central Office 42 West Madison Street
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***Further Questions and Concerns***

All of this information can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this proposal and the DRAFT Transition Plan, please call Chicago Public Schools at (773) 553-1500 or email [Transitions@cps.edu](mailto:Transitions@cps.edu).

## **BORRADOR DEL PLAN DE TRANSICIÓN**

### **I. Introducción**

Las Escuelas Públicas de Chicago (CPS) están comprometidas con una educación de calidad para todos los niños, de todos los vecindarios, que los prepare para el éxito en la universidad y en la vida. Los estudiantes de CPS continúan batiendo récords académicos en toda la ciudad. Nuestra visión es que todas las escuelas de CPS puedan aprovechar este progreso, para ofrecer una instrucción de calidad y rigurosa, impartida por educadores talentosos, que coloque a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 19 de octubre de 2018, los Concilios Escolares Locales (LSC) de Cooper Dual Language Academy (Cooper) y Orozco Community Academy (Orozco), con el apoyo de sus respectivas comunidades escolares y funcionarios electos, solicitaron que los grados 6, 7 y 8 que están en área de asistencia de Orozco puedan ser reasignados a Cooper gradualmente para permitir que Cooper ofrezca el 6º grado para el año escolar 2019-20, el 7º grado para el para el año escolar 2020-2021 y el 8º grado para el año escolar 2021-2022. Esto permitirá que Orozco amplíe su programa bilingüe para estudiantes talentosos (gifted) para atender a más estudiantes, incluidos los oradores de herencia.

Siguiendo un extenso proceso impulsado por la comunidad, CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que el distrito reasigne los límites de Orozco y Cooper.

**La propuesta implica los siguientes cambios:**

**Para ajustar las estructuras de calificación asignadas al límite del área de asistencia compartida de Cooper / Orozco (que se describe a continuación \*) de manera que:**

- A partir del 1 de julio de 2019, Cooper ofrecerá los grados de Kindergarten a sexto grado y Orozco ofrecerá los grados séptimo y octavo para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2020, Cooper ofrecerá los grados de Kindergarten a séptimo grado y Orozco ofrecerá el octavo grado para los estudiantes que residan dentro del área de asistencia; y
- A partir del 1 de julio de 2021, Cooper ofrecerá los grados de Kindergarten a octavo grado para los estudiantes que residen dentro del área de asistencia y Orozco hará la



transición a una escuela primaria que no tenga límites de asistencia/ para toda la ciudad.

- *\*Comenzando en Hoyne Ave y vías de tren CB&Q, Noreste a Wolcott Ave; Sur a 16th St; Este a Ashland Ave; Del sur a la calle 18; Este a Laflin St; Hacia el sur hasta Cermak Rd; Oeste a la avenida Blue Island; Sudoeste a Paulina St; Norte a 21st St; Oeste a Wolcott Ave; y Norte al punto de partida.*

## **II. Summary of Proposed Action**

CPS propondrá a la Junta de Educación de Chicago (Chicago Board of Education) que se reasigne el límite de asistencia Orozco para permitir que Cooper pase a los grados 6-8 y ofrezca el sexto grado para el año escolar 2019-20, el séptimo grado para el año escolar 2020-21 y el octavo grado para el año escolar 2021-22. Al completar la reasignación de límites en el año escolar 2021-22, Cooper será una escuela de vecindario K-8, mientras que Orozco podrá ofrecer asientos adicionales para las familias en su programa bilingüe para estudiantes avanzados (gifted).

Esta propuesta es consistente con los Lineamientos del Director Ejecutivo para Acciones Escolares porque fue requerida por los padres y miembros de la comunidad mediante el proceso de propuestas incluido en los Lineamientos. Además, la utilización del espacio resultante después del cambio de límite de reasignación no superará el rango de eficiencia de inscripción de ninguna de las escuelas, según lo definen los Estándares de Utilización del Espacio de CPS.

## **III. Seguridad y Vigilancia**

En estos momentos, no hay preocupaciones de seguridad reconocidas en ninguna de las dos escuelas. Si esta propuesta es aprobada, la Oficina de Seguridad y Vigilancia de CPS trabajará con las administraciones de Orozco y Cooper para revisar los planes de seguridad y vigilancia de cada escuela. Una variedad de apoyos a los estudiantes y la comunidad cercana será considerada con los aportes de los padres. Estos apoyos pueden incluir lo siguiente:

- Primero y más importante, si las administraciones de Orozco o Cooper creen que es necesario, CPS realizará reuniones de planificación de seguridad para estar seguros de que todos los esfuerzos de vigilancia sean coordinados entre CPS, la administración, los padres y el Departamento de Policía de Chicago;
- Se realizará una revisión de la tecnología de seguridad, para determinar si el material existente necesita ser mejorado. Esta revisión incluirá las cámaras instaladas y los protocolos de monitoreo y control;

- Revisión de los niveles de Oficiales de Seguridad necesarios, con base en la acción aprobada.

#### IV. Apoyos para Estudiantes y Escuelas

CPS está comprometida con una transición exitosa si la Junta aprueba esta propuesta. Para lograrlo, CPS propone los siguientes apoyos para cumplir con las necesidades académicas, sociales y emocionales, además de específicas de aprendizaje, de los estudiantes afectados. Estos recursos se pueden adaptar más adelante a medida que se logren aportes en las reuniones comunitarias y la audiencia pública relacionadas con esta propuesta. Además, los recursos se pueden ajustar para cumplir con necesidades únicas de los estudiantes afectados, de ser necesario.

##### **Apoyos para las Necesidades Académicas de Estudiantes**

Para estar seguros de que los estudiantes reciban una instrucción académica de calidad durante la transición, ocurrirá lo siguiente:

- La asignación de fondos y recursos presupuestarios para equipar a los futuros estudiantes de 6º, 7º y 8º grado en Cooper con los recursos y materiales necesarios para el éxito académico.
- **Equipos de Planificación Académica:** Cooper y Orozco designarán maestros para formar equipos de planificación académica. Estos equipos formados por maestros, agrupados por asignatura y nivel de grado, se reunirán para planificar el plan de estudios, lo que facilitará la transición de la adición de alumnos de 6º, 7º y 8º grado en Cooper y la expansión del programa de alumnos bilingües avanzados (gifted) en Orozco.
- **Programación Común / Enriquecimiento:** Cooper describirá y discutirá cómo la programación académica en la escuela se puede ampliar y mejorar en el calendario de los próximos dos años académicos para apoyar la adición de alumnos de 6º, 7º y 8º grado. Orozco explicará cómo se puede extender y mejorar el programa bilingüe avanzado (gifted) para atender a estudiantes adicionales, específicamente a oradores de herencia.
- **Evalúe la Necesidad de Desarrollo Profesional:** dado que la población escolar de Cooper seguirá siendo similar, el desarrollo profesional se centrará en integrar al personal para garantizar que el entorno académico proporcione un enfoque educativo sólido y continuo para los estudiantes de 6º, 7º y 8º grado . En Orozco, la escuela evaluará la necesidad de desarrollo profesional adicional a medida que amplían el programa bilingüe avanzado (gifted).

### **Apoyo para las Necesidades Socio-Emocionales de los Estudiantes**

CPS y la Oficina de Aprendizaje Social y Emocional (OSEL) consultará con las comunidades de Orozco y Cooper para mantener los apoyos SEL existentes, y determinar la necesidad de recursos adicionales para un plan específico que puede incluir lo siguiente:

- Evaluar la necesidad de un equipo de clima/cultura que puede consistir en un grupo representativo del personal (incluyendo administradores, maestros, consejeros y oficiales de seguridad), que conducirá la planificación de políticas y prácticas para promover en toda la escuela las relaciones positivas y un ambiente de bienvenida y solidaridad. Esto incluye cultivar un sentido comunitario entre todo el personal y los estudiantes.
- Ayudar a ambas escuelas a garantizar que sus sistemas existentes identifiquen cuándo los estudiantes tienen mayores niveles de necesidades sociales y emocionales, conectandolos a intervenciones específicas y haga un seguimiento de su progreso para garantizar el éxito. Las prácticas de orientación se establecerán a través de la colaboración para preparar a los estudiantes que puedan necesitar apoyo social y emocional adicional. La capacitación será apoyada por CPS y, específicamente, Oficina de Aprendizaje Social y Emocional.
- Evaluar la necesidad de desarrollo profesional adicional para todos los maestros, para ayudarlos a desarrollar destrezas y recursos que apoyen a todos los estudiantes.

### **Apoyo para Necesidades Específicas de Estudiantes**

#### ***Apoyo para los Aprendices Diversos***

Los estudiantes con discapacidades y sus familias serán apoyados en el proceso de transición con una comunicación clara y continua, así como instrucción académica, para estar seguros de que Orozco y Cooper puedan implementar en su totalidad los Programas de Educación Individualizada (IEP). Los estudiantes con discapacidades, así como todos los estudiantes impactados por las acciones escolares, recibirán un apoyo intensivo para que se cumplan sus necesidades académicas y socio-emocionales. Los estudiantes con discapacidades también recibirán las siguientes categorías de apoyos, ajustadas a las necesidades individuales del alumno/familia:

Los actuales estudiantes con discapacidades continuarán recibiendo los siguientes apoyos, requeridos por ley:

- *Una educación pública gratuita y apropiada (FAPE)*
- *La implementación del IEP del estudiante en el ambiente menos restrictivo posible (LRE)*
- *Un enfoque en el progreso académico y socio-emocional del estudiante*

Además, un representante de la Oficina de Apoyos y Servicios a los Aprendices Diversos (ODLSS) será asignado para trabajar con las familias y estudiantes de las dos escuelas. Específicamente, el representante del distrito:

- Trabajará con maestros en una programación adecuada para apoyar a los estudiantes con aprendices diversos.
- Se asegurará que los salones de clase sean establecidos de la manera apropiada para las necesidades de los aprendices diversos.
- Las familias de Orozco y Cooper pueden comunicarse con su Representante del Distrito, Ines Castañeda, [icasteda2@cps.edu](mailto:icasteda2@cps.edu) y el Gerente de Audición para Sordos, Faith Pritchard, [fmpritchard@cps.edu](mailto:fmpritchard@cps.edu).

Finalmente, la Oficina de Servicios de Apoyo para Estudiantes Diversos (ODLSS, por sus siglas en inglés) trabajará con los estudiantes en el Programa de Grupos de Personas Sordas y con Dificultades de Audición en Cooper para agregar grados adicionales al programa durante los próximos tres años (6º grado para el año escolar 2019-20, 7º grado por el año escolar 2020-21, y 8º grado por el año escolar 2021-22). Al mismo tiempo, el programa será eliminado en Orozco.

### ***Support for Students in Temporary Living Situations***

- El Departamento de Estudiantes en Situaciones de Vivienda Temporal (DSTLS) de CPS continuará el apoyo brindado a los Estudiantes en Situaciones de Vivienda Temporal (STLS) como lo exige la ley. Estos incluyen apoyo de inscripción, provisión de uniformes escolares requeridos y útiles escolares según sea necesario, asistencia de transporte cuando sea elegible y exenciones de todos los cargos relacionados con la escuela;
- Bajo el cambio de límite de reasignación propuesto, los estudiantes de STLS que regresan a Cooper pueden elegir asistir a Cooper o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- De manera similar, los estudiantes de STLS que regresan a Orozco pueden elegir asistir a Orozco o reunirse con el personal de DSTLS para identificar opciones de inscripción, desarrollar planes de preparación académica y planes de seguridad para apoyarlos durante todo el período de transición;
- Además, los enlaces de STLS trabajarán con las familias actuales de 5º grado para garantizar que entiendan el proceso de solicitud para Orozco u otras escuelas en caso de que decidan no continuar en la escuela de su vecindario (Cooper);
- El personal de STLS está disponible si los estudiantes desean aprender sobre escuelas adicionales para la transición;

- Para los estudiantes sin hogar antes de la escuela 2018-19, su escuela de origen se convertirá en la primera escuela en la que se inscribirán para el año escolar 2018-19;
- Para las familias actualmente inscritas en el programa STLS, los hermanos menores pueden asistir a la misma escuela que eligen sus hermanos mayores;
- Además, CPS proporcionará desarrollo profesional y apoyo al personal para proporcionar servicios de transición para los estudiantes de STLS.

### ***Support for English Learners***

- Los aprendices de inglés (EL) actuales y futuros recibirán servicios bilingües exigidos por el estado (educación bilingüe de transición (TBE) o programa de instrucción de transición (TPI), según sea necesario;
  - La instrucción de inglés como segundo idioma (ESL) proporcionada por un maestro respaldado por ESL es parte de ambos programas;
  - Se proporciona acceso significativo al plan de estudios básico a los estudiantes de TBE a través de la instrucción en el idioma nativo en el contenido central (lenguaje, matemáticas, ciencias y estudios sociales). Para los estudiantes con TPI, el acceso significativo al plan de estudios básico se brinda a través de la instrucción de contenido en inglés protegido y los apoyos en el idioma nativo, según las necesidades individuales del estudiante, y es proporcionado por el (los) maestro (s) debidamente avalados (respaldados por ESL).
- Cooper ha sido aprobado para ofrecer programación de lenguaje dual, implementando el programa en Pre-K y Kindergarten en el año escolar 2018-19, con una expansión de un nivel de grado adicional cada año hasta que el programa se implemente en todos los niveles de grado.
  - El lenguaje dual se convierte en el principal vehículo a través del cual se brindan los servicios TBE requeridos a los estudiantes de inglés, que eventualmente se expanden a todos los niveles de grado.

### **Apoyo a las Necesidades de Transporte de los Estudiantes**

- Las disposiciones para poblaciones estudiantiles específicas (es decir, estudiantes con discapacidades), según lo determinado por la política de transporte de CPS, continuarán aplicándose.

## **V. Información Logística Adicional**

### **Información sobre la Elección de Escuelas**

Si se aprueba esta propuesta, Cooper inscribirá a estudiantes de 6º grado en el año escolar 2019-2020, a estudiantes de 7º grado en el año escolar 2020-2021, ya estudiantes de 8º grado en el año escolar 2021-2022. A medida que ocurra esta transición, Orozco ampliará su programa bilingüe para estudiantes sobresalientes. CPS se compromete a proporcionar opciones educativas que se ajusten a las necesidades de aprendizaje únicas de cada estudiante. Para ayudar a las familias a comprender sus opciones de inscripción, la información de la Oficina de Acceso e Inscripción está disponible:

- En Línea ([www.cps.edu](http://www.cps.edu) o [www.cpsoae.edu](http://www.cpsoae.edu)),
- Por Correo Electrónico ([oea@cps.edu](mailto:oea@cps.edu)),
- Por Teléfono (773-553-2060)

### **Comentarios del Público**

#### ***Reuniones Comunitarias y Audiencias Públicas***

CPS realizará dos reuniones comunitarias y una audiencia pública formal sobre esta acción propuesta. Los comentarios públicos serán aceptados durante cada reunión o audiencia. CPS se compromete a considerar los comentarios de la comunidad y enmendará este borrador de plan de transición.

<b>Reunión Comunitaria</b>	<b>Reunión Comunitaria</b>	<b>Audiencias Pública</b>
miércoles 9 de enero, 2019 6:00-8:00 PM Orozco Community Academy 1940 W 18th St.	miércoles 16 de enero, 2019 6:00-8:00 PM Cooper Elementary 1624 W 19th St.	jueves 31 de enero, 2019 6:00-8:00 PM CPS Oficina Central 42 W Madison Street

#### ***Más Preguntas y Preocupaciones:***

Toda esta información puede ser encontrada en [CPS.edu/Transitions](http://CPS.edu/Transitions). Si tienen cualquier pregunta o preocupación relacionada con esta propuesta y el borrador del plan de transición, por favor llamen a las Escuelas Públicas de Chicago por el (773) 553-1500, o envíen un correo a [Transitions@cps.edu](mailto:Transitions@cps.edu).

# EXHIBIT 3

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

### **In The Matters Of:**

### **PUBLIC HEARINGS ON THE PROPOSALS OF THE CHIEF EXECUTIVE OFFICER TO CLOSE AND FOR REASSIGNMENT BOUNDARY CHANGE OF SCHOOLS**

#### **AFFIDAVIT OF CHERYL NEVINS**

I, CHERYL NEVINS, 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 Regional Portfolio Planner at the Chicago Public Schools.
3. On September 30, 2018, I caused a copy of the Draft Guidelines for School Actions, 2018-2019 School Year, for public comment, to be submitted to Information Technology Services ("ITS") for publication on the Chicago Public Schools ("CPS") website. I visited the website that same day and confirmed that a link to the Draft Guidelines for School Actions, 2018-2019 School Year, appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Documents/DRAFT\\_GuidelinesforSchoolActions\\_2018-2019.pdf](https://cps.edu/About_CPS/Policies_and_guidelines/Documents/DRAFT_GuidelinesforSchoolActions_2018-2019.pdf)
4. On October 31, 2018, I caused a copy of the List of Independent Hearing Officers for Hearings Held Pursuant to 105 ILCS 5/34-230, compiled by the General Counsel, to be submitted to ITS for publication on the CPS website. I visited the website that same day and confirmed that a link to the List of Independent Hearing Officers for Hearings Held Pursuant to 105 ILCS 5/34-230 appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Documents/IndependentHearingOfficers2018.pdf](https://cps.edu/About_CPS/Policies_and_guidelines/Documents/IndependentHearingOfficers2018.pdf)
5. On November 20, 2018, I caused a copy of the Final Guidelines for School Actions, 2018-2019 School Year to be submitted to ITS for publication on the CPS website. I visited the website that same day and confirmed that a link to the final Guidelines for School Actions, 2018-2019 School Year appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Documents/FINAL\\_GuidelinesforSchoolActions\\_2018-2019.pdf](https://cps.edu/About_CPS/Policies_and_guidelines/Documents/FINAL_GuidelinesforSchoolActions_2018-2019.pdf)



6. In connection with the proposals of the Chief Executive Officer ("CEO") to close TEAM Englewood Academy High School ("TEAM"), letters signed by the CEO were addressed to the TEAM school community and staff. The purpose of the letters was to advise recipients of the CEO's proposal of the date, time, and place of the hearing and meetings to be held for public comment on the proposal. Also included with the letter was a draft transition plan outlining the specific supports that the CEO plans to implement if the proposal is approved.
7. In connection with the proposals of the Chief Executive Officer ("CEO") for the re-assignment boundary change of Orozco Community Academy ("Orozco") and Cooper Dual Language Academy ("Cooper"), letters signed by the CEO were addressed to the school community of each school (parents or guardians, administrators, staff, and local school council members). The purpose of the letters was to advise recipients of the CEO's proposal, provide an explanation of the basis for the proposed action, identify how the proposed action meets the criteria set forth in the Guidelines for School Actions, and inform recipients of the date, time, and place of the hearing and meetings to be held for public comment on the proposal. Also included with the letter was a draft transition plan outlining the specific supports that the CEO plans to implement if the proposal is approved.
8. On November 30, 2018, I caused a copy of draft transition plans and letters for each action to be submitted for publication on the CPS website. I visited the website that same day and confirmed that links to the draft transition plans and letters appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)
9. On November 30, 2018, I caused copies of the draft transition plans and letters addressed to the school community and staff at TEAM to be delivered to the school. On information and belief, the draft transition plans and letters were personally delivered to the school community and staff at TEAM by a Talent Office representative on November 30, 2018.
10. On information and belief, the draft transition plan and letters were sent via electronic mail to the administrator in charge at TEAM on November 30, 2018.
11. On November 30, 2018, I caused copies of the draft transition plans and letters addressed to the parents or guardians, administrators, staff, and local school council members at Orozco and Cooper to be delivered to each school. On information and belief, the draft transition plans and letters were personally delivered to the students, administrators, and staff by the principal of each school on November 30, 2018 .
12. On information and belief, the draft transition plans and letters were sent via electronic mail to the school principals and local school council members of Orozco and Cooper on November 30, 2018.

13. On or before January 13, 2019, I caused a summary of the community meeting held on January 8, 2018 from 6:00-7:30 p.m. at 6450 S. Lowe Avenue regarding the proposed closure of TEAM to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)
14. On or before January 22, 2019, I caused a summary of the community meeting held on January 17, 2018 from 6:00-7:30 p.m. at 6450 S. Lowe Avenue regarding the proposed closure of TEAM to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)
15. On or before January 14, 2019, I caused a summary of the community meeting held on January 9, 2019 from 6:00-7:30 p.m. at 1940 W. 18th Street regarding the proposed reassignment boundary change of Orozco and Cooper to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)
16. On or before January 21, 2019, I caused a summary of the community meeting held on January 16, 2019 from 6:00-7:30 p.m. at 1624 W. 19th Street regarding the proposed reassignment boundary change of Orozco and Cooper to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)
17. On January 28, 2019, the CEO made a decision to reschedule the public hearing for Orozco and Cooper to February 5, 2019 at 5:00 p.m. due to inclement weather.
18. On January 29, 2019, I caused notice to be issued to the parents or guardians, administrators, staff, and local school council members at Orozco and Cooper. On information and belief, notice was delivered to the students, administrators, and staff by the principal of each school on January 29, 2019.
19. On January 29, 2019, I caused the rescheduled hearing information for the Orozco and Cooper public hearing to be published on the CPS website. I visited the website that same day and confirmed that the link to the information appeared here:

[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)

20. On January 28, 2019, the CEO made a decision to reschedule the public hearing for TEAM to February 5, 2019 at 7:00 p.m. due to inclement weather.
21. On January 30, 2019, I caused notice of the rescheduled hearing information to be issued to the administrator in charge at TEAM. On information and belief, notice was delivered to the school community and staff at TEAM by a Talent Office representative on January 30, 2019.
22. On January 29, 2019, I caused the rescheduled hearing information for the TEAM public hearing to be published on the CPS website. I visited the website that same day and confirmed that the link to the information appeared here:  
[https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Pages/transitionsandguidelines.aspx](https://cps.edu/About_CPS/Policies_and_guidelines/Pages/transitionsandguidelines.aspx)

#### **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.

  
CHERYL NEVINS

# EXHIBIT 4

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

**In The Matters Of:**

**PUBLIC HEARINGS ON THE PROPOSALS  
OF THE CHIEF EXECUTIVE OFFICER TO  
CLOSE AND FOR REASSIGNMENT BOUNDARY  
CHANGE OF SCHOOLS**

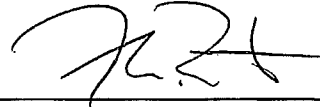
**AFFIDAVIT OF FRANCIS BILECKI**

I, FRANCIS BILECKI, 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 Policy Officer for the Office of Intergovernmental Relations at the Board of Education of the City of Chicago.
- C. In connection with the proposals of the Chief Executive Officer to close and for reassignment boundary change of 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 November 30, 2018, and Draft Transition Plans.
- D. The following electronic mail messages were sent on November 30, 2018 (advising of original hearing information) and January 29, 2019 (advising of rescheduled hearing information due to inclement weather):
  - 1. In connection with the proposal to close TEAM Englewood Community Academy High School, I sent notice and draft transition plans to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislator, Representative Sonya Harper of the 6th District of the Illinois Legislature, Alderman Brian Hopkins of the 2nd Ward of the Chicago City Council, and Alderman Willie Cochran of the 20th Ward of the Chicago City Council.
  - 2. In connection with the proposal for reassignment boundary change of Orozco Community Academy and Cooper Dual Language Academy, I sent notice and draft transition plans to the following elected officials: Senator Antonio Munoz of the 1st District of the Illinois Legislator, Congressman Luis Gutierrez, Representative Theresa Mah of the 2nd District of the Illinois Legislature, and Alderman Danny Solis of the 25th Ward of the Chicago City Council.

**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.

A handwritten signature in black ink, appearing to read 'F. Bilecki', is written over a horizontal line.

**FRANCIS BILECKI**

# EXHIBIT 5

ADORDERNUMBER: 0001078703-01

PO NUMBER: PO # 3563384

AMOUNT: 64.80

OF AFFIDAVITS: 1

# Chicago Sun-Times

## Certificate of Publication

State of Illinois - County of Cook

Chicago Sun-Times, does hereby certify it has published the attached advertisements in the following secular newspapers. All newspapers meet Illinois Compiled Statute requirements for publication of Notices per Chapter 715 ILCS 5/0.01 et seq. R.S. 1874, P728 Sec 1, EFF. July 1, 1874. Amended by Laws 1959, P1494, EFF. July 17, 1959. Formerly Ill. Rev. Stat. 1991, CH100, Pl.

Note: Notice appeared in the following checked positions.

PUBLICATION DATE(S): 01/29/2019

Chicago Sun-Times

**THE BOARD OF EDUCATION OF THE CITY OF CHICAGO  
RESCHEDULED NOTICE OF PUBLIC HEARING ON THE  
PROPOSED REASSIGNMENT BOUNDARY CHANGE OF  
OROZCO COMMUNITY ACADEMY AND COOPER DUAL  
LANGUAGE ACADEMY**

Notice is hereby given that due to inclement weather the following public hearing has been rescheduled to receive public comment regarding the proposed reassignment boundary change of Orozco Community Academy, located at 1940 W. 18th Street and Cooper Dual Language Academy, located, at 1624 W. 19th Street.

A public hearing will be held on Tuesday, February 5, 2019 from 5:00pm-6:30pm at the Central Office of the Board of Education of the City of Chicago, 42 W. Madison St.

The 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 at the designated location beginning one hour before the designated start time and ending thirty minutes after the start of the meetings or hearing.  
1/29/19 #1078703

IN WITNESS WHEREOF, the undersigned, being duly authorized,  
has caused this Certificate to be signed

by



Mary Lou Davis

Account Manager - Public Legal Notices

This 30th Day of January 2019 A.D.

CHICAGO PUBLIC SCHOOLS - OFFICE OF  
INNOVATION AND INCUBATION  
42 WEST MADISON STREET, 3RD FLOOR  
CHICAGO, IL 60602



ADORDERNUMBER: 0001076335-01

PO NUMBER: PO #3554418

AMOUNT: 76.80

O OF AFFIDAVITS: 1

# Chicago Sun-Times

## Certificate of Publication

State of Illinois - County of Cook

**THE BOARD OF EDUCATION OF THE CITY OF CHICAGO  
NOTICE OF COMMUNITY MEETINGS AND PUBLIC  
HEARING ON THE PROPOSED REASSIGNMENT  
BOUNDARY CHANGE OF OROZCO COMMUNITY  
ACADEMY AND COOPER DUAL LANGUAGE ACADEMY**

Notice is hereby given that the following community meetings and public hearing have been scheduled to receive public comment regarding the proposed reassignment boundary change of Orozco Community Academy, located at 1940 W. 18th Street and Cooper Dual Language Academy, located at 1624 W. 19th Street.

Community meetings will be held on Wednesday, January 9, 2019 from 6:00pm-7:30pm at Orozco Community Academy, located at 1940 W. 18th Street, and Wednesday, January 16, 2019 from 6:00pm-7:30 pm at Cooper Dual Language Academy, located at 1624 W. 19th Street.

A public hearing will be held on Thursday, January 31, 2019 from 6:00pm-8:00pm at the Central Office of the Board of Education of the City of Chicago, 42 W. Madison St.

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 at the designated location beginning one hour before the designated start time and ending 30 minutes after the start of the meetings or hearing.  
12/27/18 #1076335

Chicago Sun-Times, does hereby certify it has published the attached advertisements in the following secular newspapers. All newspapers meet Illinois Compiled Statute requirements for publication of Notices per Chapter 715 ILCS 5/0.01 et seq. R.S. 1874, P728 Sec 1, EFF. July 1, 1874. Amended by Laws 1959, P1494, EFF. July 17, 1959. Formerly Ill. Rev. Stat. 1991, CH100, PI.

Note: Notice appeared in the following checked positions.

**PUBLICATION DATE(S):** 12/27/2018

Chicago Sun-Times

IN WITNESS WHEREOF, the undersigned, being duly authorized,  
has caused this Certificate to be signed

by



Mary Lou Davis

Account Manager - Public Legal Notices

This 27th Day of December 2018 A.D.

B

# EXHIBIT 6

## **105 ILCS 5/34-18**

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > Article 34. Cities of Over 500,000 Inhabitants — Board of Education***

### **105 ILCS 5/34-18 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 persons with physical disabilities, 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 or supplemental grant funds are allocated and applied in accordance with Section 18-8, 18-8.05, or 18-8.15. 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 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;

## 105 ILCS 5/34-18

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 assigned 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, 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, 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.
  - (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. 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 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;
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 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
  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.

## History

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89-397, § 5; 89-626, § 2-36; 90-22, § 15; 90-548, § 5-915; 92-109, § 23; 92-527, § 5; 92-724, § 5; 93-3, § 5; 93-1036, § 90; 96-105, § 5; 97-227, § 60; 97-396, § 40; 97-813, § 230; 99-143, § 430; 2017 P.A. 100-465, § 965, effective August 31, 2017.

## Annotations

## Notes

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### Note.

This section was Ill.Rev.Stat.,Ch.122, para. 34-18.

Section 1 of 97-227 provides "Rule of construction. This Act shall be construed to make amendments to provisions of State law to substitute the term "intellectual disability" for "mental retardation", "intellectually disabled" for "mentally retarded", "ID/DD Community Care Act" for "MR/DD Community Care Act", "physically disabled" for "crippled", and "physical disability" or "physically disabling", as appropriate, for "crippling" without any intent to change the substantive rights, responsibilities, coverage, eligibility, or definitions referred to in the amended provisions represented in this Act."

Section 995 of P.A. 97-813 contains a "no acceleration or delay" provision, and Section 996 contains a "no revival or extension" provision.

### Effect of Amendments.

The 1993 amendment by P.A. 88-89, effective July 14, 1993, in the first sentence of subsection 10 inserted the subdivision (i) designation and added subdivision (ii); and in the second sentence of subsection 10 inserted "provided that".

The 1993 amendment by P.A. 88-511, effective November 14, 1993, incorporated the changes made by P.A. 88-89, § 2-5, and added "and" at the end of subsection (28); and added subsection (29).

The 1994 amendment by P.A. 88-686, effective January 24, 1995, in subsection 9, in the first sentence, inserted "including graduation standards" and deleted "and in accordance therewith prescribe the course and methods of study in the various schools" preceding "provided that for all".

The 1995 amendment by P.A. 89-15, effective May 30, 1995, in subsection 7, in the first sentence, deleted "divide the city into subdistricts and" preceding "apportion", in the second sentence deleted "In dividing the city into subdistricts" from the beginning and in the fourth sentence deleted "subdistricts and " preceding "attendance"; in subsection 9, in the first sentence, deleted "subdistrict superintendents" preceding "principals"; in subsection 10, in the first sentence, inserted "including library duties", deleted "and" preceding "detention" and added at the end "and school-sponsored extracurricular activities"; in subsection 14, in the first sentence, inserted "the former" four times, inserted "the Chicago Schools Academic Accountability Council" twice and added a comma after "Local School Councils"; deleted "and" from the end of subsection 28; deleted former subsection 29 which read "To promulgate guidelines for use by the General Superintendent in annually evaluating the performance of subdistrict superintendents"; and added subsections 30, 31 and 32.

The 1995 amendment by P.A. 89-397, effective August 20, 1995, in subsection 1, in the sixth sentence, substituted "children with disabilities" for "handicapped children" twice.

The 1996 amendment by P.A. 89-626, effective August 9, 1996, combined the amendments of this section by P.A. 89-15 and P.A. 89-397.

The 1997 amendment by P.A. 90-22, effective June 20, 1997, added subsection 19a.

## 105 ILCS 5/34-18

The 1997 amendment by P.A. 90-548, effective January 1, 1998, incorporated the amendments by P.A. 90-22; and in subsection 1, in the first sentence, inserted "supplemental general", substituted "aid" for "Chapter 1" and added at the end "or 18-8.05".

The 2001 amendment by P.A. 92-109, effective July 20, 2001, in subsection 19a: in the first sentence inserted "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", substituted "Chicago Board of Education" for "Chicago School Reform Board of Trustees", inserted "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" twice in the first and last sentences and once in the second sentence, also in the second sentence, inserted the item (i) designation, and "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", and deleted "city" preceding "services, work, or goods" in the last sentence.

The 2001 amendment by P.A. 92-527, effective June 1, 2002, in subdivision 16 inserted the subdivision 16(a) designation and subdivisions 16(b) through (d), and in subdivision 16(a) substituted "a high school" for "the school", inserted "and student directory information" and added the last sentence.

The 2002 amendment by P.A. 92-724, effective July 25, 2002, inserted subsection 10.5.

The 2003 amendment by P.A. 93-3, effective April 16, 2003, inserted subdivisions (33) and (34); and combined the amendments by P.A. 92-109, P.A. 92-527 and P.A. 92-724.

The 2004 amendment by P.A. 93-1036, effective September 14, 2004, inserted the language beginning "the calendar for the school" and ending "and provided that" and made related and stylistic changes in the first sentence of subdivision 1.

The 2009 amendment by P.A. 96-105, effective July 30, 2009, added the third sentence in (30) and made a related change.

The 2011 amendment by P.A. 97-227, effective January 1, 2012, substituted "physically disabled" for "crippled" in the first sentence of 1.

The 2011 amendment by P.A. 97-396, effective January 1, 2012, added "any of the following" to the end of the introductory language of 21.; rewrote 21.(a) through 21.(d), which formerly read: "(a) Black (a person having origins in any of the black racial groups in Africa); (b) Hispanic (a person of Spanish or Portuguese culture with origins in Mexico, South or Central America, or the Caribbean islands, regardless of race); (c) Asian American (a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands); or (d) American Indian or Alaskan Native (a person having origins in any of the original peoples of North America)"; and added 21.(e).

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, combined earlier multiple amendments to the section.

The 2015 amendment by P.A. 99-143, effective July 27, 2015, made a stylistic change.

The 2017 amendment by P.A. 100-465, effective Aug. 31, 2017, in the first sentence of (1), added "or supplemental grant" and substituted "Section 18-8, 18-8.05, or 18-8.15" for "Section 18-8 or 18-8.05."

## CASE NOTES

### Constitutionality

**In General****Certification Requirements****Corporal Punishment****Experimental Programs****Injunction Proper****Layoff of Employees****Legislative Intent****Mandamus****—Denied****Policy Interpretation****Preferential Treatment****Rental of School Lands****Salaries****—Formula for Principals****Standing****Teacher Transfer****NOTES TO UNPUBLISHED DECISIONS****Layoff of Employees****CASE NOTES****Constitutionality**

The reduction of aid to school districts required by this Code was not an unlawful penalty taking away funds which in any way belonged to the Chicago School Board, but rather it was simply the recovery of state aid which was paid in advance but which the Chicago Board was not entitled to as a result of its failure to comply with the requirements for eligibility as set forth in this Code when the Chicago Board did not comply with the minimum school year requirement of 176 days. Cronin v. Lindberg, 66 Ill. 2d 47, 4 Ill. Dec. 424, 360 N.E.2d 360, 1976 Ill. LEXIS 470 (Ill. 1976).

**In General**

The statute does not establish specified substantive predicates to limit discretion and, thus, does not create a property interest. Shegog v. Board of Educ., No. 99 C 211, 2000 U.S. Dist. LEXIS 6099 (N.D. Ill. May 1, 2000).

Power of the board of education and its superintendent is not absolute. Stasica v. Hannon, 70 Ill. App. 3d 785, 27 Ill. Dec. 147, 388 N.E.2d 1110, 1979 Ill. App. LEXIS 2435 (Ill. App. Ct. 1st Dist. 1979).

It was lawful under the Public Building Commission Act (50 ILCS 20/1 to 50 ILCS 20/24) for the board of education to lease a schoolhouse from the Commission, that school property be donated to the Commission, and for the city council to levy a tax to cover the costs of operation under such a lease. People ex rel. Stamos v. Public Bldg. Com., 40 Ill. 2d 164, 238 N.E.2d 390, 1968 Ill. LEXIS 363 (Ill. 1968).

### **Certification Requirements**

Where the board of education was properly acting within its statutory discretion and the legislative intent of allowing the board to determine certification requirements, the appointment of persons lacking supervisor certificates, in positions which have been determined by the board to not require them, was not "arbitrary, unreasonable or capricious," and therefore, taxpayers failed to allege conduct of the board which would warrant judicial review. Kenny v. Interim General Superintendent of Schools, 112 Ill. App. 3d 342, 67 Ill. Dec. 876, 445 N.E.2d 356, 1983 Ill. App. LEXIS 1448 (Ill. App. Ct. 1st Dist. 1983).

### **Corporal Punishment**

The authority of a teacher over a pupil is a delegation of parental authority, and where the teacher inflicts corporal punishment on a pupil which is not actuated by malice and the punishment is not excessive or wanton, the teacher is not liable. Drake v. Thomas, 310 Ill. App. 57, 33 N.E.2d 889, 1941 Ill. App. LEXIS 785 (Ill. App. Ct. 1941).

### **Experimental Programs**

The Chicago School Board has the power to create and maintain experimental education programs for the Chicago public school children. Morton v. Board of Education, 69 Ill. App. 2d 38, 216 N.E.2d 305, 1966 Ill. App. LEXIS 1388 (Ill. App. Ct. 1st Dist. 1966).

### **Injunction Proper**

Where board of education acted arbitrarily, capriciously or unreasonably by giving late notice to the parents concerning closing of school where their children were in attendance, judicial intervention was warranted, and trial court properly issued injunction and set a hearing to determine the merits of this issue. Stasica v. Hannon, 70 Ill. App. 3d 785, 27 Ill. Dec. 147, 388 N.E.2d 1110, 1979 Ill. App. LEXIS 2435 (Ill. App. Ct. 1st Dist. 1979).

### **Layoff of Employees**

Although the question of whether a property interest was protectable under the *Fourteenth Amendment, U.S. Const.* amend. XIV, was ultimately a question of federal constitutional law, the resolution of the federal issue began with a determination of what state law provides. Since state law did not provide tenured teachers with the right to be rehired after an economic layoff or the right to the use of certain procedures during the rehiring process, specifically because 105 ILCS 5/34-84 governing teacher appointments and 105 ILCS 5/34-18 regarding layoffs and recalls did not provide for such substantive or procedural rights, the union representing the tenured teachers could not successfully claim that their federal due process rights had been violated after some of them were rehired shortly after the economic layoff but others were not. Chi. Teachers Union, Local No. 1 v. Bd. of Educ., 2012 IL 112566, 357 Ill. Dec. 520, 963 N.E.2d 918, 2012 Ill. LEXIS 315 (Ill. 2012).

Although consultation with plaintiff teachers union may have expedited the process of promulgating the rules for recall of laid-off teachers, there was nothing in 105 ILCS 5/34-18(31) that required cooperation with the union, and thus, an injunction ordering defendant school board to promulgate regulations for recall required modification. Chi.

## 105 ILCS 5/34-18

Teachers Union, Local No. 1, AFT v. Bd. of Educ. of Chi., 640 F.3d 221, 2011 U.S. App. LEXIS 6395 (7th Cir. Ill.), vacated, 662 F.3d 761, 2011 U.S. App. LEXIS 11977 (7th Cir. Ill. 2011).

Neither the 1995 amendments to the Illinois School Code nor Illinois cases construing them suggested that tenured teachers were not entitled to an opportunity to show that they were qualified for vacancies after an economic layoff; rather, the limits on the board's discretion found in 105 ILCS 5/34-18(31) along with the teachers' right to a "permanent" appointment, gave rise to a legitimate expectation that laid-off teachers were to be considered for vacancies for a reasonable time. The teachers were entitled to a recall procedure and were to be given a meaningful opportunity to show that they were qualified for new vacancies; without any procedures for recall, the risk of deprivation to the teachers was significant and would have violated their right to due process under the Fourteenth Amendment. Chi. Teachers Union, Local No. 1, AFT v. Bd. of Educ. of Chi., 640 F.3d 221, 2011 U.S. App. LEXIS 6395 (7th Cir. Ill.), vacated, 662 F.3d 761, 2011 U.S. App. LEXIS 11977 (7th Cir. Ill. 2011).

Illinois Legislature, by 105 ILCS 5/34-18(31), gave board of education the authority to formulate and implement its own rules and procedures regarding layoffs of teachers, rather than binding the board to a legislatively mandated procedure; therefore, 105 ILCS 5/34-84 and 105 ILCS 5/34-85 did not exempt tenured teachers from a layoff. Land v. Bd. of Educ., 202 Ill. 2d 414, 269 Ill. Dec. 452, 781 N.E.2d 249, 2002 Ill. LEXIS 959 (Ill. 2002).

105 ILCS 5/34-18(31) empowers the Board of Education of the City of Chicago, Illinois, to lay off employees of the Chicago Public Schools, which includes all persons who work for and are compensated by the Chicago Public Schools, including tenured teachers; the board may establish a layoff policy as authorized by § 34-18(31) of the School Code, 105 ILCS 5/1-1 et seq., but may not through that policy delegate its absolute layoff power to school administrators. Land v. Bd. of Educ., 325 Ill. App. 3d 294, 259 Ill. Dec. 49, 757 N.E.2d 912, 2001 Ill. App. LEXIS 662 (Ill. App. Ct. 1st Dist. 2001), aff'd in part and rev'd in part, 202 Ill. 2d 414, 269 Ill. Dec. 452, 781 N.E.2d 249, 2002 Ill. LEXIS 959 (Ill. 2002).

Included in a school board's powers is the authority to lay off employees in good faith for lack of work or purposes of economy, but the board's actions may not be arbitrary, discriminatory or unreasonable, and the board must act in good faith in ordering a layoff of its employees. Perlin v. Board of Education, 86 Ill. App. 3d 108, 41 Ill. Dec. 294, 407 N.E.2d 792, 1980 Ill. App. LEXIS 3215 (Ill. App. Ct. 1st Dist. 1980).

### Legislative Intent

There is intention on the part of the legislature to limit the power of a school board to adopt and develop better methods of educating the children of Illinois, so long as the methods so adopted are otherwise consistent with the provisions of this Code. Morton v. Board of Education, 69 Ill. App. 2d 38, 216 N.E.2d 305, 1966 Ill. App. LEXIS 1388 (Ill. App. Ct. 1st Dist. 1966).

### Mandamus

#### —Denied

Where the record indicated that the extension of the north boundary of a high school made the high school more convenient for student to attend than another, the board policy and practice which affected future graduating classes and not graduates of preceding years already enrolled in and attending high school, did not appear to be fraudulent or an oppressive or arbitrary abuse of the discretionary powers of the school officials, and petition for writ of mandamus was denied. People ex rel. Altman v. Board of Education, 90 Ill. App. 2d 21, 234 N.E.2d 362, 1967 Ill. App. LEXIS 1431 (Ill. App. Ct. 1st Dist. 1967).

### Policy Interpretation

## 105 ILCS 5/34-18

City board of education was in the best position to interpret its own policies, and its decision would be allowed to stand unless it is clearly erroneous or inconsistent with long-settled constructions. Jefferson v. Board of Education, 82 Ill. App. 3d 877, 38 Ill. Dec. 255, 403 N.E.2d 486, 1980 Ill. App. LEXIS 2614 (Ill. App. Ct. 1st Dist. 1980).

### Preferential Treatment

There is nothing in the School Code that allows a school board to give preferential treatment to local businesses; thus, a school board's rule that gave local businesses a 2% preference had no proper legislative authority and was an arbitrary and capricious delegation of power to a municipal unit which was unconstitutional. Best Bus Joint Venture v. Board of Educ., 288 Ill. App. 3d 770, 224 Ill. Dec. 255, 681 N.E.2d 570, 1997 Ill. App. LEXIS 278 (Ill. App. Ct. 1st Dist. 1997).

### Rental of School Lands

Contracts involving the rental of school lands vitally affect the public interest and are to be construed liberally in favor of the public. Board of Education v. Crilly, 312 Ill. App. 16, 37 N.E.2d 873, 1941 Ill. App. LEXIS 589 (Ill. App. Ct. 1941).

### Salaries

#### —Formula for Principals

City board of education's salary formula, based on position classification establishing principals' salaries on a six hour daily basis, was not unreasonable. Jefferson v. Board of Education, 82 Ill. App. 3d 877, 38 Ill. Dec. 255, 403 N.E.2d 486, 1980 Ill. App. LEXIS 2614 (Ill. App. Ct. 1st Dist. 1980).

### Standing

Neither school board nor superintendent had standing to question the validity of the reduction of aid to school districts, who did not comply with mandatory number of school days, on due process grounds. Cronin v. Lindberg, 66 Ill. 2d 47, 4 Ill. Dec. 424, 360 N.E.2d 360, 1976 Ill. LEXIS 470 (Ill. 1976).

### Teacher Transfer

Under Illinois law the board of education clearly has the authority to transfer teachers; absent a property interest in a specific teaching job, and a legitimate claim of entitlement to the interest, the procedural safeguards of the *Fourteenth Amendment of the United States Constitution* simply do not apply to protect teachers from transfer. Kolz v. Board of Education, 576 F.2d 747, 1978 U.S. App. LEXIS 10919 (7th Cir. Ill. 1978).

## NOTES TO UNPUBLISHED DECISIONS

### Layoff of Employees

*Unpublished decision:* Neither 105 ILCS 5/34-18(31) nor 105 ILCS 5/34-84, considered separately or together, gives laid-off tenured teachers either a substantive right to be rehired after an economic layoff or a right to certain procedures during the rehiring process. Chi. Teachers Union, Local No. 1 v. Bd. of Educ. of Chi., 476 Fed. Appx. 83, 2012 U.S. App. LEXIS 7948 (7th Cir. Ill. 2012).

## Research References & Practice Aids

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### Research References and Practice Aids

#### LEGAL PERIODICALS

For article, "Survey of Illinois Law: Employment Law," see 26 S. Ill. U. L. J. 613 (2002).

For article, "A Comprehensive Analysis of Educational Choice: Can the Polemic of Legal Problems be Overcome?", see 43 DePaul L. Rev. 1 (1993).

Sufficiency of notice of intention to discharge or not to rehire teacher, under statutes requiring such notice. 52 ALR4th 301.

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# EXHIBIT 7

## **105 ILCS 5/34-200**

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > School Action And Facility Master Planning***

### **105 ILCS 5/34-200 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.

### **History**

P.A. 97-473, § 5; 97-474, § 5; 97-813, § 230.

Annotations

### **Notes**

#### **Note.**

Section 97 of P.A. 97-474 provides "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)."

Section 995 of P.A. 97-813 contains a "no acceleration or delay" provision, and Section 996 contains a "no revival or extension" provision.

**Effective Date.**

Section 99 of P.A. 97-474 made this section effective upon becoming law. The Act was approved August 22, 2011.

**Effect of Amendments.**

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, deleted "if the boundary change forces a student transfer" following "to relieve overcrowding" in the definition of 'School action; and made typographical changes.

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# EXHIBIT 8

## **105 ILCS 5/34-225**

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > School Action And Facility Master Planning***

### **105 ILCS 5/34-225 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.

### **History**

P.A. 97-473, § 5; 97-474, § 5; 97-813, § 230; 97-1133, § 5.

Annotations

### **Notes**

**Note.**

Section 97 of P.A. 97-474 provides "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)."

Section 995 of P.A. 97-813 contains a "no acceleration or delay" provision, and Section 996 contains a "no revival or extension" provision.

**Effective Date.**

Section 99 of P.A. 97-474 made this section effective upon becoming law. The Act was approved August 22, 2011.

**Effect of Amendments.**

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, deleted "counseling" following "informational briefings" in (c)(3); and made a stylistic change.

The 2012 amendment by P.A. 97-1133, effective November 30, 2012, added (d).

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# EXHIBIT 9

## **105 ILCS 5/34-230**

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > School Action And Facility Master Planning***

### **105 ILCS 5/34-230 School action public meetings and hearings**

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- (a) By October 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 shall be created with the involvement of local school councils, parents, educators, and community organizations. 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 [105 ILCS 5/34-225] 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.

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.

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.

## History

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P.A. 97-473, § 5; 97-474, § 5; 97-813, § 230; 97-1133, § 5.

### Annotations

## Notes

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### Note.

Section 97 of P.A. 97-474 provides "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)."

Section 995 of P.A. 97-813 contains a "no acceleration or delay" provision, and Section 996 contains a "no revival or extension" provision.

### Effective Date.

Section 99 of P.A. 97-474 made this section effective upon becoming law. The Act was approved August 22, 2011.

### Effect of Amendments.

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, substituted "December 1" for "December 1, 2011" in the first paragraph of (c); deleted "This proposal shall include a preliminary" preceding "and a draft" in the first sentence of (c)(1); deleted "and in a newspaper of general circulation" from the end of (c)(4); redesignated

## 105 ILCS 5/34-230

former duplicate subsection (d) as (e); redesignated former (e) through (g) as (f) through (h); deleted "hearings" following "Public meetings" in the first sentence of present (g); and made stylistic changes.

The 2012 amendment by P.A. 97-1133, effective November 30, 2012, in (a), substituted "October" for "November" and inserted the third sentence; and deleted the designations (f)(4) and (f)(5).

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# EXHIBIT 10

# Chicago Public Schools Policy Manual

**Title:** SCHOOL QUALITY RATING POLICY (BEGINS WITH THE 2014-2015 SCHOOL YEAR)

**Section:** 302.6

**Board Report:** 14-1119-PO1

**Date Adopted:** November 19, 2014

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Quality Rating Policy.

## POLICY TEXT:

### I. Purpose and Goals

This policy shall establish the standards and criteria for issuing a School Quality Rating and Accountability Status to each school that is either Good Standing status, Remediation status (which indicates the need for Provisional Support) or Probation status (which indicates the need for Intensive Support) per Section 5/34-8.3 of the Illinois School Code. This policy will take effect beginning with a School Quality Rating and Accountability Status issued to each school for the 2014-2015 school year based on school performance data gathered during the prior school year. This policy will also apply to subsequent school years unless amended or rescinded by the Board. A school's Accountability Status from the prior school year shall remain in effect until such time as the school is notified of its new status for the then-current school year that is issued in accordance with this policy.

This policy sets out a systematic means for measuring a school's performance and identifying schools in need of support and increased oversight due to insufficient levels of achievement and growth based on the key indicators and School Quality Rating system as defined by the Board herein. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the Chief Executive Officer ("CEO") of the Chicago Public Schools ("CPS") 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 Quality Rating system considers a broad range of indicators of success, including, but not limited to student test score performance and student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools who have demonstrated distinguished levels of performance.

### II. Scope of the Policy

All CPS schools are subject to this policy, including, but not limited to, neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures. CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and shall annually receive a School Quality Rating and Accountability Status.

### III. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

#### A. Accountability Status Determination

A school shall receive a School Quality Rating and Accountability Status based upon its level of

performance and growth. The school's School Quality Rating is determined based on a point system. A school is evaluated on each of the indicators identified in Sections III.B through III.D and receives points ranging from 1 to 5 on each indicator as specified. The points for each indicator are then weighted as described in Section III.E below and averaged to determine the school's overall weighted score, which will also range from 1 to 5. The school's overall weighted score is used to determine the school's School Quality Rating of either Level 1+, Level 1, Level 2+, Level 2, or Level 3 as described in Section III.F below.

The level rating issued to a school is then used in combination with other factors to determine whether the school is identified with an Accountability Status of Good Standing, Remediation or Probation, as follows:

1. Schools newly established by the Board shall receive an annual School Quality Rating as soon as sufficient data is available, but will remain in Good Standing status until completing the second year of operation or until such time as adequate measures of student achievement become available.
2. A school with a School Quality Rating of Level 3 hereunder shall receive Probation status.
3. A school with a School Quality Rating of Level 2 hereunder shall receive Remediation status, except when:
  - i. The school has been on Probation status for 2 or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+, or Level 2 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Probation<sup>1</sup>;
  - ii. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school 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; or
  - iii. The CEO has determined that the school faces academic problems that may not be sufficiently addressed through the Remediation process, in which case the school will receive Probation status. In making this determination, the CEO will consider various factors including the length of time the school has had a Level 2 rating status, long-term academic trends, school culture and climate, and quality of school leadership.
4. A school with a School Quality Rating of Level 1+, Level 1, or Level 2+ hereunder shall receive Good Standing status, except when:
  - i. The school has been on Probation status for 2 or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+ or Level 2 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Probation<sup>1</sup>;
  - ii. The school has been on Remediation status for 2 or more consecutive years, in which case the school must receive a Level 1+, Level 1, or Level 2+ rating for 2 consecutive years to be eligible for another Accountability Status and removal from Remediation;
  - iii. The school has been on a combination of Remediation and Probation status for the last 2 consecutive years, in which case the school will receive Remediation status and must receive a Level 1+, Level 1, or Level 2+ rating for 2 consecutive years to be eligible for another Accountability Status and removal from Remediation; or
  - iv. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school 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, the CEO may at any time place any school on Probation status if the CEO determines that s/he must take necessary steps to satisfy legal requirements or other mandates, including, but not limited to, when the CEO determines: (a) that a school has failed or refused to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court

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<sup>1</sup> When evaluating the rating history of a school to determine whether the school qualifies to be removed from Probation status, rating of Level 1 or Level 2 earned under the 2013-2014 Performance, Remediation and Probation Policy may be used in combination with a Level 1+, Level 1, Level 2+, or Level 2 rating under this Policy to qualify a school to be removed from Probation.

orders, or with applicable Board rules and policies; or (b) that a school with state or federal school improvement status has a school improvement plan, budget or any amendment thereto that may compromise, limit or otherwise impair the implementation of the remedial measures required by ISBE or NCLB. Nothing herein shall limit the Board's ability to take action in accordance with 105 ILCS 5/34-8.3(f).

## B. Elementary School Performance Indicators

The indicators and standards and related points that determine an elementary school's School Quality Rating are as follows:

Elementary Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. National School Attainment Percentile on the NWEA Reading Assessment	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
2. National School Attainment Percentile on the NWEA Math Assessment	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
3. National School Growth Percentile on the NWEA Reading Assessment	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
4. National School Growth Percentile on the NWEA Math Assessment	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
5. Priority Group National Growth Percentile on the NWEA Reading Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 79 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
6. Priority Group National Growth Percentile on the NWEA Math Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 79 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
7. Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
8. Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
9. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
11. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

### C. High School Performance Indicators

The indicators and standards and related points that determine a high school's School Quality Rating are as follows:

High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
2. National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
3. Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
4. Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. 4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
7. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
8. College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
9. College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
10. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
11. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
12. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

#### D. Option School Performance Indicators

The indicators and standards and related points that determine an Option school's School Quality Rating are as follows:

Option School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60 <sup>th</sup> Percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> Percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> Percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> Percentile	Below 30 <sup>th</sup> Percentile
2. Average Growth Percentile on STAR Math Assessment	60 <sup>th</sup> Percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> Percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> Percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> Percentile	Below 30 <sup>th</sup> Percentile
3. Percent Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
4. Percent Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
5. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
7. Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
8. Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
9. Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 90%	No adjustment
Greater than or equal to 85% but less than 90%	-1 point
Greater than or equal to 80% but less than 85%	-2 points
Greater than or equal to 75% but less than 80%	-3 points
Less than 75%	-4 points

#### E. Weighting of Performance Indicators

Each School Quality Rating is determined by applying a weight to the points earned for each performance indicator identified in Sections III.B through III.D above. Each performance indicator and its respective weighting is set forth below. The CEO or designee may modify the applicable weights in instances where a school's data for a particular performance indicator is unavailable, incomplete or unreliable.



## 1. Elementary School Weighting

Elementary School Performance Indicators	Standard Weighting for Elementary Schools	Weighting for Schools with a Highest Grade Served of Grade 3
1. National School Growth Percentile on the NWEA Reading Assessment	12.5%	5%
2. National School Growth Percentile on the NWEA Math Assessment	12.5%	5%
3. Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
4. Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
5. Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%
6. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	2.5%
7. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	2.5%
8. National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	5%
9. National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	5%
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%
11. Average Daily Attendance Rate (Grades K-8)	20%	35%
12. My Voice, My School 5 Essentials Survey	10%	10%
13. Data Quality Index Score	5%	5%

## 2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	20%
2. Priority Group National Growth Percentile based on EXPLORE, PLAN and ACT Assessments	Up to 10% (2.5% for each priority group)
3. National School Attainment Percentile based on EXPLORE, PLAN and ACT Assessments	10%
4. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%
5. Average Daily Attendance Rate (Grades 9-12)	10%
6. Freshmen On-Track Rate	10%
7. 1-Year Dropout Rate	5%
8. 4-Year Cohort Graduation Rate	10%
9. College Enrollment Rate	5%
10. College Persistence Rate	5%
11. My Voice, My School 5 Essentials Survey	5%
12. Data Quality Index Score	5%

### 3. Option School Weighting

Option School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	10%
2. Average Growth Percentile on STAR Math Assessment	10%
3. Percent Making Growth Targets on STAR Reading Assessment	15%
4. Percent Making Growth Targets on STAR Math Assessment	15%
5. One-Year Graduation Rate	15%
6. Credit Attainment Rate	5%
7. Stabilization Rate	10%
8. Average Daily Attendance Rate	10%
9. Growth in Attendance Rate	10%

### 4. Weighting for Schools Serving both High School and Elementary School Grade Levels

Schools serving both elementary and high school grades will receive separate weighted scores and School Quality Ratings for their elementary program and their high school program. However, the school's overall School Quality Rating and Accountability Status is determined by combining the weighted scores from the school's elementary and the high school programs, and further weighting the combined score by the proportion of students in each program.

#### F. Assignment of a School Quality Rating

Each school will be assigned a School Quality Rating based on either its number of weighted points earned or its National School Attainment Percentile, as defined in the table below. If a school qualifies for one rating based on its number of weighted points and another rating based on its National School Attainment Percentile, the school will be granted the highest of the two ratings as its School Quality Rating. For elementary schools, the National School Attainment Percentile is based on NWEA Reading and Mathematics assessments in Grades 3-8 or in Grade 2 if the school's highest grade served is Grade 2. An elementary school must meet the National School Attainment Percentile minimum in both Reading and Mathematics to qualify for a School Quality Rating based on attainment percentile. For high schools, the National School Attainment Percentile is based on the EXPLORE, PLAN, and ACT assessments. A high school must meet the National School Attainment Percentile minimum based on its composite score for EXPLORE, PLAN, and ACT to qualify for a School Quality Rating based on attainment percentile. For a school to earn a School Quality Rating based on the attainment percentile rather than weighted points earned, the school must have a minimum 95% participation rate on all assessments that determine the school's attainment percentile.

School Quality Rating	Weighted Points Earned	OR	Minimum Attainment Percentile
Level 1+	4.0 or more		90 <sup>th</sup>
Level 1	Between 3.5 and 3.9		70 <sup>th</sup>
Level 2+	Between 3.0 and 3.4		50 <sup>th</sup>
Level 2	Between 2.0 and 2.9		40 <sup>th</sup>
Level 3	Less than 2.0		--

For schools serving both elementary and high school grades, the school receives weighted scores and ratings for the elementary and high school programs separately, which are then combined into a single overall School Quality Rating as described in Section III.E.4. If either the elementary and/or high school program achieves a higher program rating based on their Minimum Attainment Percentile than their weighted points earned, that program will receive the higher level rating. When combining both program scores into a single overall School Quality Rating, any program rating based on Minimum Attainment Percentile shall be converted into the lowest score associated with that level for purposes of performing the weighted calculation as described in Section III.E.4. The lowest score associated with each level are as follows: Level 1+ = 4 points, Level 1 = 3.5 points, Level 2+ = 3 points, Level 2 = 2 points.

Notwithstanding the foregoing, if a District-operated school with a Level 1+ or Level 1 rating experienced conditions or an event that had a significant impact on the school, the school may receive a School

Quality Rating of Level 1. In making this determination, the CEO will consider the following factors: (1) a significant change in student population, exclusive of students in new or entry-level grades; (2) a significant change of the school's teaching staff as compared to the prior year; (3) a change of principal; (4) a significant change in the school's academic program; or (5) any other event that had a significant impact. Such a CEO determination shall not be applied in consecutive years.

In the event the CEO determines that the performance indicators specified in this policy are not appropriate for measuring a school's performance, the CEO may recommend to the Board the use of other specified performance indicators to evaluate the school and issue its School Quality Rating and Accountability Status. The CEO shall use such alternate performance indicators when approved by the Board.

#### **IV. 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 Status hereunder.

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

Any school that receives a Remediation status as described in Section III.A above shall participate in a remedial program in which a Remediation Plan is developed by the CEO and/or the CEO's designees. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan (currently known as the Continuous Improvement Work Plan, or CIWP);
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.

A Remediation Plan is intended to provide the support and oversight necessary to prevent schools with declining or flat performance from entering Probation status, and to help schools that are exiting Probation reach Good Standing status. In creating a Remediation Plan, the CEO or designee shall give assistance to the school to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools.

For schools with a federal or state 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 implementation of remedial measures required by ISBE or NCLB, as applicable. Any updates to such school improvement plan to address new data on the deficiencies at Remediation schools with a school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of school improvement plans.

The CEO or designee shall monitor each Remediation 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.

##### **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 (currently known as the CIWP) that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school's CIWP may serve as the school's Probation plan. The school budget shall include specific expenditures that support the implementation of this plan and that are 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 or state 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 implementation of remedial measures required by ISBE or NCLB, 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 state or federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of school improvement plans.

Except when otherwise specified by the CEO, the Chief of Schools for the school's network and the Chief of Schools' designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their network 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.

## **V. Definitions**

**Accountability Status:** Status of the school established by this policy. A school may receive an Accountability Status of "Probation", "Remediation", or "Good Standing."

**Remediation:** 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 measures as described in this policy, including increased oversight, to address performance deficiencies. This Accountability Rating indicates the need for provisional support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Provisional Support."

**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 measures beyond what is otherwise available under Remediation to address the school's performance deficiencies. This designation includes schools performing at the lowest level of academic performance defined by this policy. This Accountability Rating indicates the need for intensive support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Intensive Support."

**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.

**School Quality Rating:** Rating assigned to each school in accordance with this policy that is used to determine the school's Accountability Status. This rating is based on the points schools receive hereunder. A school may receive a School Quality Rating of Level 1+, Level 1, Level 2+, Level 2, or Level 3.

NWEA MAP: The Northwest Evaluation Association ("NWEA") Measure of Academic Progress ("MAP") Assessment. This is the adaptive growth assessment administered to CPS students in grades 2-8 in the Spring of the school year. Scores for students who qualify for an ACCESS or IAA exception are excluded.

National School Attainment Percentile for NWEA: The percentile ranking of the school compared to schools nationally based on the Spring NWEA MAP assessment in grades 2 through 8. This percentile is calculated using national school-level norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level.

National School Growth Percentile for NWEA: The percentile ranking of the school compared to schools nationally based on student growth between administrations of the NWEA MAP assessments in grades 3 through 8. This percentile is calculated using national school-level growth norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level and the average pretest scores for those students.

EXPLORE: Assessment developed by ACT, Inc. and administered to CPS students in grade 9.

PLAN: Assessment developed by ACT, Inc. and administered to CPS students in grade 10.

ACT: Assessment developed by ACT, Inc. and administered to CPS students in grade 11. Calculations used in this Performance Policy include only those results from the assessment administered by CPS, including the Spring PSAE administration. Students who would otherwise qualify as a Senior students except they have not previously taken the PSAE are considered in grade 11 and therefore are included in these calculations.

National School Attainment Percentile for EXPLORE, PLAN and ACT: The percentile ranking of the school compared to schools nationally based on the Spring EXPLORE, PLAN and ACT assessments. This percentile is calculated using national school-level norms, and is adjusted for each school based on the number of students tested at each grade level.

National Growth Percentile for EXPLORE, PLAN and ACT: The percentile ranking of the school compared to other schools nationally based on student growth on the Spring EXPLORE, PLAN and ACT assessments. This percentile is calculated using national school-level growth norms, and is adjusted for each school based on the number of students tested at each grade level and the average pretest scores for those students.

Option School: A school or program identified by the CEO or designee that is specifically designed to serve a population of students who have dropped out or are at risk for academic failure, including, but not limited to: (i) students who are significantly off-track for on-time completion of elementary school or graduation from high school; (ii) expelled, emergency placed pending expulsion or in need of disciplinary reassignment; (iii) pregnant or parenting; or (iv) chronically truant.

STAR Assessment: Reading and math assessments developed by Renaissance Learning, Inc. and administered to students enrolled in an Option School.

Average Student Growth Percentile for STAR: Average Fall-to-Spring, Fall-to-Winter, or Winter-to-Spring growth percentile of students on the STAR reading and math assessments.

Percent Meeting Student Growth Targets for STAR: Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments.

ACCESS for ELLs Assessment: Annual English language proficiency assessment required of all English Language Learners ("ELLs").

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

**Four-Year Cohort Graduation Rate:** The percentage of students graduating within four years of their freshman year.

**Freshmen On-Track Rate:** The percentage of first-time freshman 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:** The percentage of students in grades 9 through 12 enrolled in the school at any time between July 1 and June 30 of the school year who drop out at any time during the year. The calculation used in this Performance Policy will exclude students who had previously dropped out of school during the past two years.

**Adequate Yearly Progress ("AYP"):** School rating issued by the Illinois State Board of Education ("ISBE") under the No Child Left Behind Act ("NCLB") that identifies if students are meeting established annual targets.

**One-Year Graduation Rate:** Percent of students with sufficient credits to be able to graduate within one year who graduate by the end of the school year.

**Credit Attainment Rate:** Percent of high school students who earn the total credits possible during their time of enrollment.

**Growth in Attendance Rate:** Percent of stable students (enrolled for at least 45 membership days) that show an improvement of at least 3 percentage points in their individual daily attendance rates compared to their daily attendance rate in the previous school year or who maintain an individual daily attendance rate of 90%.

**Annual Stabilization Rate:** Percent of stable students (enrolled for at least 45 membership days) who are enrolled at the end of the school year, have graduated, or have successfully transitioned to another CPS school.

**My Voice, My School 5 Essentials Survey:** Annual survey administered by the Consortium on Chicago School Research at the University of Chicago to teachers and students, the results of which are aggregated and determine the school's overall foundation rating.

**College Enrollment Rate:** The percent of students enrolled in college in the Fall after graduation from a CPS high school as identified by the National Student Clearinghouse.

**College Persistence Rate:** The percent of students enrolled in college in the Fall after graduation from a CPS high school who are still enrolled in college the following Fall as identified by the National Student Clearinghouse.

**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.

**Early College Credit:** Shall mean credit received for a college-level course approved by CPS in which the high school student is eligible for both high school and college credit upon successful completion of the course.

**Career Credential:** Shall mean a credential received for the successful completion of a specific course sequence approved by CPS that qualifies a student/graduate for employment in a specific career. The courses eligible for Career Credential credit under this policy are subject to approval by CPS.

**Data Quality Index ("DQI"):** The percent of data quality indicators that measure whether a school has recorded correct, complete and compliant data in CPS data systems. The DQI score considered under this policy includes the "Attendance", "Registration and Enrollment", "Student Contact Information", and "Student Health" sections of the DQI reported on the CPS Dashboard.

**Amends/Rescinds:**  
**Cross References:**

Amends 14-0827-PO2

**17-0927-RS1, 16-0824-RS1 and 15-0929-RS3 (Note: Amends SQRP)**

13-0828-PO5; 13-0424-PO2; 12-0725-PO2; 10-0728-PO3; 10-0728-PO4;  
09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2; 06-0322-PO2;  
04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2

**Legal References:**

105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/2-3.25d

September 27, 2017

**RESOLUTION REGARDING SCHOOL QUALITY RATING POLICY**

**WHEREAS**, the Board adopted a School Quality Rating Policy on November 19, 2014 (Board Report Number 14-1119-PO1) which was amended on September 29, 2015 (Board Resolution 15-0929-RS3) for ratings issued in fall 2015 and also on August 24, 2016 (Board Resolution 16-0824-RS1) for ratings issued in fall 2016 (collectively the "SQR Policy");

**WHEREAS**, the SQR Policy establishes multiple performance standards and growth indicators to evaluate each District elementary and high school in order to issue a School Quality Rating and an Accountability Status annually to each school;

**WHEREAS**, in order for the District to issue School Quality Ratings in fall 2017 for performance occurring during the 2016-2017 school year, amendments to the SQR Policy standards, growth indicators and related scoring are required to:

- (1) For one year, remove the Elementary School Performance Indicator "*Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment*" since it cannot be calculated for the 2016-2017 school year due to the assessment vendor nullifying the national norm information leaving the District with no means to compute results of this indicator; and
- (2) Remove and replace the following three (3) High School Performance Indicators related to ACT Assessments:
  - (a) "ACT Growth Differential",
  - (b) "Priority Group ACT Growth Differential (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)",
  - (c) "Nation School Attainment Percentile Based on the ACT Assessment"

(collectively the "Three High School ACT Performance Indicators") due to the Illinois State Board of Education (ISBE) decision to replace the ACT Assessment with the College Board's SAT Assessment as the state assessment for Illinois high schools administered to high school juniors beginning in the 2016-2017 school year, which change prompted the District to begin aligning its freshmen and sophomore assessments by administering the PSAT assessment beginning in the 2016-2017 school year; and

**WHEREAS**, with respect to School Quality Ratings for the 2015-2016 school year, the Board wishes to formally approve use of the high school performance indicator scoring set out in the SQR Handbook issued by the Office of Accountability dated September 15, 2016 which scoring was used, in addition to the criteria set out in the SQR Policy, as amended by Board Resolution 16-0824-RS1, to issue School Quality Ratings to high schools in fall of 2016 for the 2015-2016 school year.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD, as follows:**

I. 2016-2017 Elementary School Accountability Standards and Scoring:

A. For purposes of determining 2017-2018 School Quality Rating and Accountability Status designations for Elementary Schools as described in section III of the SQR Policy, the Elementary School Performance Indicator titled "*Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment*" set out in sections III.B. and III.E. of the SQR Policy is excluded. Elementary schools shall receive scores for all remaining twelve (12) Performance Indicators as set out in section III.B. of the SQR Policy.

B. For purposes of weighting an elementary school's results of the remaining twelve (12) performance indicators set out in Section III.E.1. of the SQR Policy, the revised weighting listed below



shall be used to calculate the 2017-2018 School Quality Rating and Accountability Status designations for elementary schools:

Elementary School Performance Indicators	Standard Weighting for Elementary Schools	Weighting for Schools with a Highest Grade Served of Grade 3
1. National School Growth Percentile on the NWEA Reading Assessment	<del>12.5%</del> 15%	5% <del>7.5%</del>
2. National School Growth Percentile on the NWEA Math Assessment	<del>12.5%</del> 15%	5% <del>7.5%</del>
3. Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
4. Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
5. Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%
6. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	2.5%
7. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	2.5%
8. National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	5%
9. National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	5%
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%
<del>10</del> 11. Average Daily Attendance Rate (Grades K-8)	20%	35%
<del>11</del> 12. My Voice, My School 5 Essentials Survey	10%	10%
<del>12</del> 13. Data Quality Index Score	5%	5%

## II. 2016-2017 High School Accountability Standards and Scoring:

A. For purposes of determining 2017-2018 School Quality Rating and Accountability Status designations for high schools as described in section III of the SQR Policy, the Three High School ACT Performance Indicators are removed and replaced with the following three new indicators measuring the spring 2017 PSAT and SAT scores:

- (i) The "PSAT/SAT Growth Differential" Performance Indicator which shall consider the following growth results:
  - a. From the 2016 NWEA to the 2017 PSAT for freshmen,
  - b. From the 2015 NWEA to the 2017 PSAT for sophomores, and
  - c. From the 2014 NWEA to the 2017 SAT for juniors;
- (ii) The "Priority Group SAT Growth Differential (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)" Performance Indicator which shall consider growth results from the 2014 NWEA to the 2017 SAT Assessment for juniors only; and
- (iii) The "PSAT/SAT National Attainment" Performance Indicator which shall consider PSAT and SAT results for freshman, sophomore and juniors compared to national college readiness benchmarks.

(collectively the "Three New PSAT/SAT High School Indicators")

B. Section III.C. of the SQRP Policy is amended as follows to identify scoring for the Three New PSAT/SAT High School Indicators which scoring will be used to calculate the 2017-2018 School Quality Rating and Accountability Status designations for high schools:

High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. ACT Growth Differential <u>PSAT/SAT Growth Differential</u>	4.5 or Higher 90 <sup>th</sup> percentile or higher	Between 0.5 and 1.4 <u>Between 70<sup>th</sup> percentile and 89<sup>th</sup> percentile</u>	Between -0.5 and 0.4 <u>Between 40<sup>th</sup> percentile and 69<sup>th</sup> percentile</u>	Between -1.5 and -0.6 <u>Between 10<sup>th</sup> percentile and 39<sup>th</sup> percentile</u>	Below -1.5 <u>Below 10<sup>th</sup> percentile</u>
2. Priority Group ACT Growth Differential <u>SAT Growth Differential</u> (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)	4.0 or Higher 70 <sup>th</sup> percentile or higher	Between 0.0 and 0.9 <u>Between 50<sup>th</sup> percentile and 69<sup>th</sup> percentile</u>	Between -1.0 and -0.1 <u>Between 30<sup>th</sup> percentile and 49<sup>th</sup> percentile</u>	Between -2.0 and -1.1 <u>Between 10<sup>th</sup> percentile and 29<sup>th</sup> percentile</u>	Below -2.0 <u>Below 10<sup>th</sup> percentile</u>
3. National School Attainment Percentile-based on the ACT Assessment Percent of students making college readiness benchmarks on PSAT/SAT	90 <sup>th</sup> percentile or higher 80% or more	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile 60% - 79%	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile 40% - 59%	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile 20% - 39%	Below 10 <sup>th</sup> percentile <u>Below 20%</u>
4. Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. 4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
7. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
8. College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
9. College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
10. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
11. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
12. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

C. For purposes of weighting a high school's results on each of the three new indicators, Section III.E.2. of the SQR Policy is amended as follows to calculate the 2017-2018 School Quality Rating and Accountability Status designations for high schools:

High School Performance Indicators	Weighting for High Schools
1. <del>ACT Growth Differential</del> <u>PSAT/SAT Growth Differential</u>	40% 8 <sup>th</sup> grade-11 <sup>th</sup> grade = 5% 8 <sup>th</sup> grade-10 <sup>th</sup> grade = 2.5% 8 <sup>th</sup> grade-9 <sup>th</sup> grade = 2.5%
2. <del>Priority Group ACT Growth Differential</del> <u>SAT Growth Differential</u> (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	Up to 5% (1.25% for each priority group)
3. <del>National School Attainment Percentile based on the ACT Assessment</del> <u>Percent of students making college readiness benchmarks on PSAT/SAT</u>	10%
4. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	6.25%
5. Average Daily Attendance Rate (Grades 9-12)	12.5%
6. Freshman On-Track Rate	12.5%
7. 1-Year Dropout Rate	6.25%
8. 4-Year Cohort Graduation Rate	12.5%
9. College Enrollment Rate	6.25%
10. College Persistence Rate	6.25%
11. My Voice, My School 5 Essentials Survey	6.25%
12. Data Quality Index Score	6.25%

III. 2015-2016 High School Accountability Standards and Scoring: The Board acknowledges that the scoring set out on Exhibit A was previously published in the SQR Policy Handbook issued by the Office of Accountability dated September 15, 2016 and used, in addition to the criteria set out in the SQR Policy, as amended by Board Resolution 16-0824-RS1, to calculate and issue the 2015-2016 School Quality Ratings. The Board wishes to formally approve the Office of Accountability's use of the high school performance indicator scoring published in the SQR Policy Handbook and set out on Exhibit A to calculate School Quality Performance Ratings for the 2015-2016 school year.

IV. Except as modified and superseded by this Resolution, the SQR Policy will remain in effect. To the extent that any conflict or incompatibility exists between the terms of this Resolution and the terms of the SQR Policy, the terms of this Resolution shall control.

**Exhibit A**  
**2015-2016 High School Performance Indicator Scoring**

<b>High School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
ACT Growth Differential*	1.5 or Higher	Between 0.5 and 1.4	Between -0.5 and 0.4	Between -1.5 and -0.6	Below -1.5
Priority Group ACT Growth Differential (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)*	1.0 or Higher	Between 0.0 and 0.9	Between -1.0 and -0.1	Between -2.0 and -1.1	Below -2.0
National School Attainment Percentile Based on the ACT Assessment*	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

August 24, 2016

**RESOLUTION REGARDING SCHOOL QUALITY RATING POLICY**

**WHEREAS**, the Board adopted a School Quality Rating Policy on August 28, 2013 under Board Report 13-0828-PO5 which was later amended on August 27, 2014 under Board Report 14-0827-PO2 and on November 19, 2014 under Board Report Number 14-1119-PO1 and on September 29, 2015 under Board Report Number 15-0929-RS3 (the "SQRP Policy");

**WHEREAS**, the SQRP Policy establishes the multiple performance standards and growth indicators used to annually evaluate each District elementary and high school in order to issue a School Quality Rating and an Accountability Status annually to each school;

**WHEREAS**, during the 2014-2015 school year the District experienced problems with the test forms utilized for the high school PLAN assessment resulting in a determination that the spring 2015 PLAN assessment results were unreliable;

**WHEREAS**, the SQRP Policy amended on September 29, 2015 identifies twelve (12) high school performance indicators and two (2) of these performance indicators, listed below, are related to student results on that utilize the PLAN assessment as baseline measure:

- (1) National School Growth Percentile Based on the ACT Assessment,
- (2) Priority Group National Growth Percentile Based on the ACT Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners);

**WHEREAS**, due to the unreliability of results of the spring 2015 PLAN assessment, SQRP Policy modifications are necessary to remove the spring 2015 PLAN results from the calculation that determines 2016-2017 School Quality Ratings and Accountability Status designations for each high school;

**WHEREAS**, CPS has developed a growth model that uses the 2013 ISAT reading and mathematics tests as a baseline for growth for those students who took the ACT in the 2015-2016 school year;

**WHEREAS**, the terms of this Resolution shall be in effect and implemented for School Quality Ratings and Accountability Status designations issued in fall 2016 for the 2016-2017 school year;

**WHEREAS**, for annual School Quality Ratings and Accountability Status designations issued beyond fall 2016, the Chief Executive Officer shall undertake a review and evaluation of SQRP performance indicators and recommend to the Board any further SQRP Policy modifications based on (a) changes to the assessments being administered in the high school grades, (b) implementation of the new state assessment and accountability measure for Illinois students, Partnership for Assessment of Readiness for College and Careers (PARCC), (c) other factors deemed relevant by Chief Executive Officer.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD, as follows:**

A. For purposes of determining 2016-2017 School Quality Rating and Accountability Status designations as described in section III of the SQRP Policy, the spring 2015 PLAN scores shall be excluded from two high school Performance Indicators as follows:

- (i) The "National School Growth Percentile Based on the ACT Assessment" Performance Indicator shall consider growth results from the 2013 ISAT to the 2016 ACT Assessment only and this Performance Indicator shall be re-named "ACT Growth Differential"; and
- (ii) The "Priority Group National Growth Percentile Based on the ACT Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)" Performance Indicator shall consider growth results from the 2013 ISAT to the 2016 ACT Assessment only and this Performance Indicator shall be re-named "Priority Group ACT Growth Differential"

(evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)".

B. For purposes of weighting a high school's results on each of the twelve (12) performance indicators as set out in Section III.E.2. of the SQR Policy, the weighting, listed below, shall be used to calculate the 2016-2017 School Quality Rating and Accountability Status designations for high schools:

## 2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. National School Growth Percentile Based on ACT Assessment ACT Growth Differential	10%
2. Priority Group National Growth Percentile based on ACT Assessment ACT Growth Differential (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	Up to 5% (1.25% for each priority group)
3. National School Attainment Percentile based on the ACT Assessment	10%
4. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	6.25%
5. Average Daily Attendance Rate (Grades 9-12)	12.5%
6. Freshman On-Track Rate	12.5%
7. 1-Year Dropout Rate	6.25%
8. 4-Year Cohort Graduation Rate	12.5%
9. College Enrollment Rate	6.25%
10. College Persistence Rate	6.25%
11. My Voice, My School 5 Essentials Survey	6.25%
12. Data Quality Index Score	6.25%

C. Except as modified and superseded by this Resolution, the SQR Policy will remain in effect. To the extent that any conflict or incompatibility exists between the terms of this Resolution and the terms of the SQR Policy, the terms of this Resolution shall control.

September 29, 2015

**RESOLUTION REGARDING SCHOOL QUALITY RATING POLICY**

**WHEREAS**, the Board adopted a School Quality Rating Policy on August 28, 2013 under Board Report 13-0828-PO5 which was later amended on August 27, 2014 under Board Report 14-0827-PO2 and on November 19, 2014 under Board Report Number 14-1119-PO1 (the "SQR Policy");

**WHEREAS**, the SQR Policy establishes the multiple performance standards and growth indicators used to annually evaluate each District elementary and high school in order to issue a School Quality Rating and an Accountability Status annually to each school;

**WHEREAS**, during the 2014-2015 school year the District experienced problems with the test forms utilized for the high school EXPLORE and PLAN assessments resulting in a determination that the spring 2015 EXPLORE and PLAN assessment results were unreliable;

**WHEREAS**, the SQR Policy identifies twelve (12) high school performance indicators and three (3) of these performance indicators, listed below, are related to student results on the EXPLORE and PLAN Assessments:

- (1) National School Attainment Percentile Based on the EXPLORE, PLAN and ACT Assessments,
- (2) National School Growth Percentile Based on the EXPLORE, PLAN and ACT Assessments, and
- (3) Priority Group National Growth Percentile Based on the EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners);

**WHEREAS**, due to the unreliability of results of the spring 2015 EXPLORE and PLAN assessments, SQR Policy modifications are necessary to remove the spring 2015 EXPLORE and PLAN results from the calculation that determines 2015-2016 School Quality Ratings and Accountability Status designations for each high school;

**WHEREAS**, further modifications are also necessary to the weighting of high school performance indicators identified in the SQR Policy in order to reduce by 15% the weight assigned to those performance indicators that will now exclude student results from the spring 2015 EXPLORE and PLAN Assessments and then re-distribute this 15% weight across the other nine (9) high school performance indicators;

**WHEREAS**, the terms of this Resolution shall be in effect and implemented for School Quality Ratings and Accountability Status designations issued in fall 2015 for the 2015-2016 school year;

**WHEREAS**, for annual School Quality Ratings and Accountability Status designations issued beyond fall 2015, the Chief Executive Officer shall undertake a review and evaluation of SQR performance indicators and recommend to the Board any further SQR Policy modifications based on (a) the continued elimination of EXPLORE and PLAN assessments from the SQR scoring rubric, (b) implementation of the new state assessment and accountability measure for Illinois students, Partnership for Assessment of Readiness for College and Careers (PARCC), (c) other factors deemed relevant by Chief Executive Officer.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD, as follows:**

- A. For purposes of determining 2015-2016 School Quality Rating and Accountability Status designations as described in section III of the SQR Policy, the spring 2015 EXPLORE and PLAN scores shall be excluded from three high school Performance Indicators as follows:

(i) The "National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments" Performance Indicator shall consider 2015 ACT Assessment results only and this Performance Indicator shall be re-named "National School Attainment Percentile Based on the ACT Assessment";

(ii) The "National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments" Performance Indicator shall consider growth results from the 2014 PLAN to the 2015 ACT Assessment only and this Performance Indicator shall be re-named "National School Growth Percentile Based on the ACT Assessment"; and

(iii) The "Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)" Performance Indicator shall consider growth results from the 2014 PLAN to the 2015 ACT Assessment only and this Performance Indicator shall be re-named "Priority Group National Growth Percentile Based on the ACT Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)".

B. For purposes of weighting a high school's results on each of the twelve (12) performance indicators as set out in Section III.E.2. of the SQR Policy, the revised weighting, listed below, shall be used to calculate the 2015-2016 School Quality Rating and Accountability Status designations for high schools:

## 2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. National School Growth Percentile Based on <u>the</u> EXPLORE, PLAN and ACT Assessments	20% <u>10%</u>
2. Priority Group National Growth Percentile based on <u>the</u> EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	Up to 40% <u>5%</u> ( <del>2.5%</del> <u>1.25%</u> for each priority group)
3. National School Attainment Percentile based on <u>the</u> EXPLORE, PLAN and ACT Assessments	10%
4. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5% <u>6.25%</u>
5. Average Daily Attendance Rate (Grades 9-12)	40% <u>12.5%</u>
6. Freshman On-Track Rate	40% <u>12.5%</u>
7. 1-Year Dropout Rate	5% <u>6.25%</u>
8. 4-Year Cohort Graduation Rate	40% <u>12.5%</u>
9. College Enrollment Rate	5% <u>6.25%</u>
10. College Persistence Rate	5% <u>6.25%</u>
11. My Voice, My School 5 Essentials Survey	5% <u>6.25%</u>
12. Data Quality Index Score	5% <u>6.25%</u>

C. Except as modified and superseded by this Resolution, the SQR Policy will remain in effect. To the extent that any conflict or incompatibility exists between the terms of this Resolution and the terms of the SQR Policy, the terms of this Resolution shall control.



# EXHIBIT 11

# Chicago Public Schools Policy Manual

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

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

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

### PURPOSE:

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

### POLICY TEXT:

#### **I. Annual Review of Attendance Boundaries**

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

#### **II. Factors to be Considered**

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

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

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

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

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

##### **C. Geographic Barriers**

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

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

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

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

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

### **III. Process**

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

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

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

**Amends/Rescinds:** Amends 04-0526-PO4, Adopted 04-0526-PO4

**Cross References:**

**Legal References:**

# EXHIBIT 12

**Elementary School Approach:** For elementary schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each building is allotted a number of dedicated K-8 general education homeroom classrooms equaling 77% of the total classrooms available. Each elementary school building is also allotted a number of ancillary classrooms equal to 23% of the total classrooms available. An elementary school building's ideal capacity (IC) is derived first by multiplying the total number of classrooms by 77%, rounding down to the nearest whole number, and then multiplying this product by 30. As an elementary school's enrollment increases above the efficiency range (above 110% of ideal capacity), a school may be considered overcrowded, as classroom space programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range (below 70% of ideal capacity), a school may be considered underutilized, as classroom spaces are unused and/or inefficiently programmed making the use of limited resources less effective.

**High School Approach:** As with elementary schools, CPS provides an efficiency range for high schools based primarily upon the total number of instructional classrooms available in the main/permanent building. Each high school's maximum capacity is identified as a function of the total number of classroom spaces multiplied by 30. A high school's ideal capacity is 80% of its maximum capacity. As with elementary schools, high school with enrollment between 70-110% of ideal capacity are considered efficiently enrolled, high schools with enrollment above 110% of ideal capacity may be considered overcrowded, and high schools with enrollment below 70% of ideal capacity may be considered under-utilized.

**Main/Permanent Space vs. Temporary Space, Special Education Cluster Program Classrooms, PreK Classrooms and Small Classrooms:** CPS defines main/permanent space as instructional classrooms located within a Board-owned facility built with a fixed foundation that has permanent attached walls, roof and floor that cannot be moved or transported either as a unit or in sections. Approximately 71 schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased classrooms. While these temporary classrooms may be necessary in many cases to prevent or reduce overcrowding, they are not incorporated into the school's main/permanent total classroom count for the purpose of establishing ideal capacity. However, temporary spaces are included to determine a school's Adjusted Utilization.

A second Adjusted Utilization percentage is calculated (refer to column U, "2018-19 Adj Space Utilization2" for schools that have one or more special education cluster program classrooms, PreK program classrooms, or small classrooms identified as having less than 650 square feet. This second adjusted space utilization percentage is calculated by:

- 1) Establishing a new, adjusted ideal capacity by reducing the number of total classrooms by the sum of cluster program classrooms, PreK classrooms, and small classrooms (which historically were counted as 0.5 classrooms). These are referred to here as classroom deductions. While these physical spaces remain present, they constitute spaces not available for general ed K-8 instructional use;
- 2) Reducing the school's total enrollment by the number of students assigned to cluster program classrooms and PreK classrooms;
- 3) Dividing the resulting adjusted enrollment by the adjusted ideal capacity

**Co-located schools:** There are eighteen instances where more than one school (typically two) are located within the same facility. In these instances the ideal capacity refers to the facility itself and the utilization percentage refers to the combined enrollment of the co-located schools.

**Joint Review:** Consistent with past approach, principals who have a different interpretation of these data, or believe these data contain errors or omissions, can request a joint review. Staff from Facilities and Demographics, together with the principal, will review the relevant data including student level data, assessment photos and findings from on-site visits

# EXHIBIT 13

**FINAL GUIDELINES FOR SCHOOL ACTIONS**  
**2018-2019 SCHOOL YEAR**  
(Published November 20, 2018)

**I. PREAMBLE**

The Illinois School Code (105 ILCS 5/34-230) requires the Chief Executive Officer (CEO) to publish draft guidelines for school actions by October 1 of each year. These guidelines shall outline the academic and non-academic criteria for a school action, be created with the involvement of local school councils, parents, educators, and community organizations, and the draft guidelines, and each subsequent revision, are to be subject to a public comment period of at least 21 days before their approval. The Illinois School Code (105 ILCS 5/34-230) also requires that the CEO announce all proposed school actions to be taken at the close of the current academic year by December 1 of each year. The draft guidelines were published on September 28, 2018. Public comments were received on the draft guidelines until October 19, 2018. On November 20, 2018, Chicago Public Schools hereby publishes the Final Guidelines for School Actions applicable for the 2018-2019 school year.

**II. CRITERIA**

If recommending any school actions during the 2018-2019 school year, the CEO will consider the criteria specified below:

**A. Criteria for Co-location**

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

1. the school(s) principal, parents or community members have requested that a co-location proposal be considered via the process to request proposals outlined in the definitions section; and
2. the combined projected enrollment is within the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards and the facility can support the academic programming of the schools being co-located together.

In determining whether to propose a potential co-location that meets the above-specified conditions, 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 costs.

**B. Criteria for Reassignment Boundary Change**

The CEO may propose a reassignment boundary change that results in the reassignment of current students from one school to one or more other schools only if:

the school(s) principal, parents or community members have requested that a reassignment boundary change proposal be considered via the process to request proposals outlined in the definitions section and the resulting space utilization after the reassignment boundary change will not exceed any affected schools' enrollment efficiency range as defined by CPS' Space Utilization Standards.

In determining whether to propose a reassignment boundary change that meets the above-specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

C. Criteria for Phase-Out

The CEO may propose a phase-out only if: the school(s) principal, parents or community members have requested that a phase-out be considered via the process to request proposals outlined in the definitions section.

In determining whether to propose a phase-out that meets the above-specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; transition costs; and the academic performance of the schools.

D. Criteria for Consolidation or Closure

The CEO may propose a consolidation or closure only if the students impacted by a consolidation or closure will be provided the option to enroll in a higher performing school, whether designated as a welcoming school or otherwise. In addition, one of the following criteria must be met:

1. for a consolidation or closure, the school(s) principal, parents or community members have requested that a consolidation or closure proposal be considered via the process to request proposals outlined in the definitions section and the resulting space utilization after the consolidation will not exceed the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards; or
2. for a closure, the student enrollment as of November 1, 2018 is 0 students; or
3. a contract school has not met the following conditions
  - a. committing a material violation of any of the conditions, standards, or procedures set forth in the school agreement; or
  - b. failing to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the school agreement; or
  - c. failing to meet generally accepted standards of fiscal management; or
  - d. violated any provision of law or policy from which the contract school was not exempted.



In determining whether to propose a consolidation or closure that meets the above-specified conditions, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

### **III. 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 concerning 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, students in temporary living situations, and English language learners; and supports 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.

### **IV. DEFINITIONS**

"Co-location" means two or more 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.

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

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

"Process to request proposals" means one of the following: (1) requesting a proposal via e-mail at [ceoguidelines@cps.edu](mailto:ceoguidelines@cps.edu) by October 19, 2018; (2) requesting a proposal via e-mail at [transitions@cps.edu](mailto:transitions@cps.edu) during the 2018 calendar year; (3) requesting a proposal via formal communications to the CEO or Chief Education Officer within the 2018 calendar year; and (4) requesting a proposal at a community meeting or open public meeting during the 2018 calendar year.

“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: [https://cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Documents/2017-18\\_CapacityUtilization\\_methodologydescribed.pdf](https://cps.edu/About_CPS/Policies_and_guidelines/Documents/2017-18_CapacityUtilization_methodologydescribed.pdf), establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

“Higher performing school” means:

- (1) receiving a higher level on SQRP for the 2017-2018 school year, or
- (2) if the 2017-2018 school year level on the SQRP is equal, higher performing means performing higher on the majority of the following metrics:
  - a. for elementary schools – for the 2017-2018 school year, multi-year value added results in reading, multi-year value added results in math, NWEA attainment percentile for reading grades 3-8, NWEA attainment percentile for reading grade 2, NWEA attainment percentile for math grades 3-8 and NWEA attainment percentile for math grade 2
  - b. for high schools – for the 2017-2018 school year, Freshman On-Track rate, ACT composite average, 5-year cohort high school graduation rate, college enrollment rate and college persistence rate

END OF DOCUMENT

# EXHIBIT 14

**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 may be accepted at the hearing, registration table, and on the next business day, before 5:00 p.m. if delivered by hand (42 W. Madison) or via email (transitions@cps.edu) to the attention of the CPS Law Department.
  - 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 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 office.
  - f. The total number of persons speaking at the hearing will be subject to the sole discretion of the hearing officer.
  - g. The hearing officer and Board's Office of Safety & 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 persons 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.

C

# EXHIBIT 15

# Transcript of the Testimony of

**Date:** January 9, 2019

**Case:** THE PROPOSED REASSIGNED BOUNDARY CHANGE OF  
OROZCO COMMUNITY ACADEMY

**TOOMEY REPORTING**

312-853-0648

toomeyrep@sbcglobal.net

www.toomeyreporting.com

January 9, 2019

CHICAGO PUBLIC SCHOOLS

THURSDAY, JANUARY 9, 2019

COMMENCING AT 5:30 P.M.

OROZCO COMMUNITY ACADEMY

HELD AT 1940 WEST 18TH STREET

CHICAGO, ILLINOIS

RE: THE PROPOSED REASSIGNED BOUNDARY CHANGE OF OROZCO  
COMMUNITY ACADEMY AND COOPER DUAL LANGUAGE ACADEMY

The Report of Proceedings had in the  
meeting of the above-entitled cause, taken before



January 9, 2019

ROBBIN M. OCHENKOWSKI, a Certified Shorthand Reporter in  
and for the County of Cook and State of Illinois, at  
1940 West 18th Street Boulevard, Chicago, Illinois,  
January 9th, 2019, at 6:00 o'clock p.m.

CPS STAFF IN ATTENDANCE:

CHERYL NEVINS, Director of Demographic Analysis &  
Planning

CRISTINA CARRETO (Presenter), Family and Community  
Engagement Manager for  
Network 7

MINERVA GARCIA-SANCHEZ (Facilitator), Chief of  
Schools for Network 7

NURYS UCETA-RAMOS (Timekeeper), Family and  
Community Engagement Manager for  
Network 4

ANNA DIAZ - NOTE-TAKER

I N D E X

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- - - - -

1 MS. CARRETO: (Speaking Spanish.)

2 MS. CARRETO: Good evening. It's 6:00 o'clock now  
3 so we're going to get the meeting started.

4 MS. CARRETO: (Speaking Spanish.)

5 MS. CARRETO: So I know, moms who have known me for  
6 a while, many of you know that I like to start my  
7 meetings on time just because I know we all have busy  
8 schedules and things to do at home. So let's get on --  
9 we're going to get the meeting started.

10 Welcome to the meeting today. This is a  
11 community meeting regarding the proposed reassigned  
12 boundary change of Orozco Community Academy and  
13 Cooper Dual Language Academy.

14 My name is Cristina Carreto. I'm the  
15 Family and Community Engagement Manager for Network 7,  
16 the community for Pilsen in Little Village. I will be  
17 facilitating today's meeting.

18 MS. CARRETO: (Speaking Spanish.)

19 MS. CARRETO: We also have joining us today the  
20 Chief of Schools for Network 7 Minerva Garcia-Sanchez.  
21 She will be going over the proposed action with you.  
22 And then we also have the Vice-President of the Board  
23 with us today.

24 I will be conducting the meeting, the first

1 part of the meeting in Spanish and in English.

2 MS. CARRETO: (Speaking Spanish.)

3 MS. CARRETO: Okay. So now I'm going to go to the  
4 introduction and meeting logistics, and then the Chief  
5 will do the presentation on the proposed change.

6 Then we will have time afterwards for public  
7 comments.

8 MS. CARRETO: (Speaking Spanish.)

9 MS. CARRETO: If you wish to make a public comment,  
10 we ask that you please step outside and sign up and  
11 register to speak.

12 MS. CARRETO: (Speaking Spanish.)

13 MS. CARRETO: Okay. My head is doing it in Spanish  
14 when it's English.

15 Okay. So this will be a 90-minute community  
16 meeting consisting of a short presentation by the Chief  
17 of Schools as I mentioned.

18 And then we will get public comments and  
19 feedback afterwards.

20 All right. Just so you know, we will have --  
21 we do have a stenographer here and a note-taker as well  
22 during this meeting so all public comments and questions  
23 will be kept on record.

24 Those were questions we asked that you please

1 sign up to speak as we mentioned before. You will  
2 receive two minutes. My colleague here will be giving  
3 you a time warning once your two minutes are up. Each  
4 participant will receive a notice that there's one  
5 minute and then that there's 30 seconds remaining.

6 If you do not have a chance to read your  
7 comments or feel more comfortable sending us e-mails, we  
8 ask that you please do so by e-mailing to  
9 transitions@cps.edu.

10 MS. CARRETO: (Speaking Spanish.)

11 MS. CARRETO: You want to --

12 MS. GARCIA-SANCHEZ: No. You go ahead.

13 MS. CARRETO: So the overview of the legal process  
14 for these meetings:

15 On October 1st, 2018, CPS published a draft of  
16 the guidelines for the school actions;

17 Prior to December 1st, 2018, CPS proposed  
18 school actions and sent notice letters and drafts of the  
19 transition plans;

20 January 2019, CPS will hold two community  
21 meetings. So this is one of two. Our next meeting will  
22 be next week at Cooper;

23 And then February 2019 or later, CPS will make  
24 recommendations to the Board after community meetings

1 and hearings. The Board will vote on any recommended  
2 school actions, and then the Board vote may occur at a  
3 February board meeting or later.

4 MS. CARRETO: (Speaking Spanish.)

5 MS. CARRETO: And now the Chief of Schools is going  
6 to make the presentation overview of proposed school  
7 action.

8 MS. GARCIA-SANCHEZ: Good evening. So I'm going to  
9 go through the overview of the proposed school action:

10 Adjust -- So we will be adjusting the Cooper  
11 attendance area grades served to include sixth grade in  
12 the 2019-2020 school year;

13 Then the following year we will adjust the  
14 Cooper attendance area grades served to include seventh  
15 grade in the 2020 and '21 school year;

16 In the following year, the third year, we will  
17 adjust the Cooper attendance area grades served to  
18 include the eighth grade in the 2021-22 school year;

19 Orozco will then expand its bilingual gifted  
20 program to serve more bilingual students.

21 MS. GARCIA-SANCHEZ: (Speaking Spanish.)

22 MS. GARCIA-SANCHEZ: So we have engaged and given  
23 feedback to date;

24 The school communities and elected officials

1 and both LSC's have advocated for the reassigned  
2 boundary change including elected officials;

3 So Illinois State Representative, the  
4 Cook County Commissioner, now U.S. Congressman, and  
5 Alderman from the 25th Ward.

6 Community Support/Educational Partners are;  
7 Obviously, Cooper and Orozco Parent  
8 Collaboration, the Chicago Commons Association, the  
9 Chicago Mariachi Project, Pilsen Arts & Culture  
10 Committee, the Frida Kahlo Community Organization, the  
11 Pilsen Education Task Force, the School Specialization  
12 Initiative, the Pilsen Neighbors Community Council as  
13 well as The Resurrection Project, the Quality of Life  
14 Plan - Education Component.

15 MS. GARCIA-SANCHEZ: (Speaking Spanish.)

16 MS. GARCIA-SANCHEZ: So Cooper is an attendance area  
17 school located at 1624 West 19th Street, and it serves  
18 kindergarten through fifth grade with a pre-K program.

19 Cooper currently serves 418 students. Cooper  
20 currently has 73 students in fifth grade that would be  
21 eligible to stay at Cooper for Grade 6 and 20 -- in  
22 school year 2019-2020.

23 Orozco is located here at 1940 West 18th Street  
24 and serves K through eighth in its bilingual gifted

1 program with a pre-K program and sixth through eighth  
2 grade in it neighborhood program.

3 Orozco currently serves a total of 542 students  
4 with 116 students in Grade 6 and 110 in Grade 7 and then  
5 a 110 eighth grade.

6 MS. GARCIA-SANCHEZ: (Speaking Spanish.)

7 MS. CARRETO: Thank you.

8 MS. CARRETO: (Speaking Spanish.)

9 MS. CARRETO: We're going to start our public  
10 comments.

11 I just want to remind everybody that you need  
12 to register in order to make public comments. You will  
13 have two minutes to provide questions or comments, and  
14 each participant will receive notice when there's one  
15 minute and when there are 30 seconds. If you look that  
16 way (indicating) when you're talking, you will see the  
17 signs go up and you'll be having a minute or 30 seconds  
18 left.

19 And then, as I mentioned, we have a  
20 stenographer and court reporter here today.

21 If you don't feel comfortable, like I said,  
22 coming to the mic, you -- I have to do this for legal --  
23 I keep on repeating myself for legal purposes, but if  
24 you don't feel comfortable coming to the mic or if you



1 run out of time, you can always e-mail us at  
2 transitions@cps.edu.

3 The meeting is scheduled to end at 7:30, okay,  
4 7:30? Registration closes for speaker lists at 6:30.

5 So right now we only have three speakers  
6 registered. We're going to start with Anabel Perez, to  
7 begin with Anabel Perez, Marissa Santiago.

8 MS. CARRETO: (Speaking Spanish.)

9 MS. CARRETO: If you are an English speaker, right  
10 now is the time to put your headset on so that you could  
11 hear the Spanish comments being made.

12 MS. SANTIAGO: Good afternoon. My name is  
13 Marissa Santiago. I am a parent at Orozco School and  
14 also a member of the Local School Council here.

15 I just wanted to make a comment and say that  
16 this reassignment would benefit a lot of the children  
17 that live in the southwest side of the city such as  
18 myself, my -- well, my children.

19 We live in the McKinley Park-Brighton Park  
20 area, and we commute every single day because we need  
21 schools in the southwest side of the city such as Orozco  
22 or something like this, gifted programs, not one that I  
23 found that where I live, I would have to commute this  
24 for the north or even further to -- for my children to

1 participate in a school like this.

2 So I think this would be a win-win situation  
3 for all the children.

4 THE TRANSLATOR: (Interpretation of English to  
5 Spanish.)

6 MS. PEREZ: Good evening. My name is Anabel Perez.  
7 I'm a parent and a Local School Council member at  
8 Cooper Academy.

9 I'm here to -- also, I believe, I'm in support  
10 of having this gifted program compared to other  
11 students, official students, and also having Cooper  
12 going to K through eighth.

13 I have a daughter currently in fourth grade at  
14 Cooper. I had two other children who have attended  
15 Cooper. I was a student at Cooper many years ago.

16 And I believe in the dual language program, I  
17 think that it's very important for our children, and I'm  
18 very happy to have other parents here who I know that  
19 also support this cause.

20 So we have --

21 MS. PEREZ: (Speaking Spanish.)

22 MS. PEREZ: That is all.

23 THE TRANSLATOR: So she's a parent at Cooper, she  
24 had children at Cooper, she has a child at Cooper now

1 and --

2 I know. I'm sorry. Okay. I'm supposed to be  
3 doing in Spanish. Sorry.

4 THE TRANSLATOR: (Interpretation of English to  
5 Spanish.)

6 MS. SANTIAGO: Can I make a comment?

7 THE TIMEKEEPER: No. You have to sign up for that.

8 MS. SANTIAGO: Oh, I do?

9 Oh, okay. Okay.

10 MS. CARRETO: Next we have Ana Padilla and  
11 Jose Reguena.

12 MS. PADILLA: Good evening. I'm here as a  
13 representative from Pilsen Neighbors Community Council.

14 We are here to show our support of the  
15 expansion of the bilingual gifted program at Orozco but  
16 also the expansion of the pre-K through eighth grade at  
17 Cooper.

18 We support this because we started over two  
19 years ago working with parents with a parent-to-parent  
20 conference listening campaign.

21 Our organizer began working with parents to  
22 develop leaders in the schools and, therefore, to  
23 organize the betterment of the education of their  
24 children.



1 amazing opportunity to bring much needed resources and  
2 better programming to the students of the school and to  
3 our community, which we absolutely, absolutely support.

4 The only concerns were, would this limit the  
5 community programming, does this really mean that we're  
6 going to take less students from a community school  
7 programming, and do we do a disadvantage to future  
8 students?

9 You know, I want all of the kids in this school  
10 right now to have access to these programs for the  
11 future, but some concerns of parents that are -- have  
12 more kids, have kids that they're raising right now and  
13 that they don't know if they'd be eligible for programs  
14 like this at this school, and they very much want to  
15 stay here.

16 It seems like a lot of work has gone into this.  
17 I'm certainly not here to derail any work, only ask that  
18 it gets shared with more of the community; that if  
19 they're not in attendance of these schools right now but  
20 would like to be, should be privy to these plans.

21 That's what I came here to share.

22 Thank you.

23 THE TRANSLATOR: (Interpretation of English to  
24 Spanish.)

1 MS. CARRETO: Salgado.

2 MR. SALGADO: (Speaking Spanish.)

3 THE INTERPRETER: He's a member of the Local School  
4 Council and been a member of the Local School Council  
5 actually for six months, and they haven't talked to the  
6 actual Local School Council in this area about the  
7 program or the changes that are happening so he doesn't  
8 know what's happening.

9 I don't know how this is taking place. The  
10 Local School Council doesn't know about it. So they're  
11 asking the organizer about this change or project.

12 You come along to Orozco School and share these  
13 positions with the changes that they're making. So as a  
14 member of the Local School Council, I'm supporting the  
15 change of this. I'm not saying it's a good change or  
16 bad change. What I'm saying is that the Local School  
17 Council members of this area have not put this on their  
18 agenda, they have not discussed if they have approved it  
19 or not.

20 So we ask that organizers of this project, can  
21 you please come to our Local School Council and share  
22 this information with us, thank you, for some  
23 explanation and how we, the Local School Council, can  
24 vote on this if we are supporting this project or not?

1           Thank you.

2           MS. CARRETO: Efrain Martinez.

3           MR. MARTINEZ: (Speaking Spanish.)

4           THE TRANSLATOR: First of all, thank you so much for  
5 being here this evening.

6           My name is Efrain Martinez, and I'm the  
7 principal of Orozco School Academy, and I'm really happy  
8 that this is happening.

9           And when I've come, I had a list of all the  
10 people I wanted to say thank you to, but I think that  
11 those people know who they are.

12           So most people I want to say is that I was home  
13 at bed sick, that I received a text from the mothers of  
14 Cooper and the mothers from Orozco, they were working  
15 together, and they were showing their leadership schools  
16 in the board meeting, and they were asking what they  
17 wanted for their children, and just that that is  
18 leadership, we need to celebrate.

19           So I'd like to honor these parents who are  
20 leaders. So thank you.

21           MS. CARRETO: Do we have anybody else?

22           MS. CARRETO: (Speaking Spanish).

23           MS. CARRETO: I just want to mention that, if you  
24 want to speak or make public comment, would you please

1 register outside?

2           Everybody who registered has already gone, but  
3 we would still hold it open for a little longer so that,  
4 if any more comments came about, you can go ahead and  
5 sign up and come back to make comments.

6           Just a reminder, if you don't feel comfortable  
7 coming to the mic or you prefer just sending e-mails,  
8 please e-mail transitions@cps.edu with any comments or  
9 questions regarding this proposed action.

10       MS. CARRETO: (Speaking Spanish.)

11       MS. CARRETO: Okay. So we have some more speakers  
12 signed up.

13           I'm just going to leave registration open for  
14 one to two minutes. So this is your last chance at  
15 today's meeting to leave a comment.

16           Please sign up, and then that will be it, I'm  
17 going to close the registration for speakers.

18       MS. CARRETO: (Speaking Spanish.)

19       MS. CARRETO: So we got Marissa Santiago,  
20 Maria Carrillo.

21       MS. CARRETO: (Speaking Spanish.)

22       MS. CARRETO: Marissa Santiago.

23       MS. SANTIAGO: (Speaking Spanish.)

24       THE TRANSLATOR: It's about the comment that was



1 made by the LSC members. I talked about it during one  
2 of the LSC meetings, I was talking about what the  
3 parents were talking about.

4 And they were getting signatures for petitions,  
5 and this guy signed, and what I did was to give what's  
6 happening outside of the school conferring with the  
7 parents and with Local School Council, and what I said  
8 to them was that the parents were going to get together  
9 and collect a signature what do you think about what's  
10 happening outside of our school?

11 And what I had was a letter sharing what the  
12 parents were doing, and in LSC, we would want to support  
13 the change that was happening, and the parents and the  
14 members that are part of the Local School Council, they  
15 were there at that meeting, signed that petition.

16 And that's the letter that I presented to the  
17 Board of Education. And we were outside, several  
18 parents, with the petitions and with the information.

19 And she's referring to the guy that had the  
20 information for the meeting.

21 MS. CARRETO: Antonia Costro.

22 MS. CARRILLO: (Speaking Spanish.)

23 THE TRANSLATOR: Good afternoon. My name is  
24 Maria Carrillo, and I'm a parent of a student here at

1 Orozco.

2 And I've had my children here in Orozco School,  
3 and what I wanted to say is that I agree with what's  
4 happening here.

5 I want to say what parent wouldn't want this  
6 program, right, that's with better education in their  
7 schools, and this is all I wanted to say, and parents  
8 for the community and parents in the community are very  
9 different so we're talking about the education of our  
10 kids.

11 Thank you so much.

12 MS. SANCHEZ: (Speaking Spanish.)

13 THE TRANSLATOR: Good afternoon. My name is  
14 Maria Sanchez, and I'm a parent of Orozco Academy, and I  
15 am really happy of the progress that my child has done  
16 here.

17 My child has been here since kindergarten, but  
18 today I want to get here in the microphone because I was  
19 one of the parents that was outside getting the petition  
20 that was talking to parents and explaining to them what  
21 I knew about the changes that we wanted for this  
22 community and for this school.

23 And I got close to Mr. Angel, and he signed the  
24 petition for me, and I said thank you to him for your

1 signature and for giving us your support and what we've  
2 done is we're here for this project.

3 Thank you so much for listening to me, and  
4 Thank you so much for your time.

5 MS. COSTRO: (Speaking Spanish.)

6 THE TRANSLATOR: Good afternoon. My name is  
7 Antonia Costro, and I'm a parent of a student at Cooper.

8 And I am in favor of this change because I am  
9 always in contact with the changes in schools, and I had  
10 a daughter here at Orozco, and it was very difficult for  
11 me to be at the same time in two schools, I had a  
12 daughter here at Cooper or two in Cooper and one in  
13 Orozco, and now I have one in fifth grade and one in  
14 first grade, and I'm going to be fluctuating more like  
15 bringing one here and bringing one in the other school.

16 And for them it's a change, right, that they  
17 make that change because they have to do it, right?

18 And now, if they have the opportunity to say in  
19 the same school, it's better, it's a better benefit for  
20 those students.

21 This is what I wanted to share with you. It's  
22 nice. Thank you so much.

23 MR. SALGADO: (Speaking Spanish.)

24 THE TRANSLATOR: Again, my name is Angel Salgado. I

1 just want to clarify so that what these parents have  
2 said about Orozco.

3 To Marissa, I want to answer what I said a few  
4 minutes ago is that I -- this is never on the agenda, it  
5 was not in the agenda legally. There was no explanation  
6 of the leaders of LSC, comment to the LSC that came and  
7 gave us this information. They haven't had a point  
8 where it became to explain to us the changes.

9 So with the signature that they were adhering  
10 to was the expansion of the limits of Orozco that they  
11 never actually explained that this was a closing of  
12 program of neighborhood schools here.

13 Thank you for letting me explain all of this  
14 because it seems like I'm lying.

15 I did support to expand that nobody explained  
16 in any of the professions of the Local School Council  
17 the project that we're talking about here.

18 If you today said that this is explained and  
19 this was on the agenda of the Local School Council and  
20 there was supporting this, did that really happen?  
21 You're saying that this happened?

22 No, it didn't happen. That's all that I'm  
23 saying; that that didn't happen during a Local School  
24 Council meeting.

1           We need a little bit of more attention from the  
2     leaders of this project of explaining to us the Local  
3     School Council right now of what's happening of this new  
4     project.

5           And yes, I did sign, but I explained -- they  
6     explained to me the expansion of this program, but it  
7     didn't share to me that the program, the program was  
8     going to be closed.

9           And like I asked the principal this morning,  
10    never talked to me about it, so what I want to see is  
11    how many signatures is signed and they asked for the  
12    expansion of the program so in this program we've had at  
13    this program and kindergarten.

14           Thank you.

15           MS. CARRETO: (Speaking Spanish.)

16           THE TIMEKEEPER: English.

17           MS. CARRETO: Sorry.

18           So that concludes our second round of speakers  
19    for today's meeting.

20           We have another community meeting next week at  
21    Cooper Dual Language Academy at 6:00 o'clock on  
22    Wednesday, January 19th -- 16th.

23           Sorry. I lost my dates.

24           If you weren't able to say a comment or feel

1 comfortable leaving a comment today, please make sure to  
2 get our e-mail at transitions@cps.edu. Your e-mail is  
3 there for comments or concerns.

4 The next meeting will follow the same format.

5 Please, if you want to speak again with  
6 additional comments (inaudible).

7 It is now 6:40, 6:38, and we said it in  
8 Spanish, we did two rounds of community comments so we  
9 will be concluding our meeting early, okay?

10 We hope to see you next week.

11 (Applause.)

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1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
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6

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# EXHIBIT 16



Proposed Reassigned Boundary Change of Orozco Community Academy  
and Cooper Dual Language Academy  
January 9, 2019  
Orozco Community Academy  
1940 W. 18<sup>th</sup> St.  
6:00-7:30 PM

**CPS Staff in Attendance**

Cristina Carreto, Minerva Garcia Sanchez, Judith Camacho, Carla Escobar, Lauro Roman, Jaime Guzman, Cheryl Nevins, Efrain Martinez, Nurys Uceta Ramos, Ana Diaz

**CPS Presentation**

Ms. Cristina Carreto, Family and Community Engagement Manager for Network 7, welcomed the audience and proceeded to give a brief overview of the presentation structure: introduction, meeting logistics, presentation on school action, and time for public comments. She introduced Ms. Minerva Garcia Sanchez, Chief of Schools for Network 7, who presented the proposed action. She welcomed Vice-President of the Board of Education, Mr. Jaime Guzman, who was present.

Ms. Carreto explained that the meeting would be 90-minutes long consisting of a short presentation and public comments to follow. She advised that the meeting would be in English and Spanish. She advised that there was a stenographer and a note-taker present so all public comments and questions would be on record. She explained that each speaker would have two minutes to speak and/or ask questions. She reminded the audience that there would be a second community meeting next Wednesday, January 16<sup>th</sup> at Cooper Elementary from 6:00 p.m. to 7:30 p.m. She advised that on or around February 2019, recommendations will be made to the Chicago Public Schools (CPS) Board of Education after the community meetings and hearings are held and at that time the CPS Board will vote on any recommended school actions. She notified the audience that if they do not have an opportunity to comment or feel more comfortable sending an e-mail, they may do so at [transitions@cps.edu](mailto:transitions@cps.edu).

Ms. Minerva Garcia Sanchez explained that she would go through the overview of the proposed school action. The proposal will be to adjust the Cooper attendance area grades served to include sixth grade in 2019-2020 school year, then the following year to adjust the Cooper attendance area grades served to include seventh grade in the 2020-2021 school year, and in the following year to adjust the Cooper attendance area grades served to include the eighth grade in the 2021-2022 school year. And additionally, Orozco will then expand its bilingual gifted program to serve more bilingual students.

She shared that the school community, elected officials, including an Illinois State Representative, the Cook County Commissioner – now U.S. Congressman, and 25<sup>th</sup> Ward Alderman, and Orozco and Cooper LSC's have advocated for the reassigned boundary change. Also in support of the proposed school action are community leaders and educational partners, including Cooper/Orozco Parent

Collaboration, Chicago Commons Association, Chicago Mariachi Project/Pilsen Arts & Culture Committee, Frida Kahlo Community Organization, Pilsen Education Task Force - School Specialization Initiative, Pilsen Neighbors Community Council, and the Resurrection Project - Quality of Life Plan – Educational Component.

Ms. Sanchez then proceeded to supply in-depth detail regarding the proposal. She stated that Cooper is an attendance area school located at 1624 W. 19<sup>th</sup> Street that serves K-5, with a pre-K program. Cooper currently serves 418 students. Cooper currently has 73 students in grade 5 that would be eligible to stay at Cooper for grade 6 in SY19-20. Orozco is located at 1940 W. 18<sup>th</sup> Street and serves K-8 grade in its bilingual gifted program with a pre-K program, and 6-8<sup>th</sup> grade in its neighborhood program. Orozco currently served a total of 542 students with 116 students in grade 6 and 110 students in grade 7 and 110 in grade 8.

Ms. Carreto opened the public comments portion of the meeting by reminding everyone of the registration process in order to make a public comment and the two minute time limit.

### **Public Comments**

**Marissa Santiago:** Parent. The proposal would benefit a lot of the children that live in the southwest side. We live in McKinley Park. We need Orozco to look like this. I would have to commute further north in order for my children to go to a school like this. There aren't many schools like this in the south side that look like this.

**Anabel Perez:** Parent and Cooper LSC member. I am in support of having this gifted program and also in support of Cooper including grades K-8. I have a child that attends Cooper and I was a student at Cooper. Lots of students and parents are in support of this. We have other parents here that are in support, including parents from Orozco.

**Ana Padillo:** Representative of Pilsen Neighbors Community Council. I'm here as a representative from Pilsen Neighbors Community Council, we are here to show our organizational support for the expansion for the Bilingual Gifted Program at Orozco. We support this because it started over two years ago with a parent to parent conference listening campaign. Our organizer began working with parents to develop their leadership and therefore organize for the betterment of education of their children. The result of our listening campaign in the Pilsen Schools have resulted in specialization of two other Pilsen schools, this specialization has brought an IB program and STEM program which has given quality education to the Pilsen Children. Not only has these specialization initiatives brought excellent academic programs but we believe that this will encourage hundreds of families to choose Pilsen Public schools as schools of academic choice to expand their enrollment and save our Pilsen schools from future school closures.

**Jose Reguenda:** Representative of Pilsen Alliance. Present at the behest of some parents concerns about the transition. Sounds like an amazing opportunity to bring much needed resources and better programming to the students of the school and community which we absolutely support. The only concern is whether it would limit the community programming, does this really mean that we're going to take less students from a community school programming, and do we do a disadvantage to future students? Wants all students to have access to these programs in the future. Not here to derail any work but if students are not in attendance of these schools right now but would like to be in the future, would they have access to these programs. Asks that it gets shared more with the community.

**Angel Salgado:** Orozco LSC member. This project isn't known by him. Wants LSC to be taken into account. Does not know if they are good or bad changes because they haven't been talked about at LSC meetings. Asks organizers of this project to speak to the Orozco LSC. He asks for consideration and asks that the Orozco LSC gets a vote on the matter.

**Efrain Martinez:** Orozco Principal. He welcomed everyone. He received text messages from Orozco and Cooper moms and they are all in support of the boundary change.

**Marissa Santiago:** Parent. Confused about Mr. Salgado's comment. When this was presented, she presented it at an LSC meeting. She and other parents collected signatures from parents. The LSC was asked about what they thought about the changes. Even Mr. Salgado signed the petition that was presented to the LSC.

**Maria Isabel Carillo:** Parent. In support of proposal. How can anyone not support this plan?

**Maria Sanchez:** Parent of Orozco student. Proud of the progress she's seen in her child. The reason that she wants to speak is because she was one of the moms that was gathering signatures for the petition. She received a signature from Mr. Salgado.

**Antonia Castro:** Mom of Cooper students. She is in favor of this change. She had a daughter at Orozco and another in Cooper. Having her children go to both schools was tough. She has to take one child to one school and one to another school. If there is an opportunity for them to go to the same school, she prefers this.

**Angel Salgado:** Orozco LSC member. Wanted to clear up what he said. The proposal was never on the agenda at an LSC meeting. About the signature that he added to the petition – he says he signed it in reference to expanding the boundary but never the entire project. This was not voted on at the LSC meeting. There was a lack of attention by the leaderships. He did sign but they did not explain that they were going to close the regular program. Expansion was talked about. They did not talk about the regular program.

Public comments ended at 6:39 p.m.



# EXHIBIT 17

# Transcript of the Testimony of

**Date:** January 16, 2019

**Case:** THE PROPOSED REASSIGNED BOUNDARY CHANGE OF  
OROZCO COMMUNITY ACADEMY AND COOPER DUAL  
LANGUAGE ACADEMY

**TOOMEY REPORTING**

312-853-0648

January 16, 2019

CHICAGO PUBLIC SCHOOLS

WEDNESDAY, JANUARY 16, 2019

COMMENCING AT 6:00 P.M.

COOPER DUAL LANGUAGE ACADEMY

HELD AT 1624 WEST 19TH STREET

CHICAGO, ILLINOIS

RE: THE PROPOSED REASSIGNED BOUNDARY CHANGE OF OROZCO  
COMMUNITY ACADEMY AND COOPER DUAL LANGUAGE ACADEMY

The Report of Proceedings had in the  
meeting of the above-entitled cause, taken before

January 16, 2019

ROBBIN M. OCHENKOWSKI, a Certified Shorthand Reporter in  
and for the County of Cook and State of Illinois, at  
1624 West 19th Street, Chicago, Illinois, Wednesday,  
January 16th, 2019, at 6:00 o'clock p.m.

CPS STAFF IN ATTENDANCE:

CHERYL NEVINS (Timekeeper), Director of  
Demographic Analysis &  
Planning

CRISTINA CARRETO (Presenter), Family and Community  
Engagement Manager for  
Network 7

MINERVA GARCIA-SANCHEZ (Facilitator), Chief of  
Schools for Network 7

ANNA DIAZ - NOTE-TAKER

SPANISH INTERPRETER

I N D E X  
OPENING COMMENTS

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- - - - -

1 MS. CARRETO: Hello, Everybody. Good evening,  
2 Everybody. We're going to get the meeting started.  
3 It's 6:00 o'clock on the dot. So we run these meetings  
4 from 6:00 to 7:30. If I start on time, I'll end it on  
5 time. If not, I won't have you go past 7:30, and I'm  
6 sure nobody wants to do that. So I just want to welcome  
7 everybody.

8 And my name is Cristina Carreto. I'm the FACE  
9 manager, the second community meeting manager for  
10 schools in Pilsen and Little Village.

11 And I just want to welcome you to the meeting  
12 regarding the Proposed Reassigned Boundary Change of  
13 Orozco Community Academy and Cooper Dual Language  
14 Academy.

15 The meeting for the most part will be bilingual  
16 except when we have two public comments. If the  
17 comments are in Spanish, we do have for time purposes  
18 headsets so that you can hear the comments into English.  
19 If your comment is in English up here, we have someone  
20 who will come and translate it into Spanish. Okay? So  
21 we're just trying to maximize our time for this  
22 community meeting.

23 I also wanted to note that we have joining us  
24 today the Chief of Schools for Network 7

1 Minerva Garcia-Sanchez. She will be here presenting  
2 today --

3 (Applause.)

4 MS. CARRETO: (Speaking Spanish.)

5 MS. CARRETO: I also want to note that we have a  
6 stenographer here who is taking notes and the note-taker  
7 from the District as well, okay?

8 Okay. So this is just the agenda for today.  
9 We're going to have an introduction and meeting  
10 logistics. The presentation will be given by the  
11 School Chief on the Action Plan, and then we'll open up  
12 to public comments.

13 MS. CARRETO: (Speaking Spanish.)

14 MS. CARRETO: This meeting will be --

15 Sorry. The English-Spanish mind.

16 This meeting will be mainly consisting of a  
17 short presentation of the school action by the Chief and  
18 then time for public feedback and comments.

19 And I also mentioned that we have a  
20 stenographer and note-taker.

21 For those of you who have questions or  
22 comments, we ask that you please sign up in the front  
23 entrance. There's things -- papers. If want to be a  
24 speaker, it's important that you sign up so that we have

1 that on record.

2 Each participant will have two minutes to speak  
3 and provide any questions or comments regarding the  
4 school action. You will receive notice. We have a  
5 timekeeper up front who will tell you when you're a  
6 minute, 30 seconds and your time is up. We do that just  
7 to try and make sure that we get as many comments as we  
8 can in the time that we're here.

9 If you do not have a chance to comment or wish  
10 to provide your comments on the mic, I know it could be  
11 a little nerve-racking to come up to the microphone and,  
12 you know, give the comments, we ask that you please send  
13 any questions, comments or concerns to the e-mail  
14 provided over there at transitions@cps.edu, okay?

15 MS. CARRETO: (Speaking Spanish.)

16 MS. CARRETO: Okay. So just an overview of the  
17 legal process of these meetings and why we have to hold  
18 these meetings:

19 On October 1st, 2018, CPS published draft  
20 guidelines for school actions;

21 Prior to December 1st, 2018, CPS proposed  
22 school actions and sent notice letters and draft  
23 transition plans to parents and communities and staff;

24 January 2019 we have to hold two community



1 meetings. This is the second meeting. The first one  
2 was held last Wednesday at Orozco School Academy;

3 And then we have one more public hearing  
4 downtown. That information is coming in a future slide  
5 so you'll have that information for that hearing;

6 And then by February 2019, or later, CPS will  
7 make recommendations to the Board after community  
8 meetings and hearings or the Board will then vote on any  
9 recommendations for school actions;

10 That vote can occur at the February board  
11 meeting or later.

12 MS. CARRETO: (Speaking Spanish.)

13 MS. CARRETO: Okay. Now the Chief of Schools will  
14 present on the school action.

15 MS. GARCIA-SANCHEZ: (Speaking Spanish.)

16 MS. GARCIA-SANCHEZ: Thank you.

17 And good evening to everyone.

18 So I'm going to read to you the slides.

19 MS. GARCIA-SANCHEZ: (Speaking Spanish.)

20 MS. GARCIA-SANCHEZ: So the overview of proposed  
21 school action:

22 We are proposing to adjust the Cooper  
23 attendance area grades served to include sixth grade in  
24 the 2019-2020 school year;

1           Then we will adjust the Cooper attendance area  
2 grades served to include seventh grade in the 2021  
3 school year;

4           In the following year, adjust the Cooper  
5 attendance area grades served to include eighth  
6 graduated in the 2021-'22 school year;

7           We are also going to -- well, Orozco will then  
8 also expand its bilingual gifted program to serve more  
9 bilingual students.

10          MS. GARCIA-SANCHEZ: (Speaking Spanish.)

11          MS. GARCIA-SANCHEZ: Engagement and feedback to  
12 date:

13          School communities, elected officials and both  
14 LSC's have advocated for this reassigned boundary change  
15 including:

16               Elected officials:

17               The Illinois State Representative;

18               The Cook County Commissioner/U.S. Congressman;

19               The Alderman of the 25th Ward;

20               Community Support/Educational Partners:

21               Cooper/Orozco Parent Collaboration;

22               The Chicago Commons Association;

23               The Chicago Mariachi Project/Pilsen Arts &  
24 Culture Committee;

1           Frida Kahlo Community Organization;  
2           The Pilsen Education Task Force - School  
3       Specialization Initiative;  
4           Pilsen Neighborhoods Community Council;  
5           And the Resurrection Project - Quality of Life  
6       Plan - Education Component.

7       MS. GARCIA-SANCHEZ: (Speaking Spanish.)

8       MS. GARCIA-SANCHEZ: Okay. So key facts and  
9       figures:

10           Cooper is an attendance area school located at  
11       1624 West 19th Street that serves K-5 and with a Pre-K  
12       program;

13           Cooper currently serves 418 students. Cooper  
14       currently has 73 students in Grade 5 that would be  
15       eligible to stay at Cooper for Grade 6 in school year  
16       2019-2020;

17           Orozco is located at 1940 West 18th Street and  
18       serves kindergarten through eighth grade in its,  
19       bilingual gifted program or pre-k program and sixth  
20       through eighth grade in its neighborhood program;

21           Orozco currently serves a total of 542  
22       students, with 116 students in Grade 6, 110 students in  
23       Grade 7 and 110 in eighth grade.

24       MS. GARCIA-SANCHEZ: (Speaking Spanish.)

1 MS. CARRETO: Okay. Thank you for that.

2 So just as I mentioned before, the community,  
3 we had to have two community dates out in the community  
4 of the schools. The first one was at Orozco School.  
5 This is the second community meeting.

6 Then we will have a public hearing that  
7 will be Thursday, January 31st, at Central Office,  
8 45 West Madison 6:00 to 8:00 p.m.

9 So if everybody is interested to make  
10 additional comments, your are more than welcome to go to  
11 the public hearing as well.

12 MS. CARRETO: (Speaking Spanish.)

13 MS. CARRETO: I'll come back to the slide and keep  
14 it up so you can write that down.

15 MS. CARRETO: (Speaking Spanish.)

16 MS. CARRETO: We're going to start public comments.

17 I just want to remind everybody to please be  
18 respectful of each other and be mindful that there's  
19 kids in this building.

20 So when we're making public comments, each  
21 person will have two minutes. We have our timekeeper  
22 ready to go here, and then we have the court reporter  
23 and our note-taker as well.

24 I will also be reminding you when your time is

1 up. We use two minutes as a chart to get everybody out  
2 of this as soon as possible and hear as many public  
3 comments as we can.

4 If we are done with public comment, I will make  
5 an announcement because we do close public comment  
6 sign-up at 6:30, so if we still have time, I'll ask more  
7 people if they -- or if anybody else wants to do another  
8 round of public comments, we could open it up until 6:30  
9 and then we're done with that, okay?

10 MS. CARRETO: (Speaking Spanish.)

11 MS. CARRETO: Kevin and Alyssa?

12 STUDENT ALYSSA: Hello, my name is Alyssa.

13 STUDENT ALYSSA: (Speaking Spanish.)

14 STUDENT ALYSSA: Kevin and are in the Cooper Student  
15 Voice Committee.

16 It is important to us that Cooper gets expanded  
17 to eighth grade.

18 Here at Cooper we are getting a great  
19 education. As students, we feel welcome, safe and we  
20 have fun. We also have interesting afterschool  
21 programs. We have the best teachers, and we have  
22 healthy food.

23 As a Cooper Student Voice Committee, our voice  
24 is to make Cooper even better by working with our peers

1 and those at Cooper.

2 Thank you for your time, and have a great  
3 night.

4 STUDENT KEVIN: (Speaking Spanish.)

5 STUDENT KEVIN: (Through the Interpreter) It's  
6 important for Cooper to be extended to eighth grade  
7 because they want an excellent education together.

8 And we feel very grateful that we're here. We  
9 feel safe, we feel welcome, and then we also have a lot  
10 of very interesting programs in our school, and we have  
11 the best teachers, and we have very healthy food here at  
12 the school.

13 The goal of Cooper here is for the voice of the  
14 students to be heard, for the students to work together  
15 so that our group can build a better school.

16 Thank you so much for your time, and thank you,  
17 have a good night.

18 MS. CARRETO: Mr. Alfredo Calderon.

19 MR. CALDERON: Good evening. My name is  
20 Alfredo Calderon. I am the teacher representative for  
21 Cooper's LSC. I am here to state our support for the  
22 proposal to allow Cooper to phase in Grades 6 through  
23 eighth.

24 First and foremost, Cooper staff,

1 administration, students and parents have worked hard to  
2 offer a high quality education to make Cooper a  
3 successful school. With this, parents for several years  
4 now have asked the reoccurring question; why doesn't  
5 Cooper have sixth, seventh and eighth grade?

6 Parents have said that they are content and  
7 grateful for the achievements in which the staff at  
8 Cooper have accomplished. We have established a great  
9 relationship with our parents.

10 But it is our obligation to provide high  
11 quality education and a rigorous instruction but also to  
12 listen to our parents' concerns. We need to offer what  
13 parents feel is important to them in our schools'  
14 community. And that is the extension of a continued  
15 relationship with our families, challenging our students  
16 and having the parent to be part of the educational  
17 process that Cooper offers.

18 Parents want continuity.

19 In addition, Cooper offers a Dual Language  
20 Program which has started in pre-kinder did kinder.  
21 With continuity, we will able to see students' growth  
22 throughout pre-k and see them graduate to continue the  
23 their goal to obtain the seal of biliteracy.

24 Once again, I stand here representing the

1 Cooper staff, LSC and students in hopes that you will  
2 support our efforts to fulfill our proposal. I am  
3 confident that our staff at Cooper will work diligently  
4 with various stakeholders to make this initiative a  
5 success.

6 Thank you. Have a great evening.

7 MS. CARRETO: Mr. Calderon is now doing a  
8 translation in Spanish.

9 MR. CALDERON: (Speaking Spanish.)

10 MS. ALQUISINO: (through the Interpreter)

11 My name is Maribel Alquisino, and I have five  
12 children.

13 THE INTERPRETER: She has five children.

14 MS. ALQUISINO: (Through the Interpreter) And they  
15 all have been here, and I'm really happy that this  
16 project is coming to be that the school is going to have  
17 an eighth grade. And I have a son that's in second  
18 grade.

19 And I feel that we have the best teachers here,  
20 and I have seen the progress in the school, and I love  
21 the school. And I don't say that the other school is  
22 bad because it's not bad, I love it, but I don't want to  
23 have to be traveling back and forth with my children.

24 So this way I like the project is happening



1 now, and I wish that you guys support this project to  
2 have this here.

3 Thank you.

4 MS. CARRETO: Marissa Santiago and  
5 Guadalupe Cameron.

6 MS. SANTIAGO: Hello, good evening. My name is  
7 Marissa Santiago. I am the parent and member of the LSC  
8 at Orozco.

9 I just want to mention that I was also made  
10 aware that this year we had over 120 applicants at  
11 Orozco and 80 -- over 80 children had to be turned away.

12 Having the proposed reassignment will allow  
13 children from the southwest side of the city in schools  
14 like Orozco such as my children.

15 I'm from McKinley Park, and the opportunities  
16 that we had were very limited in the area for gifted  
17 programs. I had to go either far north or either  
18 further south.

19 But being in Pilsen, in that area, I think it's  
20 a great idea.

21 So that's it. Thank you.

22 MS. CARRETO: Can you do it in Spanish?

23 MS. SANTIAGO: (Speaking Spanish.)

24 I can't even speak because I'm a little

1 nervous. I can't do it. I'm so sorry.

2 MS. CARRETO: That's okay.

3 MS. CARRETO: (Interpretation in Spanish.)

4 MS. CAMERON: (through the Interpreter) My children  
5 started their education in Catholic schools, then they  
6 went to Charter, and then they went to Magnet schools,  
7 and they really liked them, and now they like it at CPS.

8 So I stayed with CPS, and then I moved to  
9 Orozco. When I started at Orozco Elementary, I saw the  
10 change in my children in how they entered and finished  
11 school because they -- it's the school, so it's the  
12 principal and having a school and the parents with our  
13 children.

14 And right now I see that all of my kids are --  
15 are doing well and they have the fundamentals to do that  
16 at their elementary school. So that's why I love CPS.

17 And right now Orozco Elementary, the principal  
18 has a psychologist as full time for the school. We also  
19 have had a lot of different activities and afterschool  
20 programs, and the kids also have socioemotional  
21 behaviors with all the kids in the school.

22 And for the final, I just want to say thank you  
23 to all the people that have prepared us in the process  
24 of doing this. It's not easy thinking this is the best

1 for our students. We want to make sure that all the  
2 students have the opportunity for the Spanish students  
3 inside in the city to have an opportunity.

4 Thank you.

5 MS. CARRETO: Nomisol De Paz.

6 MS. DE PAZ: (Speaking Spanish.)

7 MS. CARRETO: Sorry. I just want to make a note.

8 Do you mind repeating the names of the parents  
9 when they are called?

10 She's going to repeat the names now.

11 MS. CARRETO: Nomisol De Paz.

12 MS. DE PAZ: (through the Interpreter) Good evening.  
13 My name is Monisol De Paz, and I'm here today because  
14 I'm supporting the project and special need I also have  
15 at public schools; that this is a very important program  
16 for our students.

17 The majority of our schools in this district,  
18 Chicago Public Schools, they have an eighth grade, but  
19 in our school here, I didn't know that they only had  
20 until fifth grade.

21 I felt really mad about it because I had to  
22 leave from the school with my student crying because I  
23 came to the school and they said they didn't have the  
24 grade that they had, and my child said that he wasn't

1 accepted, he wasn't wanted here. So my child before was  
2 in Catholic school and the same option for him.

3 So they told me I could go back and pay for  
4 Catholic school, but then after that I felt, with the  
5 school, I found what I was looking for, the education  
6 was of high quality in this school.

7 I feel that in this school my children should  
8 graduate from eighth grade, and instead of me returning  
9 to the school that I was with, I want my students to be  
10 here at this school in eighth grade because here I feel  
11 good with my children and I feel that we're a family and  
12 this is an opportunity for my kids. There's love and  
13 community here.

14 So I direct myself right now with  
15 Chicago Public Schools to hear my petition. This is  
16 right for children to have a school for them to  
17 graduate. There's all the schools have an eighth grade  
18 from all the districts across the country.

19 So thank you so much for everybody, and have a  
20 good night, Everybody. Thank you. Thanks.

21 MS. FRAGA: Good evening. My name is Teresa Fraga.  
22 I am member of the Board of Pilsen Neighbors Committee  
23 Council. I am also the Co-Chair of the Pilsen Planning  
24 Committee.

1           And I'm here to support Cooper, Cooper School  
2           in its new change. I'm here to support the expansion of  
3           up to eighth grade.

4           I think this is a -- a great opportunity. I  
5           really commend the parents for having worked together  
6           with their principal and teachers to embrace this  
7           change.

8           I believe that this is a big win and it's a  
9           win-win for Orozco and Cooper because Orozco also gets  
10          to expand its bilingual gifted program.

11          Let me say that I am -- I'm a little bit -- I  
12          am not nervous, but I'm a little bit moved because this  
13          school means a lot to me. This is the school where my  
14          six children attended, this is the school where I got my  
15          GED, and this is the school where I began my first year  
16          of teaching career from which I have retired in the last  
17          six months.

18          So I'm glad to see that, under the leadership  
19          and the Local School Council that this school is still  
20          moving and finding ways to serve the parents and the  
21          community.

22          MS. HAWKIN: (Interpretation in Spanish.)

23          MS. CARRETO: (Inaudible) -- Hernandez.

24          I can't read. I can't explain.

1 MS. HERNANDEZ: (Speaking Spanish.)

2 MS. CARRETO: Hold on. I'm sorry.

3 It's now 6:35. Our speaker assignment is  
4 closed, but I'm going to leave it open for five more  
5 minutes.

6 So if you want to make a comment, you have five  
7 minutes to sign up. So we're doing the second round  
8 right now because everybody has gone through.

9 MS. CARRETO: (Speaking Spanish.)

10 MS. HERNANDEZ: (Speaking Spanish.)

11 MS. HERNANDEZ: I'll do English now, okay?

12 Hello. My name is Montsserrat Hernandez, and  
13 I'm here presenting as a parent, and I'm here to address  
14 my support for the additional middle school grades to  
15 Cooper School.

16 And I want to first talk to something that  
17 Mr. Alfredo Calderon said, which was that there's always  
18 been discussion with parents about why is there not a  
19 sixth, seventh an eighth grade already.

20 I've had the fortunate of working with Cooper  
21 through the parent component for about ten years before  
22 becoming a parent here, and it's something that I've  
23 been hearing for ten years now; I wish my kids could  
24 stay, I wish my kids didn't have to go to another

1 school.

2 And then, as an art teacher, I heard it from  
3 the students, you know; I don't want to leave, I wish I  
4 could stay.

5 So I think that this -- it's time, it's time,  
6 it's due for an upgrade in the grade continuity.

7 I also think that it's really important that we  
8 can offer those students some sort of support through  
9 what's already a very hard traditional time. They're  
10 going through their pre-teens, they're really going  
11 through a lot of socioemotional changes. So if we can  
12 offer them a little bit of support by letting them stay  
13 in a space where they really feel safe and loved and  
14 happy, I think that would do great -- be good for them.

15 Also, the teachers at Cooper I believe are some  
16 of the most amazing teachers that I've ever had the  
17 grace of seeing and working with. The teachers here at  
18 the school go above and beyond, and I think that you can  
19 see that through the Board working with the students and  
20 the love that they have for them.

21 So if we can give the kids the opportunity to  
22 stay with that, with those teachers, that would benefit  
23 them greatly as well, and, last but not least, of  
24 course, the principal, that's always accessible to the

1 parent, who's alway open to the needs of them and  
2 supporting them however that she can them.

3 So I support this proposal.

4 Okay. Thank you.

5 MS. CARRETO: Okay. Sorry. I'm getting a workout  
6 today.

7 Maria Ramirez and Claudia Moline.

8 MS. RAMIREZ: (Speaking Spanish.)

9 MS. CARRETO: Maria Ramirez.

10 MS. RAMIREZ: (through the Interpreter) Good  
11 evening. My name is Maria Ramirez, and I want to speak  
12 as part of the community because I have three children,  
13 and the three of them already left Cooper Elementary,  
14 but I'm still part of the Local School Council as a  
15 community member, and I wanted to tell you that I am  
16 supporting this process and the site of Cooper because  
17 it's like my house even though my children are not here  
18 anymore.

19 This is the first place where they opened the  
20 doors for me, they took me in their arms, and I was here  
21 about -- like a volunteer for about 13 years, and I  
22 wanted to tell you that I know this school very well,  
23 the teachers and that I know that they deserve this  
24 opportunity because they have worked really hard.



1           And I also want to tell you that I believe that  
2 I understand very well because I've been inside the  
3 classrooms and helping with the parents, and this is  
4 where they gave me the first opportunity to work.

5           And thank you to the school, thank you to  
6 Ms. Alba. This is how I got in contact with to help me  
7 after ten years that I've been here.

8           This school is not only for the kids. It's  
9 also for us as parents because they have always been  
10 supporting our students and teach them, right, but they  
11 also help us as parents, and they give us options on how  
12 to help our students with their identification.

13           And this is why this is always going to be my  
14 school even though my children are no longer here, but I  
15 also support Orozco Elementary because two of my  
16 children, the one graduated from Orozco, they were there  
17 in middle school with Orozco Elementary, and they had  
18 really good grades, and I give them changes because in  
19 Cooper they have the fundamentals and they win with the  
20 fundamentals.

21           My younger son has just started at Orozco, and  
22 I'm really proud to be part of these two schools in  
23 Pilsen because this is the best.

24           Thank you.

1 MS. MOLINA: (through the interpreter) Good evening.  
2 My name is Claudia Molina, and I come here as a parent.

3 My child started here at pre-k, and you feel  
4 very happy and emotional when you start your child in a  
5 school from little and you see the development that that  
6 student has little by little.

7 And thank you to the teachers here that they  
8 motivate him to do their better -- their best every day,  
9 and thank you so much to the principal for always  
10 supporting the children in that way.

11 And my petition is that the school extends to  
12 eighth grade for the students because the students, it's  
13 really hard for them to do that transition from one  
14 school to another, and it's also hard for them.

15 It's hard for them because, when they're here,  
16 they feel like they're at home, they see their teachers  
17 and they just motivate the students, the way that they  
18 teach the students, they motivate the students to learn  
19 more and to just be better at everything that they do to  
20 have the best grades possible and they motivate them in  
21 a way that I feel happy that my students are here.

22 Thank you so much.

23 MS. CARRETO: (Speaking in Spanish.)

24 MS. CARRETO: We will have comments right now from

1 Principal Efrain Martinez and Martha Alba, the  
2 principals from Cooper and Orozco Schools.

3 PRINCIPAL MARTINEZ: (through the Interpreter) Good  
4 evening. My name is Efrain Martinez. I am the  
5 principal of Orozco, and I've got actually who is a  
6 service dog.

7 So I'm here today, and as I mentioned in the  
8 last meeting, the pride that I have in all the families  
9 of Orozco and Cooper all together coming to these  
10 meetings and supporting this proposal and how beautiful  
11 it is today that every person that has come here said  
12 that their school accepts them, gives them love,  
13 cherished them and that the children are learning.

14 What a great thing that the students are doing.

15 We want to applause the students and the  
16 parents for Cooper and Orozco.

17 PRINCIPAL ALBA: (through the Interpreter) Good  
18 evening. I'm the principal from here of Cooper, and I'm  
19 very proud of both the work of the parents and the  
20 students are doing here at the school.

21 And, really, I do not have much to say because  
22 our parents and students have spoken here tonight and  
23 they have shared with you why they wanted, why they want  
24 sixth, seventh and eighth grade.

1 I do want to share with you guys because this  
2 is a process that we're going to be adding each grade  
3 one time each year to make sure that everything works,  
4 and this is going to be a process, and I know that the  
5 teachers, as the parents have said, are fantastic, and  
6 they're going to work very hard to make sure that change  
7 is good and that teachers, representative of all the  
8 teachers, he said that the teachers are going to be  
9 supporting that and working hard to do that.

10 The parents also came up here and said that  
11 they're going to be supporting their kids, and, of  
12 course, I will be here to continue supporting on every  
13 step in the way.

14 So really thank you for coming here tonight,  
15 and I really thank you with all the support of this, and  
16 I also thank that Orozco is going to be very successful  
17 and giving more opportunities to our students that they  
18 want to have and education at that school.

19 So this is great for both schools, and I hope  
20 that both schools do great with a great future.

21 Thank you so much.

22 MS. CARRETO: (Speaking Spanish.)

23 STATE REPRESENTATIVE MAH: (Speaking Spanish.)

24 STATE REPENSTATIVE MAH: Good evening, Everybody.

1 My name is State Representative Theresa Mah.

2 And I'm really happy to support this proposal.

3 I was very happy to attend the CPS board meeting where I  
4 spoke on behalf of the parents who were there to testify  
5 about the proposal.

6 And I really want to say that, you know, one of  
7 the main reasons why this is such a good idea is because  
8 the ideas came from the parents and the community out of  
9 several years of discussion where LSC members and the  
10 parents came together to talk about what they really  
11 wanted, and they became engaged and involved in this  
12 process and let it be known that this is what they would  
13 like to see as a vision for their community, and so it's  
14 something that's really worth supporting.

15 I applaud the principals and the families and  
16 community members of both schools for being involved in  
17 this process and speeding it up and having your voices  
18 heard, and I support you all the way.

19 Thank you.

20 UNIDENTIFIED MALE SPEAKER: (Interpretation in  
21 Spanish.)

22 MS. CARRETO: Okay. So that concludes our public  
23 comments for tonight. I opened it for five more  
24 minutes, and no one else went up to sign up so we are

1 done for today.

2 But before you leave, I just want to remind you  
3 of the next meeting we have regarding this action.

4 It is Thursday, January 31st, at our central  
5 office location, 42 West Madison, from 6:00 to 8:00 p.m.

6 And if you don't feel comfortable coming up  
7 here our e-mail is transitions@cps.edu.

8 MS. CARRETO: (Speaking Spanish.)

9 STATE REPRESENTATIVE MAH: I wanted to make a  
10 shameless plug for another opportunity to become  
11 involved in the community.

12 So tomorrow at Pilsen Academy, I have a --  
13 sorry -- and event, coffee with the legislature, me. So  
14 you have an opportunity to come by and hear about the  
15 bills that I worked on in the last two years and then  
16 what I plan in the future and, you know, just to get to  
17 know me.

18 It's a very casual event, and everybody is  
19 welcome. It's an opportunity just to sit and talk for a  
20 little while.

21 So please come 5:30 to 7:30 to Pilsen Academy.

22  
23 MS. CARRETO: I'm going to translate that one for  
24 you.

1 MS. CARRETO: (Interpretation in Spanish.)

2 MS. CARRETO: It's now 6:52, and with that we  
3 conclude our meeting today.

4 Thank you very much.

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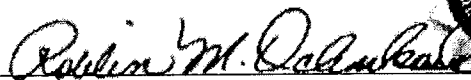
24

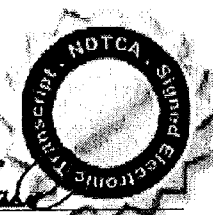
1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4  
5  
6

7 ROBBIN M. OCHENKOWSKI, being first duly sworn,  
8 deposes and says that she is a Certified Shorthand  
9 Reporter in Cook County, Illinois;

10 That she reported in shorthand and thereafter  
11 transcribed the foregoing;

12 That the within and foregoing transcript is  
13 true, accurate and complete and contains all the  
14 evidence which was received and the proceedings had upon  
15 the within cause.  
16  
17  
18  
19  
20  
21  
22

23   
24 ROBBIN M. OCHENKOWSKI, C.S.R.  
License No. 084-002522





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# EXHIBIT 18





Proposed Reassigned Boundary Change of Orozco Community Academy  
and Cooper Dual Language Academy  
January 16, 2019  
Cooper Dual Language Academy  
1624 W. 19<sup>th</sup> Street  
6:00-7:30 PM

**CPS Staff in Attendance**

Cristina Carreto, Minerva Garcia Sanchez, Judith Camacho, Carla Escobar, Lauro Roman, Cheryl Nevins, Efrain Martinez, Ana Diaz

**CPS Presentation**

Ms. Cristina Carreto, Family and Community Engagement Manager for Network 7, welcomed the audience and proceeded to give a brief overview of the presentation structure: introduction, meeting logistics, presentation on school action, and time for public comments. She introduced Ms. Minerva Garcia Sanchez, Chief of Schools for Network 7, who presented the proposed action.

Ms. Carreto explained that the meeting would be 90-minutes long consisting of a short presentation and public comments to follow. She advised that the meeting would be in English and Spanish. She advised that there was a stenographer and a note-taker present so all public comments and questions would be on the record. She explained that each speaker would have two minutes to speak and that speakers would be notified of their time at one minute and thirty seconds. She explained that this procedure is set up to make the best use of time and so that as many people as possible have an opportunity to speak. She advised that guests are welcomed to sign in to speak during the public comments portion. She advised that there will be a third meeting, a public hearing on Thursday, January 31<sup>st</sup>, 2019 at Central Office, 42 W. Madison, from 6-8 PM. She advised that on or around February 2019, recommendations will be made to the Chicago Public Schools (CPS) Board of Education after the community meetings and hearings have been held and that at that time the CPS Board will vote on any recommended school actions. She notified the audience that if they do not have an opportunity to comment or feel more comfortable sending an e-mail, they may do so at [transitions@cps.edu](mailto:transitions@cps.edu).

Ms. Minerva Garcia Sanchez explained that she would go through the legal overview of the proposed school action. The proposal will be to adjust the Cooper attendance area grades served to include sixth grade in 2019-2020 school year, then the following year to adjust the Cooper attendance area grades served to include seventh grade in the 2020-2021 school year, and in the following year to adjust the Cooper attendance area grades served to include the eighth grade in the 2021-2022 school year. And additionally, Orozco will then expand its bilingual gifted program to serve more bilingual students.

She shared that the school community, elected officials, including an Illinois State Representative, the Cook County Commissioner – now U.S. Congressman, and 25<sup>th</sup> Ward Alderman, and

Orozco and Cooper LSC's have advocated for the reassigned boundary change. Also in support of the proposed school action are community leaders and educational partners, including Cooper/Orozco Parent Collaboration, Chicago Commons Association, Chicago Mariachi Project/Pilsen Arts & Culture Committee, Frida Kahlo Community Organization, Pilsen Education Task Force - School Specialization Initiative, Pilsen Neighbors Community Council, and the Resurrection Project - Quality of Life Plan – Educational Component.

Ms. Sanchez then proceeded to supply in-depth detail regarding the proposal. She stated that Cooper is an attendance area school located at 1624 W. 19<sup>th</sup> Street that serves K-5, with a pre-K program. Cooper currently serves 418 students. Cooper currently has 73 students in grade 5 that would be eligible to stay at Cooper for grade 6 in SY19-20. Orozco is located at 1940 W. 18<sup>th</sup> Street and serves K-8 grade in its bilingual gifted program with a pre-K program, and 6-8<sup>th</sup> grade in its neighborhood program. Orozco currently serves a total of 542 students with 116 students in grade 6 and 110 students in grade 7 and 110 in grade 8.

Ms. Carreto reminded the audience of the final public hearing on Thursday, January 31<sup>st</sup>, 2019 at Central Office, 42 W. Madison, from 6-8 PM. Ms. Carreto then opened the public comments portion of the meeting by reminding everyone of the registration process in order to make a public comment and the two minute time limit. She advised that meeting attendees can sign up to make a comment until 6:30 PM.

### **Public Comments**

**Student A and Student B:** Cooper students. It is important for Cooper to include grades 6<sup>th</sup> through 8<sup>th</sup>. They feel safe at Cooper. Cooper has great programs, education, meals and teachers.

**Alfredo Calderon:** Teacher Representative of the Cooper LSC. The LSC wants Cooper to offer grades 6<sup>th</sup> through 8<sup>th</sup>. Cooper staff, administration, students and parents have worked hard to make Cooper a great school. They have continually asked why Cooper has not offered grades 6<sup>th</sup> through 8<sup>th</sup>. Parents have said they are grateful and have established a great relationship with teachers. Cooper offers a rigorous education. Parents' concerns are very important and they must be a part of the choices made for the school. The parents want continuity for their children. They want Cooper to offer a dual language program that runs through 8<sup>th</sup> grade. He is sure staff will work hard to make this initiative a success.

**Maribel Alquisino:** Parent of 5 children who have attended Cooper. She is very excited that Cooper will run through 8<sup>th</sup> grade now. She feels that Cooper has the best teachers. She is glad that she won't have to struggle to take her kids to different schools. She supports the initiative.

**Marisa Santiago:** Parent and member of the Orozco LSC. She was made aware that there were over 120 new student applicants. Of the 120 student applicants, 85 kids were not accepted. Many student applications were not accepted. She is from McKinley Park and the opportunities for gifted programs are limited in McKinley Park. She is in support of the action.

**Guadalupe Carreon:** Parent of Cooper student. Her children attended catholic schools, then charter schools, and finally public schools - they are at Orozco. When her children started going to Orozco, she saw a big difference. Her kids are now attending a university. At Orozco, there are full-time counselors, after school activities, socio-emotional initiatives and she is very happy about this. She wants students from the Southwest side to have these kinds of opportunities.

**Marisol De Paz:** She is in support of the proposal. She is asking CPS to approve the proposal because it is very important for the children. She left Cooper crying once because found out she could not enroll her children into Cooper because it did not go past 5<sup>th</sup> grade. She believes her children deserve to graduate in 8<sup>th</sup> grade at Cooper. Cooper is like family. She says this is a right for the kids. Most schools have this opportunity and Cooper should have this opportunity, too.

**Teresa Fraga:** Member of the Board at Pilsen Neighbors Community Council and Pilsen Planning Committee. She is in complete support of the Cooper school expansion. She believes this is a win-win for Orozco and Cooper. She is moved because Cooper means a lot to her. This is a school where her 6 children attended, where she got her GED, and her children participated in painting the murals within the school. She has a lot of fond memories here. She is glad to see that under the leadership of Ms. Alba that this school is still moving and finding ways to serve the parents in the community. She feels this school still has the spirit that existed here many years ago.

**Montserrat Hernandez:** She is parent and member of the Cooper LSC. She wants to touch on the fact that many parents have been asking for a long time why Cooper hasn't offered grades 6<sup>th</sup> through 8<sup>th</sup>. There is something very special about Cooper, there is a group of teachers that work very hard, way beyond what they have to. As an art teacher, she heard it from the kids as well. It's due for an upgrade to offer grades through 8<sup>th</sup>. We should also support the kids because if we can offer them support to keep them in the place where they already feel happy as they are becoming teenagers. The teachers have a lot of love for the students. The Principal is always open to listening to the parents. She supports the proposal.

**Maria Ramirez:** Parent of Cooper/Orozco students and member of the Cooper LSC. She is supporting this proposal. Even though her children are no longer here, this is the first place that supported her. She was a volunteer for 13 years and she knows this school very well. She has worked in the classroom and with the parents and this is the first place that offered her first job. This school is not only for the kids but it is also for the parents. But also Cooper has shown us how to educate our kids. This will always be like my home. She also supports Orozco because her kids graduated there.

**Claudia Molina:** Cooper parent. Her son started here since Pre-K. She feels very emotional to see the development of her child. She thanks the teachers and the principal for supporting the children. Her petition is for it to be extended through 8<sup>th</sup> grade because it is very difficult for students to go through a transition from one school to another. When they are here, they feel like they are at home. The way that the teachers teach motivates the kids to be better. They motivate them in a way that makes her feel very proud to be part of Cooper.

**Efrain Martin:** Principal of Orozco: He wants to share that he is very happy to see that parents from Orozco and Cooper are supporting each other. He says it is great to see how much they are joining together and supporting these initiatives.

**Martha Alba:** Principal at Cooper: She says she does not have to say much because students and parents have shared why they want to support the expansion. She would like to clarify that this is going to be a process and that each grade will be added year by year, not all at once. Parents will continue to support their kids and she will continue supporting the kids and parents. She is excited for both schools and believes this is going to be excellent for the future.

**Theresa Mah:** Illinois State Representative. She is very happy to support the proposal. She was very happy to attend the CPS Board meeting where she spoke on behalf of the parents and students to support

the expansion. The ideas came from the parents and the community after several years of discussion where parents and LSC members came together and were involved in this process. They saw this as a vision for their community. She applauds the community members, parents and principals. She supports this all the way.

Ms. Carreto reminded attendees that the final public hearing portion will be on Thursday, January 31, 2019 at CPS Central Office, 42 W. Madison from 6-8 PM. If someone did not have an opportunity to make a public comment, they have an opportunity to send an email to [transitions@cps.edu](mailto:transitions@cps.edu).

Public comments ended at 6:50 PM

# EXHIBIT 19

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

### **CHICAGO PUBLIC SCHOOLS**

#### **Public Hearing to Consider:**

#### **Proposed Reassignment Boundary Change of Orozco Community Academy and Cooper Dual Language Academy**

#### **Statement of Minerva Garcia-Sanchez, Network 7 Chief of Schools**

**February 5, 2019**

Good evening, Your Honor. My name is Minerva Garcia-Sanchez, and I am the Network Chief for Chicago Public Schools Network 7. Chicago Public Schools are divided into Networks, managed by Chiefs, who provide support and oversight for the schools assigned to them on behalf of the Chief Executive Officer ("CEO"). Orozco Community Academy ("Orozco") and Cooper Dual Language Academy ("Cooper") are within Network 7 and I am responsible for the support and oversight of these schools on behalf of the Chief Executive Officer. I have been in this position since July 2015.

By way of background, I have been with Chicago Public Schools for 25 years as a teacher and administrator. For the last six years, I have had executive level responsibility over multiple schools. In July of 2015, after serving as the Deputy Chief for Networks 8 and 10, I became the Chief of Schools for Network 7. In this role, I supervise and provide strategic guidance for 18 schools in the areas of instructional practices in the classroom and professional development for the teaching staff. I have a master's degree in general administration from Chicago State University and I am currently completing a doctoral degree in urban education at the University of Illinois-Chicago.

I am here today because the CEO is proposing a reassignment boundary change for Orozco and Cooper. On October 19, 2018, the Local School Council ("LSC") of Cooper, with the support of their school community, elected officials, and the Orozco school community, requested that Orozco's 6th, 7th, and 8th grade boundary be reassigned to Cooper gradually over time. Under this proposal, Orozco's boundary would be reassigned to allow Cooper to phase in grades 6-8 and offer 6th grade for School Year ("SY") 2019-2020, 7th grade by SY2020-21, and 8th grade by SY2021-22. Upon completion of the boundary reassignment in SY2021-22, Cooper will be a K-8 neighborhood school, while Orozco will be able to offer additional seats for families in their bilingual gifted program for students who are bilingual and/or heritage speakers.

The Cooper and Orozco Local School Councils have expressed that this proposal would provide students a quality education and the academic continuity they need for a successful high school transition. Letters in support of this proposal from the members of the Cooper and Orozco Local School Councils are located in your binder at tabs 21 and 22.

This proposal is also supported by Congressman Jesus “Chuy” Garcia. While serving as Cook County Commissioner for the 7th District, Congressman Garcia formalized his support for the reassignment boundary change of Orozco and Cooper in a letter dated October 18, 2018. Congressman Garcia’s letter is located in your binder at tab 23.

As former Cook County Commissioner, over the last 8 years Congressman Garcia collaborated with the Orozco and Cooper school communities to organize workshops that have been instrumental in equipping the Pilsen community with valuable information and resources within Cook County. Congressman Garcia’s letter explains that the proposed reassignment boundary change is part of the Pilsen Specialization Initiative, an initiative crafted by schools, community organizations, and school district leaders to address issues of equity around programming and educational opportunities. This initiative is also a proactive approach to address enrollment decline in Pilsen schools and to create opportunities for residents to access additional quality programming. Congressman Garcia is in full support of the proposed reassignment boundary change and believes that it would address the ever changing needs of the community and create future opportunities for many.

Moreover, this proposal is also supported by Illinois State Representative Theresa Mah. Representative Mah formalized her support for the reassignment boundary change of Orozco and Cooper in a letter dated October 18, 2018. Representative Mah’s letter is located in your binder at tab 24. In her letter, Rep. Mah states that she has collaborated with both schools in her capacity as an elected official over the last two years. Like Congressman Garcia, she also is in full support of the proposed reassignment boundary change and believes that it would address the ever changing needs of the community and create future opportunities for residents.

Finally, this proposal is also supported by several community based organizations, including the Chicago Commons, the Resurrection Project, the Pilsen Neighbors Community Council, the Chicago Mariachi Project, and the Frida Kahlo Community Organization. These organizations formalized their support for the reassignment boundary change in letters dated December 2018. These letters are located in your binder at tabs 25-29.

In conclusion, this proposal is consistent with the Chief Executive Officer's Guidelines for School Actions ("Guidelines") because it is a proposal requested by parent or community members via the process to request proposals outlined in the Guidelines. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed either school's enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

You will next hear from my colleague, James Dispensa, who will provide information regarding the resulting space utilization with respect to the proposal.

Thank you, Your Honor. This concludes my statement.



# EXHIBIT 20

## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

### **Proposed Reassignment Boundary Change of Peter Cooper Dual Language Academy and Orozco Community Academy**

**Statement of James Dispensa, Director of School Demographics and Planning**

**February 5, 2019**

Good evening, Your Honor. My name is James Dispensa, and I am the Director of Demographic Analysis and Planning for the Chicago Public Schools. My responsibilities include undertaking school demographic studies, enrollment projections, and the monitoring of space utilization of the public school facilities throughout Chicago. I have been in this position since October 2004.

The Chief Executive Officer, or CEO, has asked me to appear at this hearing today to convey to you, the parents, staff, and school community of Peter Cooper Dual Language Academy ("Cooper") and Orozco Community Academy ("Orozco"), as well as interested members of the public in attendance, information relevant to the proposal to reassign the attendance boundaries of Cooper and Orozco.

The CEO may propose a reassignment boundary change that results in the reassignment of current students from one school to one or more other schools only if: the school(s) principal, parents, or community members have requested that a reassignment boundary change proposal be considered and the resulting space utilization after the reassignment boundary change will not exceed any affected school's enrollment efficiency range as defined by CPS' Space Utilization Standards and Methodology.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions ("Guidelines") for reassignment boundary changes because it is a proposal formally requested by the members of the Cooper and Orozco communities. Specifically, we have heard the request for this proposal from the Local School Council ("LSC") members at both schools. For background, at the elementary school level, LSCs are traditionally comprised of six parents, two community members, two teachers, one staff member, and the school principal. The LSC is tasked with various duties, including approving how school funds and resources are allocated, developing and monitoring the annual School Improvement Plan, and evaluating and selecting the school's principal.

The LSCs for Cooper and Orozco have stated that this proposal would provide students a quality education and the academic continuity they need for a successful high school transition. A copy of letters in support of this proposal from members of the Cooper and Orozco LSCs are located in your binder at tabs 21 and 22.

Now that you have heard about the request in support of the reassignment boundary change of Cooper and Orozco, I will talk about space utilization.

Cooper is currently located at 1624 W 19th Street and serves 418 students in grades Kindergarten-5 in addition to its PreK program. Orozco is currently located at 1940 W 18th Street, which is a half-mile away from Cooper, and serves 543 students in grades Kindergarten-8 in addition to its PreK program.

If the proposed reassignment boundary change is approved, Cooper would expand its grade offering from K-5 currently, to K-6 in the 2019-20 school year, and then K-7 in the 2020-21 school year, and finally K-8 in the 2021-22 school year, while Orozco would cease offering 6th, 7th and 8<sup>th</sup> grades to the students residing within the Cooper boundary over that same period of time.

The expected decrease in Orozco's neighborhood student enrollment at grades 6-8 will be counterbalanced in the coming years by the expected increase in Orozco's citywide program. Today, Orozco offers one classroom per grade to students residing citywide at all grades, K-8. Beginning in the 2019-20 school year, Orozco will begin offering two incoming Kindergarten classrooms to students residing citywide, and will continue doing so until two classrooms per grade are offered at all grades, K-8.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards and Methodology, which is located in your binder at tab 12. CPS provides an enrollment efficiency range for elementary schools based primarily upon the total number of instructional classrooms available in the facility.

There are 52 total classrooms within the two adjacent Cooper facilities. The adjusted ideal capacity of these facilities is 960 students, and any enrollment within the efficiency range of 864-1,056 would be considered efficient.

The projected enrollment of Cooper in the following three school years, should the Board approve this proposal, is 456 and 496 and 534, all of which are below the efficiency range of its facilities.

Furthermore, the proposed reassignment boundary changes will have no significant impact on the racial composition and stability of these schools. In terms of racial composition and stability, the option of maintaining the status quo offers neither an advantage nor disadvantage over the option of reassigning the boundaries of these schools. While other alternatives were examined, no alternatives affected the resulting racial ethnic distribution of students.

Thank you, Your Honor. This concludes my statement.

# EXHIBIT 21



COOPER DUAL LANGUAGE ACADEMY  
Martha Alba, Principal  
Hamed Flores, Asst Principal

---

Cooper Dual Language Academy • 1624 W. 19<sup>th</sup> Street • Chicago, IL 60608  
Telephone 773/534-7205 • FAX 773/534-7245

October 16, 2018

Dr. Janice K. Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

We are writing this letter requesting a Reassignment Boundary change that will allow Peter Cooper Elementary Dual Language Academy and Orozco Fine Arts and Sciences Elementary School to fully implement programming as part of the Pilsen Specialization Initiative, detailed in the Pilsen Quality of Life Plan, and supported by CPS Network 7. In 2015, as a result of the rapid decline of affordable housing and demographic changes happening in Pilsen, stakeholders, parents and community members identified the need to develop specializations at each of the Pilsen schools in order to promote the neighborhood schools and increase enrollment. As part of this plan, Cooper Elementary requested and was granted a Dual Language program which began with a planning year in 2017-18 and full implementation in the Fall of 2018.

Last school year (2017-2018) parents from Orozco and Cooper discussed with Network 7 administrators, and the principals at both schools, the possibility of expanding Cooper to a K-8 school and allowing Orozco to expand their gifted program and launch a new world language program. For the past 2 years, our schools have been in discussions with CPS to implement these changes as part of the Pilsen Schools Specialization Initiative. CPS officials supported the initiative and indicated that the changes would be put in motion and that there will be a vote on it in the winter at a CPS Board meeting. However, our plan detailing the changes we wanted in these schools was not included in the Board agenda and no action could be taken. This year, we are asking once again that CPS consider our request as part of the upcoming school actions to be implemented in the 2019-2020 school year.

We believe that expanding Cooper Elementary to a K-8 school will better serve students and will be most beneficial when implementing the Dual Language program. By allowing students to remain at Cooper and participate in the Dual Language from Kindergarten to 8<sup>th</sup> grade, students will develop the necessary language acquisition needed to be fully bilingual. In addition, this plan provides students with the academic continuity needed for a successful high school transition, particularly for students who choose to pursue the Illinois Seal of Biliteracy in High School.

Thank you in advance for your time. We hope that you listen to our needs and support our request.





As members of the Cooper Dual Language Academy Local School Council, we submit our signatures below to confirm this request .

Respectfully,

**Cooper Dual Language Academy LSC Members:**

Anabel Perez, LSC President

*Anabel Perez*

Jessica Amaro, Parent Representative

*Jessica Amaro*

María Estanislao, Parent Representative

*María Estanislao*

Leobarda Garcia, Parent Representative

*Leobarda Garcia*

Maribel Ríos, Parent Representative

*Maribel Ríos*

María Ramirez, Community Rep

*María Ramirez*

Elvia Sandoval, Community Rep

*Elvia Sandoval*

Alfredo Calderon, Teacher Rep

*Alfredo Calderon*

Joel Guzman, Non-Teacher Rep

*Joel Guzman - Ramirez*

Martha Alba, Principal

*Martha Alba*

# EXHIBIT 22

October 18, 2018

Dr. Janice K. Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

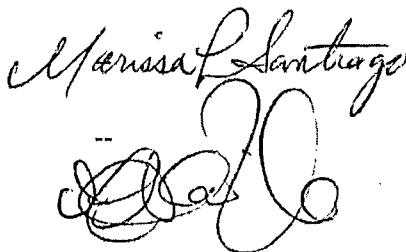
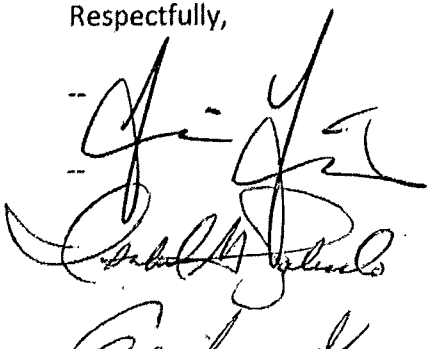
We are writing this letter requesting a Reassignment Boundary change that will allow Peter Cooper Elementary Dual Language Academy and Orozco Fine Arts and Sciences Elementary School to fully implement programming as part of the Pilsen Specialization Initiative, detailed in the Pilsen Quality of Life Plan, and supported by CPS Network 7. In 2015, as a result of the rapid decline of affordable housing and demographic changes happening in Pilsen stakeholders, parents and community members identified the need to develop specializations at each of the Pilsen schools in order to promote the neighborhood schools and increase enrollment. As part of this plan Cooper Elementary requested to become a Dual Language school, a program which began in the fall of 2017.

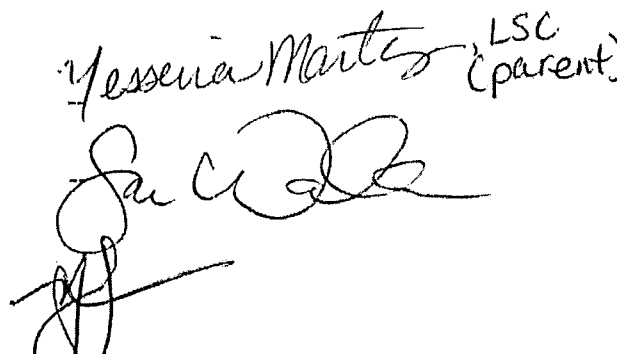
Last school year (2017-2018) parents from Orozco and Cooper discussed with network 7 administrators, and the principals at both schools, the possibility of expanding Cooper to a K-8th school and allowing Orozco to expand their gifted program and launch a new world language program. For the past 2 years, our schools have been in discussions with CPS to implement these changes as part of the Pilsen Schools Specialization Initiative. CPS officials supported the initiative and indicated that the changes would be put in motion and that there will be vote on it in the winter at a CPS Board meeting. However, our plan detailing the changes we want in these schools was not included in the agenda and no action could be taken. This year, we are asking once again that CPS consider our request as part of the upcoming school actions for the school year 2018-2019.

We believe that allowing Orozco to expand our gifted program and to launch a World Language program will be beneficial for our students because it will allow both ESL learners and Heritage Speakers to develop the necessary skills needed to be fully bilingual. In addition, families in Pilsen and in the surrounding communities will continue to have Orozco as a choice when looking for a quality education for their children. Our school has a long waiting list of students interested in attending our gifted program, we must expand the gift programming at Orozco to provide these families with a quality option for their students.

Thank you in advance for your time. We hope that you listen to our needs and support our request.

Respectfully,



Yessenia Martes LSC (parent)  




# EXHIBIT 23

COUNTY BUILDING  
118 NORTH CLARK, ROOM 567  
CHICAGO, ILLINOIS 60602  
(T) 312-603-5443  
(F) 312-603-3759  
Jesus.Garcia@cookcountyil.gov

DISTRICT OFFICE  
3200 SOUTH ARCHER, SUITE 1D  
CHICAGO, ILLINOIS 60609  
(T) 773-376-2700  
(F) 773-376-3320



**JESÚS G. GARCÍA**  
COMMISSIONER- 7<sup>TH</sup> DISTRICT  
COOK COUNTY BOARD OF COMMISSIONERS

**CHAIR**  
Cook County Commission on  
Social Innovation

**CHAIR**  
Business and Economic Development  
Criminal Justice

**MEMBER**  
Asset Management  
Contract Compliance  
Finance  
Health and Hospitals  
Homeland and Security and Emergency  
Management  
Labor  
Legislation and Intergovernmental Relations  
Roads and Bridges  
Technology and Innovation  
Zoning and Building

October 18, 2018

Dr. Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

**Re: Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change Request**

Dear Members of the Chicago Board of Education:

I am writing this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request. I have collaborated with both schools for 8 years in my capacity as Cook County Commissioner of the 7<sup>th</sup> District. We have worked together on organizing workshops that have been instrumental in equipping the Pilsen community with valuable information about appealing property taxes, improving health and wellbeing, and have connected constituents to general information on Cook County resources.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative which was crafted by schools, community organizations, and school district leaders. This initiative is part of a broader plan for community development known as the *Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood*. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and also make them a school of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support this change which would allow both schools to address those needs and create future opportunities for many others.

Thank you for your attention and consideration on this matter. Please feel free to contact me with any questions at 312-603-5443.

Sincerely,

Jesús G. García  
Cook County Commissioner, 7<sup>th</sup> District

# EXHIBIT 24

Illinois House of Representatives

**District Office:**

2108 W 35th St.  
Chicago, IL 60609  
Office: (872) 281-5775  
Cell: (773) 587-8075



**Springfield Office:**

244-W Stratton Office Building  
Springfield, IL 62706  
Phone: (217) 782-2855  
Email: rep.theresamah@gmail.com

**Theresa Mah**

State Representative • 2nd District  
Representante Estatal - 伊州眾議員

October 18, 2018

Dr Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

I am writing this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request as an elected official who has collaborated with both schools in the past two years.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative which was crafted by schools, community organizations and school district leaders. This initiative is part of a broader plan for community development known as the Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and also make them a school of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support this change which would allow both schools to address those needs and create future opportunities for many others!

Please feel free to contact me with any questions regarding this letter.

Sincerely,

A handwritten signature in black ink, appearing to read "Theresa Mah", written over a large, stylized triangular graphic.

# EXHIBIT 25



515 East 50th Street  
Chicago, IL 60615  
Phone: (773) 638-5600  
chicagocommons.org

October 19, 2018

Dr. Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

I am writing this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request as a community partner who has collaborated with Cooper for 8 years. We have been collaborative partners in early education and have made a positive impact in the early education space as partners.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative crafted by schools, community organizations and school district leaders. This initiative is part of a broader plan for community development known as the Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and make them a school of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but also across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever-changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support a change that would allow both schools to address those needs and create future opportunities for many others!

Please feel free to contact me with any questions regarding this letter.

Sincerely,

Edgar Ramirez  
President & CEO/Chicago Commons Association

helping families **GO** further

# EXHIBIT 26



October 23, 2018

Dr Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

I am writing this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request as a community partner who has collaborated with both Academies for 4 years. We have worked with the Parent Mentor Program instituted in both schools. Together we have empowering countless parents in their involvement within their schools and with our Elev8 program we helped implement after school programs at Orozco Academy that opens opportunity to their students.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative which was crafted by schools, community organizations and school district leaders. This initiative is part of a broader plan for community development known as the Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and also make them a school of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support this change which would allow both schools to address those needs and create future opportunities for many others!

Please feel free to contact me with any questions regarding this letter.

Sincerely,

Raul I. Raymundo  
Chief Executive Officer  
The Resurrection Project



# EXHIBIT 27

October 17, 2018

Dr. Janice K. Jackson, Chief Executive Officer  
Ms. LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Dr. Jackson and members of the Board,

On behalf of Pilsen Neighbors Community Council and the Pilsen Education Task Force, we support the request to maintain the sixth through eighth graders over a period of three years, adding a grade each year. We support this action through a Cooper/JC Orozco Academy Reassignment Boundary Change converting Cooper from a PreK-5 elementary school to a PreK-8 elementary school. This request has been discussed and made public with parents of both school communities since the 2017 school year.

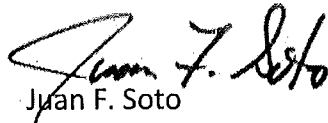
This request aligns with the collaboration and planning of Pilsen Neighbors Community Council and Pilsen Education Task Force with the development and implementation of the Specialization Initiative of every school in the Pilsen Community. These initiatives have been included in the Pilsen Quality of Life Plan and have been vetted with community stakeholders.

We look for your continued support of our community's public schools.

Sincerely,



Manuel J. Medina  
PNCC Board President



Juan F. Soto  
PNCC Executive Director  
Pilsen Education Task Force Co-Chair

# EXHIBIT 28

# CHICAGO MARIACHI PROJECT



October 18, 2018

Dr Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

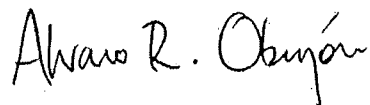
I am pleased to write this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request. As a lifelong resident of the Pilsen community and a proud alumnus of Cooper and Orozco (then Cooper Upper Grade Center) I am very familiar with both schools. I've also worked with them in the implementation of Pilsen's Quality-of-Life Plans (2005 & 2016). As President and Founder of Chicago Mariachi Project, I work closely with both schools in supporting their mariachi programs. As such, I serve as Chair of the Pilsen Arts and Culture Committee, a subcommittee of the Pilsen Planning Committee.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative which was crafted by schools, community organizations and school district leaders. This initiative is part of a broader plan for community development known as the Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and also make them schools of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever-changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support this change which would allow both schools to address those needs and create future opportunities for many others!

Please feel free to contact me with any questions regarding this letter.

Kind regards,



President & Founder  
Álvaro R. Obregón

# EXHIBIT 29



October 18, 2018

Dr Janice K Jackson, Chief Executive Officer  
LaTanya McDade, Chief Education Officer  
Board of Education Members  
Chicago Public Schools  
Chicago, Illinois

Dear Members of the Chicago Board of Education:

I am writing this letter of support for the Cooper Dual Language Academy/Orozco Academy Reassignment Boundary Change request as a community partner who has collaborated with Peter Cooper Dual Language Academy for 14 years. We have worked with both their parent community as well as their student body through after school programming with the objective of creating an involved, informed, and empowered school community. Ms. Alba and the entire Cooper staff have created an environment of learning that lends itself for all of this to be accomplished.

This Reassignment Boundary Change is part of the Pilsen Specialization Initiative which was crafted by schools, community organizations and school district leaders. This Initiative is part of a broader plan for community development known as the Pilsen Quality of Life Plan: Mi Barrio, My Neighborhood. The Specialization Initiative addresses issues of equity around programming and educational opportunities for all. These schools have worked to identify areas of strength and growth for their students, families and staff. They have selected specializations that will serve their current student population and also make them a school of choice for future students. This initiative is also a proactive approach to addressing enrollment decline not only in Pilsen schools but across Chicago Public Schools by creating opportunities for all residents to access additional quality programming that these schools would offer.

The desire to collaboratively strengthen our schools as well as address the ever changing needs of the community is the driving force behind the Cooper/Orozco proposal. I fully support this change which would allow both schools to address those needs and create future opportunities for many others!

Please feel free to contact me with any questions regarding this letter.

Sincerely,

Myrna Fragoso  
President and CEO  
Frida Kahlo Community Organization

# EXHIBIT 30

**Report on the Impact on the Racial Composition and Stability Resulting from  
the Reassignment Boundary Change of  
Orozco Fine Arts & Sciences Elementary School  
and  
Cooper Elementary Dual Language Academy**

*Prepared by:*

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Director  
School Demographics and Planning  
Chicago Public Schools

*January 31, 2019*



### Conclusion:

The Board's policy on the Review and Establishment of School Attendance Boundaries requires an impact analysis setting forth:

- A. The projected impact on the racial composition and stability of all schools affected by such action (with three year enrollment projections attached);
- B. Any projected negative impact on the racial composition and stability of any affected school; and
- C. Possible alternatives to the proposed action, including maintenance of the status quo.

### Discussion:

The CPS administration has recommended to the Board of Education the reassignment boundary change of Orozco Fine Arts & Sciences Elementary School, a K-8 school located at 1940 W 18<sup>th</sup> Street, and Cooper Elementary Dual Language Academy, located at 1624 W 19<sup>th</sup> Street.

The gradual (year-by-year) changes in grades offered is detailed in the testimony of Mr. James Dispensa.

The proposed boundary change will have no significant impact on the current and projected racial compositions.

While other possibilities were examined, no alternatives affected the resulting racial ethnic distribution of students.

**Table 1**  
**Racial-Ethnic Distribution of Students *Currently Attending***

School	ID	Total White	% White	Total Af. Am.	% Af. Am.	Total Hispanic	% HSP	Total Asian	% Asian	Total Multi-Racial	% Multi-Racial	Total Othr	% Othr	Total Students
Orozco	610329	1	0.2%	8	1.5%	526	97.0%	2	0.4%	1	0.2%	4	0.7%	542
Cooper	609867	5	1.2%	10	2.4%	401	95.9%	1	0.2%	0	0.0%	1	0.2%	418

**Table 2**  
**3-yr**  
**Enrollment Projections**

Orozco	PreK	K	1	2	3	4	5	6	7	8	Total
2019-20	32	48	31	29	30	33	29	31	108	106	477
2020-21	32	48	64	30	30	31	33	29	29	104	430
2021-22	32	48	64	62	31	31	31	33	27	28	387
Cooper	PreK	K	1	2	3	4	5	6	7	8	Total
2019-20	40	55	55	64	62	58	52	71	0	0	457
2020-21	40	55	55	53	62	56	55	51	71	0	498
2021-22	40	55	55	53	51	56	54	54	51	69	538

### Conclusion:

The reassignment of students to the school identified will have no significant impact on the racial composition and stability of the affected schools. In terms of racial composition and stability, the option of maintaining the status quo offers neither an advantage nor disadvantage over the option of consolidating the school.