

**PUBLIC HEARING TO CONSIDER THE
PROPOSED CLOSURE OF
HOPE HIGH SCHOOL**

**JANUARY 29, 2020
COMMENCING AT 5:30 P.M.**

**HONORABLE FRANCIS J. DOLAN
HEARING OFFICER**

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A. NOTICES OF HEARING

1. Notice Letters and Draft Transition Plans sent to the Local School Council and staff of Hope High School (Hope), dated November 27, 2019 for the proposed closure of Hope.
2. Affidavit of Lauren Feldman, Director of Strategy for the Chicago Public Schools, regarding: (a) publication of Draft Guidelines for School Actions on September 30, 2019, (b) publication of the List of Independent Hearing Officers for Hearings on October 22, 2019, (c) publication of Final Guidelines for School Actions on November 20, 2019, (d) publication of proposed school actions on November 27, 2019, (e) delivery of Notice Letters and Draft Transition Plan to school personnel of Hope on November 27, 2019, and (f) publication of summaries from community meetings on or before January 19, 2020 and January 28, 2020.
3. 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 27, 2019.
4. Public notice of hearing and community meetings by newspaper publication in the Chicago Sun-Times on January 6, 2020.

B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS

5. 105 ILCS 5/34-18 (“Powers of the Board”), effective January 1, 2020
6. 105 ILCS 5/34-200 (“Definitions”), effective July 13, 2012
7. 105 ILCS 5/34-225 (“School Transition Plans”), effective August 19, 2018
8. 105 ILCS 5/34-230 (“School Action Public Meetings and Hearings”), effective July 26, 2019

9. Chicago Public Schools School Quality Rating Policy, Policy Manual Section 302.6, Board Report 19-0626-PO2
10. Chicago Public Schools Policy on Review and Establishment of School Attendance Boundaries, Policy Manual Section 703.2, Board Report 05-0622-PO1
11. Final Guidelines for School Actions, 2019-2020 School Year (Issued November 20, 2019)
12. 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

13. Transcript of the January 14, 2020 community meeting regarding the proposed closure of Hope
14. Summary of the January 14, 2020 community meeting regarding the proposed closure of Hope
15. Transcript of the January 23, 2020 community meeting regarding the proposed closure of Hope
16. Summary of the January 23, 2020 community meeting regarding the proposed closure of Hope
17. Written statement of Megan Hougard, Chief of Schools for Network 16 of the Board of Education of the City of Chicago
18. Written statement of Dr. Stephanie Jones, Chief Officer, Diverse Learner Supports and Services
19. Written statement of Bing A. Howell, Chief Portfolio Officer for the Chicago Public Schools

A: Notices of Hearing

Exhibit 1



November 27, 2019

School Community and Staff at
Hope High School
5515 S Lowe Ave Chicago, IL 60621

Re: Proposed Closure of Hope High School

Dear Hope High School Community,

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, career and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal 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.

At the end of last school year (SY18-19), Hope High School had 20 students enrolled. As of November 1, 2019, Hope had zero students enrolled. All students that have transferred out of the school after June 30, 2018 received support to ensure a successful transition to their new school. Additionally, each high school receiving transfer students received \$6,100 per student in supplemental funding to provide academic, social and emotional, and other supports to these students during SY18-19 and SY19-20. CPS continues to support former Hope High School students with this transition and as of November 1, 2019, all Hope High School students have successfully transitioned to other schools. This funding and support will also continue in SY20-21.

As such, CPS is proposing to close Hope High School effective July 1, 2020, in order to efficiently manage District resources. This proposal meets the criteria in the Chief Executive Officer's Guidelines for School Actions (Guidelines) because as of November 1, 2019, there were no students enrolled at Hope. There continue to be no students enrolled at Hope. Please refer to the enclosed Draft Transition Plan for additional information about the proposed closure.

As a next step, CPS will hold two community meetings and one public hearing to receive public comment and feedback on this proposal. More information can be found in the Public Comment Section of this letter. Following the meetings and hearing, the Board of Education may vote on this proposal as early as February 2020.

Information for Impacted CPS Employees

While you may report to work at a different location, your position continues to be assigned to Hope High School and, therefore, is impacted by this action. 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.

Public Comment on this Proposal

CPS values community input, and I invite you to share your feedback on the proposed closure of Hope during the two community meetings and one public hearing outlined below:

Community Meeting	Community Meeting	Public Hearing
Tuesday, January 14, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Thursday, January 23, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Wednesday, January 29, 2020 5:30 - 6:30 PM CPS Central Office 42 West Madison Street

If you wish to comment at the community meetings or hearing, please adhere to the following: you must register 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 the closure of Hope High School.

Further Questions and Concerns:

Information on this proposal can be found at CPS.edu/Transitions. Questions or concerns regarding this proposal and the Draft Transition Plan can be shared via email at transitions@cps.edu or by phone at (773) 553-1500.

Sincerely,

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



November 27, 2019

Local School Council Members at
Hope High School
5515 S Lowe Ave Chicago, IL 60621

Re: Proposed Closure of Hope High School

Dear Hope High School Local School Council,

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, career and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal 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.

At the end of last school year (SY18-19), Hope High School had 20 students enrolled. As of November 1, 2019, Hope had zero students enrolled. All students that have transferred out of the school after June 30, 2018 received support to ensure a successful transition to their new school. Additionally, each high school receiving transfer students received \$6,100 per student in supplemental funding to provide academic, social and emotional, and other supports to these students during SY18-19 and SY19-20. CPS continues to support former Hope High School students with this transition and as of November 1, 2019, all Hope High School students have successfully transitioned to other schools. This funding and support will also continue in SY20-21.

As such, CPS is proposing to close Hope High School effective July 1, 2020, in order to efficiently manage District resources. This proposal meets the criteria in the Chief Executive Officer's Guidelines for School Actions (Guidelines) because as of November 1, 2019, there were no students enrolled at Hope. There continue to be no students enrolled at Hope. Please refer to the enclosed Draft Transition Plan for additional information about the proposed closure.

As a next step, CPS will hold two community meetings and one public hearing to receive public comment and feedback on this proposal. More information can be found in the Public Comment Section of this letter. Following the meetings and hearing, the Board of Education may vote on this proposal as early as February 2020.

**Public Comment on this Proposal**

CPS values community input and I invite you to share your feedback on the proposed closure of Hope during the two community meetings and one public hearing outlined below:

Community Meeting	Community Meeting	Public Hearing
Tuesday, January 14, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Thursday, January 23, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Wednesday, January 29, 2020 5:30 - 6:30 PM CPS Central Office 42 West Madison Street

If you wish to comment at the community meetings or hearing, please adhere to the following: you must register 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 the closure of Hope High School.

Further Questions and Concerns:

Information on this proposal can be found at [CPS.edu/Transitions](https://cps.edu/Transitions). Questions or concerns regarding this proposal and the Draft Transition Plan can be shared via email at transitions@cps.edu or by phone at (773) 553-1500.

Sincerely,

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



TRANSITION PLAN For the Proposed Closure of Hope High School

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, career and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal 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 December 1, 2017, CPS proposed the closure of Hope High School located at 5515 S. Lowe Avenue in the Englewood neighborhood. Following the December 1st announcement, CPS continued an extensive community engagement process involving community meetings, parent meetings, a public hearing, and regular discussions with elected officials and the Englewood Steering Committee. Based on the feedback received, CPS adjusted its proposal to allow current students at Hope to graduate from their school.

At the end of last school year (SY18-19), Hope High School had 20 students enrolled. As of November 1, 2019, Hope had zero students enrolled. All students that have transferred out of the school after June 30, 2018 received support to ensure a successful transition to their new school. Additionally, each high school receiving transfer students received \$6,100 per student in supplemental funding to provide academic, social and emotional, and other supports to these students during SY18-19 and SY19-20. CPS continues to support former Hope High School students with this transition and as of November 1, 2019, all Hope High School students have successfully transitioned to other schools. This funding and support will also continue in SY20-21.

The proposed closure of Hope High School meets the criteria of the Chief Executive Officer's Guidelines (Guidelines) because as of November 1, 2019, there were zero students enrolled at Hope.

II. Summary of Action

Hope is a neighborhood high school located at 5515 S. Lowe Avenue in the Englewood Neighborhood and CPS' Network 16. CPS is proposing to close Hope High School at the end of SY19-20, effective July 1, 2020. This proposal is consistent with the Chief Executive Officer's Guidelines because as of November 1, 2019, there were zero students enrolled at Hope. The transition plan outlined below summarizes any transition support for this proposal.

III. Safety and Security

Because there are no students enrolled at Hope, there will be no direct impact on students' safety. Current CPS students who were previously enrolled at Hope at any point during SY17-18 are being

provided transition supports pursuant to the 'Updated Transition Plan' posted to the CPS school action website on July 7, 2018: bit.ly/schoolactions-HopeHS

IV. Supports for Students and Schools

Academic Needs for Students

Because there are no students enrolled at Hope, there will be no direct impact on students' academic needs. Current CPS students who were previously enrolled at Hope at any point during SY17-18 are being provided transition supports pursuant to the 'Updated Transition Plan' posted to the CPS school action website on July 7, 2018: bit.ly/schoolactions-HopeHS

Social Emotional Needs of Students

Because there are no students enrolled at Hope, there will be no direct impact on students with social and emotional needs.

Students with Diverse Learning Needs

Because there are no students enrolled at Hope, there will be no direct impact on students with diverse learning needs.

Students in Temporary Living Situations

Because there are no students enrolled at Hope, there will be no direct impact on students in temporary living situations.

English Learners

Because there are no students enrolled at Hope, there will be no direct impact on students who are English Language Learners.

Transportation

Because there are no students enrolled at Hope, there will be no direct impact on students with transportation needs.

Departments Responsible for Oversight

The Portfolio Office of Chicago Public Schools will be responsible for oversight of this proposal and ensuring the success of former Hope students in their new school environment.

Programs to be Offered

Because there are no students enrolled at Hope, specific programs are not applicable.

Support to Receiving Schools and Funding Source

Because there are no students enrolled at Hope, supports to receiving schools and funding sources are not applicable. Current CPS students who were previously enrolled at Hope at any point during SY17-18 are being provided transition supports pursuant to the 'Updated Transition Plan' posted to the CPS school action website on July 7, 2018: bit.ly/schoolactions-HopeHS

V. Information Regarding Choice of School

Because there are no students enrolled at Hope, information regarding choice of school is not applicable. However, for general information regarding school choice, please visit go.cps.edu.

VI. Public Comment

CPS will hold two community meetings and one formal public hearing regarding the proposed closure of Hope High School. Public comment will be accepted during each meeting or hearing and the transcripts can be found online at cps.edu/transitions. The community meetings and public hearing are during the following dates and times:

Community Meeting	Community Meeting	Public Hearing
Tuesday, January 14, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Thursday, January 23, 2020 5:30-7:00 PM Kershaw Elementary 6450 S Lowe Ave	Wednesday, January 29, 2020 5:30pm - 6:30pm CPS Central Office 42 West Madison Street

Further Questions and Concerns:

This document can be found at CPS.edu/Transitions. If you have any questions or concerns regarding this transition plan, please call Chicago Public Schools at (773) 553-1500 or email Transitions@cps.edu.

Exhibit 2

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

PUBLIC HEARING ON THE PROPOSAL OF THE CHIEF EXECUTIVE OFFICER TO CLOSE HOPE COLLEGE PREPARATORY HIGH SCHOOL

AFFIDAVIT OF LAUREN FELDMAN

I, LAUREN FELDMAN, 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 Director of Strategy at the Chicago Public Schools.
3. On September 30, 2019, I caused a copy of the Draft Guidelines for School Actions, 2019-2020 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, 2019-2020 School Year, appeared here:
https://cps.edu/About_CPS/Policies_and_guidelines/Documents/DRAFT_GuidelinesforSchoolActions_2019-2020.pdf
4. On October 22, 2019, 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/IndependentHearingOfficers2019.pdf
5. On November 20, 2019, I caused a copy of the Final Guidelines for School Actions, 2019-2020 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, 2019-2020 School Year appeared here:
https://cps.edu/About_CPS/Policies_and_guidelines/Documents/FINALGuidelines.pdf
6. In connection with the proposals of the Chief Executive Officer ("CEO") to close Hope College Preparatory High School ("Hope"), letters signed by the CEO were addressed to the Hope Local School Council 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. On November 27, 2019 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
8. On November 27, 2019, I caused copies of the draft transition plan and letters addressed to the Local School Council and staff at Hope to be delivered to the school. On information and belief, the draft transition plan and letters were personally delivered to the Local School Council and staff at Hope by a Talent Office representative on November 27, 2019.
9. On November 27, 2019, I caused copies of the draft transition plan and letters addressed to the Hope Local School Council to be delivered to members via electronic mail by a representative of the Office of Local School Council Relations on November 27, 2019.
10. On information and belief, the draft transition plan and letters were personally delivered to the administrator in charge at Hope on November 27, 2019.
11. On or before January 19, 2020, I caused a summary of the community meeting held on January 14, 2020 from 5:30-7:00 p.m. at 6450 S. Lowe Avenue regarding the proposed closure of Hope 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
12. On or before January 28, 2020, I caused a summary of the community meeting held on January 23, 2020 from 5:30-7:00 p.m. at 6450 S. Lowe Avenue regarding the proposed closure of Hope 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

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 she verily believes the same to be true.


LAUREN FELDMAN

Exhibit 3

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

**PUBLIC HEARING ON THE PROPOSAL
OF THE CHIEF EXECUTIVE OFFICER TO
CLOSE HOPE COLLEGE PREPARATORY HIGH SCHOOL**

AFFIDAVIT OF FRANCIS BILECKI

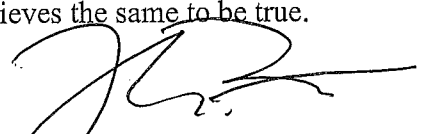
I, FRANCIS BILECKI, state as follows:

- 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 proposal of the Chief Executive Officer to close Hope College Preparatory High School, 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 27, 2019, and Draft Transition Plan.
- D. The following electronic mail messages were sent on November 27, 2019:

In connection with the proposal to close Hope College Preparatory High School, I sent notice and draft transition plans to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Sonya Harper of the 6th District of the Illinois Legislature, and Alderman Jeanette B. Taylor of the 20th 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.



FRANCIS BILECKI

Exhibit 4

ADORDERNUMBER: 0001099305-01

PO NUMBER: 3669472

AMOUNT: 96.00

NO 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 CLOSURE OF
HOPE COLLEGE PREPARATORY HIGH SCHOOL**

Notice is hereby given that the following community meetings and public hearing have been scheduled to receive public comment regarding the proposed closure of Hope College Preparatory High School, located at 5515 S. Lowe Avenue.

Community meetings will be held on Tuesday, January 14, 2020 from 5:30 p.m.-7 p.m. at Kershaw Elementary, located at 6450 S. Lowe Avenue and Thursday, January 23, 2020 from 5:30 p.m.-7 p.m. at Kershaw Elementary, located at 6450 S. Lowe Avenue.

A public hearing will be held on Wednesday January 29, 2020 from 5:30 p.m.-6:30 p.m. at the Central Office of the Board of Education of the City of Chicago, 42 W. Madison Street.

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 thirty minutes after the start of the meetings or hearing.
1/6/20 #1099305

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.

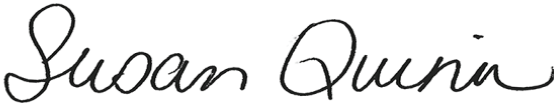
Note: Notice appeared in the following checked positions.

PUBLICATION DATE(S): 01/06/2020

Chicago Sun-Times

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

by



Susan Quinn
Manager | Recruitment & Legals

This 6th Day of January 2020

B: Relevant Legal and Procedural Documents

Exhibit 5

105 ILCS 5/34-18

Statutes current through P.A. 101-609 of the 2019 Regular Session of the 101st General Assembly

Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 5/34-235)

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 and in compliance with Section 10-19.05 [[105 ILCS 5/10-19.05](#)], 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 [[105 ILCS 5/18-8](#) (now repealed) or [105 ILCS 5/18-8.05](#)]. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;
2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;
3. To co-operate with the circuit court;
4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by teachers and pupils of the public schools;

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

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

7.To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of the Consent Decree and Desegregation Plan cited in Section 34-1.01 [[105 ILCS 5/34-1.01](#)];

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 [20 ILCS 4027/25 (now repealed)], 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 [[625 ILCS 5/11-209](#)], 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 [[115 ILCS 5/1](#) et seq.]. 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 [[325 ILCS 5/1](#) et seq.] 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

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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 [[105 ILCS 5/34-2.3](#)]. 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 [[105 ILCS 5/34-8.3](#)], and the governing bodies of contract schools are subject to the Freedom of Information Act [[5 ILCS 140/1](#) et seq.] and Open Meetings Act [[5 ILCS 120/1](#) et seq.];

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.(Blank); 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

[P.A. 86-124](#); [86-623](#); [86-1002](#); [86-1028](#); [86-1477](#); [87-455](#); [88-89](#), § 2-5; [88-511](#), § 45; [88-686](#), § 5; [89-15](#), § 5; [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; 2018 P.A. 100-1046, § 5, effective August 23, 2018; 2019 P.A. 101-12, § 5, effective July 1, 2019; 2019 P.A. 101-88, § 5, effective January 1, 2020.

Annotations

Notes

Editor's Notes

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.

Amendment Notes

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.

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.”

The 2018 amendment by P.A. 100-1046, effective August 23, 2018, deleted former (33), which read: “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 made a related change.

The 2019 amendment by P.A. 101-12, effective July 1, 2019, added “and in compliance with Section 10-19.05” in the first sentence of (1).

The 2019 amendment by P.A. 101-88, effective Jan. 1, 2020, added “and the governing bodies of contract schools are subject to the Freedom of Information Act and Open Meetings Act” in (30).

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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. 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

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

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.

End of Document

Exhibit 6

[105 ILCS 5/34-200](#)

Statutes current through P.A. 101-609 of the 2019 Regular Session of the 101st General Assembly

Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 5/34-235) > School Action And Facility Master Planning (§§ 5/34-200 — 5/34-235)

105 ILCS 5/34-200 Definitions

For the purposes of Sections 34-200 through 34-235 of this Article [[105 ILCS 5/34-200](#) through [105 ILCS 5/34-235](#)]:

“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

Editor's Notes

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.

Amendment Notes

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 7

105 ILCS 5/34-225

Statutes current through P.A. 101-609 of the 2019 Regular Session of the 101st General Assembly

Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 5/34-235) > School Action And Facility Master Planning (§§ 5/34-200 — 5/34-235)

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;
- (4)**the provision of appropriate transportation where practicable;
- (5)**the departments that are responsible for the oversight;
- (6)**specific programs to be offered; and
- (7)**support to implement plans at receiving schools, specifying the funding source.

(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

Notes

Editor's Notes

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.

Amendment Notes

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).

The 2018 amendment by P.A. 100-965, effective August 19, 2018, added (c)(5) through (c)(7); and made related changes.

Exhibit 8

105 ILCS 5/34-230

Statutes current through P.A. 101-609 of the 2019 Regular Session of the 101st General Assembly

Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 5/34-235) > School Action And Facility Master Planning (§§ 5/34-200 — 5/34-235)

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

(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. For a school closure only, 8 months after notice is given, the chief executive officer must publish on the district's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district.

(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. The notice shall state the date, time, and place of the 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

[P.A. 97-473](#), § 5; [97-474](#), § 5; [97-813](#), § 230; [97-1133](#), § 5; 2019 P.A. 101-133, § 5, effective July 26, 2019.

Annotations

Notes

Editor's Notes

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.

Amendment Notes

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 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).

The 2019 amendment by P.A. 101-133, effective July 26, 2019, added the last sentence of (c)(1).

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Exhibit 9

Chicago Public Schools Policy Manual

Title: SCHOOL QUALITY RATING POLICY
(EFFECTIVE FOR THE 2020-2021 SCHOOL YEAR)

Section: 302.6

Board Report: 19-0626-PO2

Date Adopted: June 26, 2019

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Reports 18-0926-RS2, 17-0927-RS1, 16-0824-RS1, 15-0929-RS3 and 14-1119-PO1, 14-08-27-PO2, and 13-0828-PO5 and adopt a new School Quality Rating Policy effective for the 2020-2021 school year.

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 2020-2021 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 opportunity 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.

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. Charter school accountability is determined by and through the accountability provisions in the charter contract with the Board, and is based on the rating designations set forth in this Policy. 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.G 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.H 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.I 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 as defined in the SQRP Handbook.
2. A school with a School Quality Rating of Level 3 shall receive Probation status.
3. A school with a School Quality Rating of Level 2 shall receive Remediation status, except when:
 - i. The school has been on Probation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+, or Level 2 rating for two consecutive years to be eligible for another Accountability Status and removal from Probation;
 - 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 five years; 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+ shall receive Good Standing status, except when:
 - i. The school has been on Probation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+ or Level 2 rating for two consecutive years to be eligible for another Accountability Status and removal from Probation;
 - ii. The school has been on Remediation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, or Level 2+ rating for two 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 two consecutive years, in which case the school will receive Remediation status and must receive a Level 1+, Level 1, or Level 2+ rating for two 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 five years.

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 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 the Every Student Succeeds Act (ESSA). 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 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
2. National School Attainment percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
3. National School Growth percentile on the NWEA Reading Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
4. National School Growth percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
5. Priority Group National Growth percentile on the NWEA Reading Assessment - evaluated separately for African-American, Hispanic, English Learners (ELs) and Diverse Learners	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
6. Priority Group National Growth percentile on the NWEA Math Assessment - evaluated separately for African-American, Hispanic, English Learners (ELs) and Diverse Learners	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th 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. Grades 3-8 On-Track Index Score	44.5 and above	Between 42.0 and 44.4	Between 39.0 and 41.9	Between 37.0 and 38.9	Below 37.0
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized

11. 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%
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 is 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. PSAT/SAT Growth Differential	90 th percentile or higher	Between 70 th percentile and 89 th percentile	Between 40 th percentile and 69 th percentile	Between 10 th percentile and 39 th percentile	Below 10 th percentile
2. Priority Group SAT Growth Percentile - evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners	70 th percentile or higher	Between 50 th percentile and 69 th percentile	Between 30 th percentile and 49 th percentile	Between 10 th percentile and 29 th percentile	Below 10 th percentile
3. PSAT/SAT National School Growth Percentile	90 th percentile or higher	Between 70 th percentile and 89 th percentile	Between 40 th percentile and 69 th percentile	Between 10 th percentile and 39 th percentile	Below 10 th percentile
4. Percentage of Students Meeting College Readiness Benchmarks on PSAT/SAT	80% or more	60% - 79%	40% - 59%	20% - 39%	Below 20%
5. 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%

6. 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%
7. 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%
8. 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%
9. College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
10. College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
11. Percentage of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, the State Seal of Biliteracy, 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%
12. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
13. 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%
14. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	95% or higher	Between 90% and 94%	Between 80% and 89%	Between 70% and 79%	Less than 70%

For each of the above indicators that is 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 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
2. Average Growth Percentile on STAR Math Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
3. Percentage of Students 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. Percentage of Students 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%
10. Percentage of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, the State Seal of Biliteracy, an Approved Early College Credit and/or an Approved Career Credential	Greater than or equal to 25%	Between 20%-24.9%	Between 10% and 19.9%	Between 5% and 9.9%	Less than 5%
11. College Enrollment Rate	Greater than or equal to 50%	Between 30% - 49.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
12. Percentage of Students Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	95% or higher	Between 90% and 94%	Between 80% and 89%	Between 70% and 79%	Less than 70%

13. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
14. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized

For each of the above indicators that is 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. Specialty High School Performance Indicators - Model A¹

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

Specialty High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
2. 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%
3. 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%
4. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Percentage of Transition Plans in Compliance	Greater than or equal to 99%	Between 95% and 98.9.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
6. Percentage of Graduates With an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 93% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
7. Percentage of IEP Annual Reviews in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%

¹ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model A.

8. Percentage of IEP Evaluations in Compliance	Greater than or equal to 50%	Between 90% and 94.9%	Between 85% and 89.9%	Between 60% and 84.9%	Less than 80%
9. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
11. 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%

F. Specialty High School Performance Indicators - Model B²

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

Specialty High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher 60th percentile or higher	Between 30% and 39.9% Between 50th and 59th percentile	Between 20% and 29.9% Between 40th and 49th percentile	Between 10% and 19.9% Between 30th and 39th percentile	Less than 10% Below 30th percentile
2. 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%%
3. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
4. Percentage of Transition Plans in Compliance	Greater than or equal to 99	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
5. Percentage of Graduates With an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 930% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
6. Percentage of IEP Annual Reviews in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
7. Percentage of IEP Evaluations in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
8. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
9. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized

² The Chief Executive Officer (CEO) shall publish guidelines, via the SQR handbook, establishing the criteria for specialty high schools, Model B.

10. 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%
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G. Detention Center School Performance Indicators³ - Model A and Model B⁴

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

Detention Center School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
2. Average Growth Percentile on STAR Math Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
3. Percentage of Students 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. Percentage of Students 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. Percentage of Students With an Approved Transition Plan	Greater than or equal to 95%	Between 91% and 94.9%	Between 87% and 90.9%	Between 83% and 86.9%	Less than 83%
8. SAT Participation Rate	Greater than or equal to 90%	Between 85% and 88.9%	Between 80% and 83.9%	Between 75% and 78.9%	Less than 75%
9. Percentage of Students Earning Career/Postsecondary Credentials ⁵	TBD	TBD	TBD	TBD	TBD
10. Transition Rate - Enrollment	Greater than or equal to 65%	Between 60% and 64.9%	Between 55% and 59.9%	Between 50% - 54.9%	Less than 50%

³ A Juvenile Detention Center is a facility that provides temporary, secure placement for youth awaiting adjudication of their cases by the Juvenile Division of the Cook County Courts and youth under the age of 18 who have had their case transferred to Cook County Criminal Court.

⁴ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Models A and B.

⁵ The standards and related points for this indicator will be set (and revised via Board policy) prior to the release of ratings for school year 2020-2021.

11. Transition Rate - Persistence	Greater than or equal to 85%	Between 80% and 84.9%	Between 75% and 79.9%	Between 70% and 74.9%	Less than 70%
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For each of the above indicators that is 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

H. 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.G 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. Grades 3-8 On-Track	10%	10%
12. Average Daily Attendance Rate (Grades K-8)	10%	25%
13. My Voice, My School 5 Essentials Survey	10%	10%
14. Data Quality Index Score	5%	5%

2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. PSAT/SAT Growth Differential	8 th grade-11 th grade = 10% 8 th grade-9 th grade = 3.33%
2. Priority Group SAT Growth Differential - evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners	Up to 10% (2.5% for each priority group)
3. PSAT/SAT National School Growth Percentile	6.66% 9 th -10 th grade = 3.33% 10 th -11 th grade = 3.33%
4. Percentage of Students Making College Readiness Benchmarks on PSAT/SAT	10%
5. Average Daily Attendance Rate (Grades 9-12)	10%
6. Freshman On-Track Rate	10%
7. 4-year Cohort Graduation Rate	10%
8. 1-Year Dropout Rate	5%
9. College Enrollment Rate	5%
10. College Persistence Rate	5%
11. Percentage of Graduates Earning a 3+ on an AP Exam; a 4+ on an IB Exam; the State Seal of Biliteracy; an Approved Early College Credit and/or an Approved Career Credential	5%
12. My Voice, My School 5 Essentials Survey	5%
13. Data Quality Index Score	2.5%
14. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	2.5%

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. Percentage Making Growth Targets on STAR Reading Assessment	10%
4. Percentage Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	5%
7. Stabilization Rate	5%
8. Average Daily Attendance Rate	10%
9. Growth in Attendance Rate	5%
10. Early College and Career Credentials	5%
11. College Enrollment Rate	5%
12. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	5%

13. Data Quality Index	5%
14. My Voice, My School 5 Essentials Survey	5%

4. Specialty High School Weighting - Model A⁶

Specialty High School Indicators - Model A	Weighting for Option Schools
1. Percentage of Graduates Earning Career Credentialed Status	20%
2. Freshman On-Track Rate	20%
3. One-Year Graduation Rate	15%
4. Average Daily Attendance Rate	10%
5. One-Year Dropout Rate	5%
6. Percentage of Transition Plans in Compliance	5%
7. Percentage of Graduates With an Approved Summary of Performance Plan	5%
8. Percentage of IEP Annual Reviews in Compliance	5%
9. Percentage of IEP Evaluations in Compliance	5%
10. Data Quality Index	5%
11. My Voice, My School 5 Essentials Survey	5%

5. Specialty High School Weighting - Model B⁷

Specialty High School Indicators - Model B	Weighting for Option Schools
1. Percentage of Graduates Earning Career Credentialed Status	20%
2. One-Year Graduation Rate	15%
3. Average Daily Attendance Rate	10%
4. Percentage of Transition Plans in Compliance	10%
5. Percentage of Graduates With an Approved Summary of Performance Plan	10%
6. Percentage of IEP Annual Reviews in Compliance	10%
7. Percentage of IEP Evaluations in Compliance	10%
8. One-Year Dropout Rate	5%
9. Data Quality Index	5%
10. My Voice, My School 5 Essentials Survey	5%

⁶ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model A.

⁷ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model B.

6. Detention Center School Weighting - Model A⁸

Detention Center School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	5%
2. Average Growth Percentile on STAR Math Assessment	5%
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	10%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	10%
7. Percentage of Students With an Approved Transition Plan	10%
8. SAT Participation Rate	10%
9. Percentage of Students Earning Career/Postsecondary Credentials	10% ⁹
10. Transition Rate - Enrollment	10%
11. Transition Rate - Persistence	10%

7. Detention Center School Weighting - Model B¹⁰

Detention Center 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. Percentage of Students Making Growth Targets on STAR Reading Assessment	10%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	10%
7. Percentage of Students With an Approved Transition Plan	10%
8. SAT Participation Rate	10%
9. Percentage of Students Earning Career/Postsecondary Credentials	10% ¹¹
10. Transition Rate - Enrollment	5%
11. Transition Rate - Persistence	5%

⁸ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Model A.

⁹ In the first year of this policy (i.e, the 2020-2021 school year), this metric will be calculated and included at 0% of the school's rating, with the 10% distributed evenly between SAT Participation Rate and One-Year Graduation Rate (making each of those metrics worth 15% for the 2020-2021 school year). In the 2021-2022 school year and subsequently thereafter these metrics will be weighted as described here.

¹⁰ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Model B.

¹¹ In the first year of this policy (i.e, the 2020-2021 school year), this metric will be calculated and included at 0% of the school's rating, with the 10% distributed evenly between SAT Participation Rate and One-Year Graduation Rate (making each of those metrics worth 15% for the 2020-2021 school year). In the 2021-2022 school year and subsequently thereafter these metrics will be weighted as described here.

8. 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.

I. 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 School Attainment Score, 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 School Attainment Score, the school will be granted the higher of the two ratings as its School Quality Rating. For elementary schools, the School Attainment Score is based on NWEA Reading and Mathematics assessments in Grades 3-8 or in Grade 3 if the school's highest grade served is Grade 3. 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 School Attainment Score is based on the PSAT/SAT series of assessments. A high school must have a minimum percentage of students meeting college readiness benchmarks to qualify for a School Quality Rating based on attainment score. For a school to earn a School Quality Rating based on the attainment score rather than weighted points earned, the school must have a minimum 95% participation rate on all assessments that determine the school's attainment score.

School Quality Rating	Weighted Points Earned	OR	Elementary Minimum Attainment Score	High School Minimum Attainment Score
Level 1+	4.0 or more		90 th percentile	80% of Students
Level 1	Between 3.5 and 3.9		70 th percentile	60% of Students
Level 2+	Between 3.0 and 3.4		50 th percentile	40% of Students
Level 2	Between 2.0 and 2.9		40 th percentile	20% of Students
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.H.8. If either the elementary and/or high school program achieves a higher program rating based on their School Attainment Score 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 School Attainment Score shall be converted into the lowest score associated with that level for purposes of performing the weighted calculation as described in Section III.H.8. 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/her designee, after school performance data is available, schools will be notified as to their Accountability Status hereunder.

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.

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 Illinois State Board of Education's (ISBE'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.

Schools Placed on Probation

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.

The Board shall approve school improvement plans for schools placed on Probation. 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 ISBE'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.

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.

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.

Definitions

3-8 On-Track: The school-level index score of individual students' on-track status based on a combination of core course GPA and attendance.

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

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

Annual Stabilization Rate: Percentage 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.

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

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

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.

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.

Career Credentialed Status: A designation denoting when a student has engaged in and completed a sufficient number of activities supporting a successful transition to the workplace to be considered ready to engage in a career outside of school.

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

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

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

Detention Schools: CPS schools located within detention facilities, serving school-aged youth placed in temporary secure care, generally pre-adjudication, by the Cook County Courts

Data Quality Index (“DQI”): The percentage 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.

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.

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).

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.

Growth in Attendance Rate: Percentage of stable students (enrolled for at least 45 membership days) that show an improvement of at least 3 percent 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%.

Growth percentile for PSAT 9, PSAT 10, SAT: The percentile ranking of the school compared to other CPS schools or schools nationwide measuring the change in standardized test scores between two points in time.

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

IEP and Annual Review Compliance: Measures the extent to which student Individual Education Plans (IEPs) are in compliance with state and federal law.

Learn Plan Succeed: The district’s program to ensure that all graduating seniors finish high school having articulated a firm postsecondary plan.

My Voice, My School 5 Essentials Survey: Annual school climate and culture 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.

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.

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.

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 Quality Rating Policy will exclude students who had previously dropped out of school during the past two years.

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

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.

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

Percentage of Students Meeting College Readiness Benchmarks for PSAT 9, PSAT 10, SAT: A School’s Attainment percentile measures how well the school performed on standardized tests at a single point in time. A school’s score is based on students’ scoring at or above the grade-appropriate combined College Readiness Benchmark scores, set by College Board. To learn more, visit <https://collegereadiness.collegeboard.org>.

Percentage of Students With a Transition Plan: Percent of students at York and Jefferson with a completed transition plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial 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.”

PSAT 9: Assessment developed by College Board and administered to CPS students in grade 9.

PSAT 10: Assessment developed by College Board and administered to CPS students in grade 10.

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.”

SAT: Assessment developed by College Board and administered to CPS students in grade 11.

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.

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

Specialty High School: CPS specialty high schools and transition learning centers provide specialized education for high school students with mild to moderate cognitive disabilities. Programs capitalize on student interest and strength while preparing them to become members of the community.

- Southside Occupational School - (Grade 12 until age 22)
- Ray Graham Training Center - (Grade 12 until age 22)
- Vaughn High School - (Grade 9 until age 22)
- Northside Learning Center - (Grade 9 until age 22)

Summary of Performance Compliance: The percentage of graduates with a valid summary of performance document, per guidelines from the Office of Diverse Learners Support Services.

Transition Plan Compliance: The percentage of students with a transition plan that meets state requirements.

Transition Rate (Enrollment): The percentage of students who exit a detention center school and re-enroll in a CPS school.

Transition Rate (Persistence): The percentage of students who exit a detention center school, re-enroll in a CPS school, and remain enrolled until the end of the year.

Amends/Rescinds:	Rescinds 18-0926-RS2, 17-0927-RS1, 16-0824-RS1, 15-0929-RS3 and 14-1119-PO1, 14-0827-PO2, 13-0828-PO5
Cross References:	18-0926-RS2, 17-0927-RS1, 16-0824-RS1, 15-0929-RS3, 14-0927-PO2 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

Exhibit 10

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 11

FINAL GUIDELINES FOR SCHOOL ACTIONS 2019-2020 SCHOOL YEAR
(Published November 20, 2019)

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.

II. CRITERIA

If recommending any school actions during the 2019-2020 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, 2019 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. PROCESS FOR COMMENTING ON DRAFT GUIDELINES

The Draft Guidelines are made available on cps.edu/guidelines. Public comments on the Draft Guidelines may be submitted via e-mail at ceoguidelines@cps.edu. The public comment period closes at 5:00 p.m. on October 22, 2019.

IV. 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; (4) the provision of appropriate transportation where practicable; (5) the departments that are responsible for the oversight; (6) specific programs to be offered; and (7) support to implement plans at receiving schools, specifying the funding source

V. DEFINITIONS

“Co-location” means two or more separate, independent schools with their own school leader(s) coexisting 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 by October 19, 2019;
2. requesting a proposal via e-mail at transitions@cps.edu during the 2019 calendar year;
3. requesting a proposal via formal communications to the CEO or Chief Education Officer within the 2019 calendar year; and
4. requesting a proposal at a community meeting or open public meeting during the 2019 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/2018-19 CapacityUtilization methodologydescribed.pdf](https://cps.edu/About_CPS/Policies_and_guidelines/Documents/2018-19_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 2018-2019 school year, or
2. if the 2018-2019 school year level on the SQRP is equal, higher performing means performing higher on the majority of the following metrics:
 - a. For elementary schools:
 1. National School Growth Percentile on the NWEA Reading Assessment
 2. National School Growth Percentile on the NWEA Math Assessment
 3. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
 4. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
 5. Average Daily Attendance Rate
 - b. For high schools:
 1. SAT 11 Cohort Growth Percentile
 2. PSAT 10 EBRW Annual Growth Percentile
 3. PSAT 10 Math Annual Growth Percentile
 4. One-Year Dropout Rate
 5. Average Daily Attendance Rate

END OF DOCUMENT

Exhibit 12

**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: Documents and Written Evidence in Support of the Proposal

Exhibit 13

Transcript of the Testimony of

Date: January 14, 2020

Case: PROPOSED CLOSURE OF HOPE HIGH SCHOOL

TOOMEY REPORTING

312-853-0648

toomeyrep@sbcglobal.net

www.toomeyreporting.com

January 14, 2020

Page 1

COMMUNITY MEETING
PRESENTATION

PROPOSED CLOSURE OF HOPE HIGH SCHOOL

JANUARY 2020

TUESDAY, JANUARY 14, 2020
COMMENCING AT 5:30 P.M.
KERSHAW MAGNET ELEMENTARY SCHOOL
6450 SOUTH LOWE AVENUE, CHICAGO ILLINOIS

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1 MR. JOHNSON: Hi, I'm Herald "Chip" Johnson.

2 Robbin is our notetaker. She will be taking
3 all of our comments so there will be an official record.

4 I'd also like to introduce our CPS Staff;
5 Megan Hougard, our Chief Portfolio Officer is here,
6 Lauren Feldman, who is our project manager,
7 Jamal Walker.

8 MR. WALKER: James.

9 MR. JOHNSON: James rather.

10 And then various other employees.

11 Judy Camacho will be calling names for the
12 public comment section, all right?

13 So we want to get started. This is a meeting
14 just for our community to understand what's going on
15 with the proposed closure of John Hope High School.

16 So you will see on the slide --

17 That's --

18 (Indicating.)

19 MS. HOUGARD: This is why I always like the old
20 overhead machines; because you could just keep on
21 writing.

22 MR. JOHNSON: Yeah. We're frozen over here.

23 MS. HOUGARD: While our compute is frozen, do you
24 want to plug into --

1 MR. JOHNSON: Do you need to plug in?

2 MS. HOUGARD: Yeah.

3 Or do you want to get someone from the school
4 or just plug into this?

5 MR. JOHNSON: Let's see if the network chiefs can do
6 the work.

7 MS. HOUGARD: Next up is you. You're the chief
8 officer.

9 MR. JOHNSON: Right.

10 MS. HOUGARD: Ta-da.

11 MR. JOHNSON: So this is the first community
12 meeting, agree?

13 MS. HOUGARD: Yes.

14 MR. JOHNSON: And you will see on the deck when the
15 next one is. It will be right here in this auditorium
16 at Kershaw, and then our final meeting will be on
17 January 29th at the headquarters, the Central Office at
18 42 West Madison.

19 So we -- I think I gave you introductions. We
20 have --

21 Go back, please.

22 We have the presentation on the school action,
23 and this is a proposed closure.

24 Please keep in mind that there are no students

1 at John Hope presently so it's an empty building except
2 with the principal and the clerk.

3 And then we will move into our public comment
4 at 5:45 to 7:00.

5 For those of you all who signed up to speak, we
6 will hear your comments, and then if there are no other
7 speakers, we will move to adjourn.

8 Okay?

9 The next line will be presented by
10 Chief Hougard.

11 MS. HOUGARD: Okay. Thank you.

12 So the format, as Chief Johnson was saying,
13 we'll have a short presentation, and then we'll have
14 public comment.

15 For the public comment, there is a sign-up. I
16 know we have some people signed up already. We will
17 have Ms. Nevins holding up the time sign and then when
18 there's 30 seconds remaining, and if there -- if you
19 didn't have a chance to comment, we'll also take written
20 comments as well.

21 So an overview of the process thus far:

22 So October 1st, we released the draft
23 guidelines for school actions.

24 December 1st is when CPS proposed -- according

1 to school code we proposed the school actions and then
2 sent out the notice and the draft transition plans.

3 January 2020, that's where we are right now,
4 CPS holds two community meetings and then a public
5 hearing, and that's where the recommendation is then
6 made to the Board for the official school action. So
7 the action is not final until the Board votes on it.

8 And, as Chief Johnson said, there are no
9 students at Hope currently. The proposed action is to
10 close Hope effective July 1st.

11 Hope is an open-enrollment high school. With
12 no further Board action, if nothing is done, the
13 proposed closure will happen the following school year,
14 which is July 2021.

15 The new Englewood High School that opened this
16 fall, which is a hundred million dollar investment in
17 the community, started with the freshmen class. That is
18 the new neighborhood high school that encompasses the
19 boundary, the enrollment boundary that Hope represented.

20 So at the end of the last school year, we had
21 20 students remaining at Hope. All of those 20 students
22 were supported through a transition process to their new
23 school and then are also receiving -- each school that
24 received the students received \$66,100 but also

1 transition support from the process.

2 So we are continuing to support the students
3 that are at their new schools as well as all of the
4 staff through the process.

5 The protocol for public participation, each
6 speaker will have two minutes. Ms. Nevins will do the
7 warning for one minute remaining and 30 seconds
8 remaining.

9 And, as you know, there's a court reporter,
10 also a notetaker and an interpreter available for sign
11 translation.

12 You can -- Also, if you want to e-mail
13 additional questions, the transactions@cps.edu is
14 available, and that's open all the time for any ongoing
15 questions.

16 I think that's it, right?

17 MR. JOHNSON: Yep.

18 MS. HOUGARD: Okay.

19 MS. CAMACHO-CAMPBELL: I do also want to share with
20 you that we have Ernest Ilarde from the Talent Office at
21 CPS for any questions or concerns that are
22 staff-related.

23 So the first speaker we're going to call is
24 Kurt Milgendorf followed by Shakita Thomas.

1 MR. MILGENDORF: Do I get a mic?

2 MS. HOUGARD: Yeah. Come on up.

3 MR. MILGENDORF: All right.

4 Good evening, Everyone. My name is
5 Kurt Milgendorf, currently the legislative policy
6 director of the Chicago Teachers Union.

7 From 2006 to 2011, I was a teacher of all of
8 the histories and economics at John Hope College Prep
9 High School.

10 And one of the statements that -- that we had
11 throughout the building at John Hope was that students
12 don't care what you know until they know that you care.

13 And one of the things that is very clear about
14 the process of the instruction of Hope High School is
15 that the city clearly didn't care about the students in
16 that building.

17 And then any school, what brings -- what
18 actually makes it a school isn't the building. What
19 makes it a community is the shared sense of history, the
20 shared sense of relationship that exists in that school.

21 And that school was named for the first black
22 president of Morehouse College, it was named for a
23 person who was an early civil rights champion, who
24 helped found the Niagra Movement and later then the

1 NAACP.

2 And the hope -- the history of Hope School has
3 several different kinds of history. There's the
4 unwritten history; that being the history of those
5 thousands alums who have families and jobs and lives
6 that happen right now who are now teachers, doctrines --
7 doctors, veterans, current Ph.D. students.

8 There's just somewhat written history that
9 includes the fact that John Hope High School won state
10 girls' basketball titles and multiple city debate titles
11 and was at a cameo in a common video and also had a song
12 that everybody sang called I believe in "A Place Called
13 Hope."

14 That history is going to be forgotten.

15 And then you have the intentionally obscured
16 history, which is how to destroy a school with no one
17 noticing.

18 And that history has to do with a series of
19 policy decisions that occurred over many years that
20 nobody at that building had any impact to change and who
21 had -- they all had to bear the consequences of those
22 decisions.

23 And that is -- that involves the students, that
24 involves the staff, that involves, you know, years of

1 lost capacity, years of missed opportunities.

2 And the final kind of history is the erased
3 history. When I looked and tried to find some info on
4 Hope this afternoon, the State Board of Election or the
5 State Board of Education, State Report Card, there was
6 no more Hope High School.

7 And that actually speaks to the dramatic loss
8 that people across this neighborhood feel the staff were
9 scattered about and the students were scattered about
10 and the fact that there's no more place to turn.

11 Thank you.

12 MS. CAMACHO-CAMPBELL: Thank you.

13 And now I'd like to call Shakita Thomas.

14 MS. THOMAS: Hello, Everyone. My name is
15 Shakita Thomas Pente, and I'm actually a former student
16 of John Hope.

17 I actually attended John Hope from sixth grade
18 up until I graduated in twelfth grade in 2007.

19 I just have a few questions I want us to think
20 about. We said that we're closing the school because of
21 the zero enrollment, there are no students, but I want
22 us to ask ourselves how did that happen and when did
23 that happen, when did that start happening.

24 Because of the phase-out that started. Now,

1 you can argue even before that.

2 But one thing that I do want to leave you all
3 with is a song. And that song will -- I would say,
4 represents the spirit that existed at Hope. So I want
5 to play this.

6 ("A Place Called Hope" song playing.)

7 And I can't -- I'm at time, but I do want to
8 say that, at the end of the day, like there is hope
9 still in the community, and I will say that, you know,
10 that's something that we want to take into consideration
11 as we are moving forward and taking steps toward
12 closing. I just want to say that.

13 Thank you.

14 MS. CAMACHO-CAMPBELL: Thank you.

15 If there are any other individuals that would
16 like to make public comment, we encourage you to
17 register in the back or share your name at the front.

18 Otherwise, I think that would be the conclusion
19 of this meeting.

20 MS. HOUGARD: Chip, do you have -- Mr. Johnson,
21 Chief Johnson, do you have anything else?

22 MR. JOHNSON: No.

23 MS. HOUGARD: Do you have anything else you'd like
24 to add?

1 MR. JOHNSON: No. I'm good.

2 MS. HOUGARD: Okay. That's the conclusion of this
3 first meeting.

4 And the sec -- the next one is --

5 MS. CAMACHO-CAMPBELL: The 23rd.

6 MS. HOUGARD: -- the 23rd here at Kershaw as well,
7 the same time, at 5:30.

8 MS. THOMAS: Since there's no more time, if people
9 who are asking to talk have questions, can we ask
10 questions still because I just want to know like, if the
11 school closed, what is going to happen to that building?

12 MS. HOUGARD: I mean, we can -- the building is
13 currently co-located with Kipp Bloom Charter School.

14 There is -- has not been a process yet to
15 determine the use overall of the building.

16 The building has not -- The building is not
17 slated for closure as a building.

18 Any other questions?

19 (No response.)

20 MS. HOUGARD: Okay. Thank you all for coming.

21 (Which were all of the proceedings had in the
22 above-entitled cause.)

23

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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 above-entitled cause.
16
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22

23 
24 ROBBIN M. OCHENKOWSKI, C.S.R.
License No. 084-002522



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Exhibit 14



Proposed School Closure of Hope Community High School

January 14, 2020

Kershaw Elementary School

6450 South Lowe Ave

5:30-7:00 PM

CPS Staff in Attendance

Megan Hougard, Herald “Chip” Johnson, Judith Camacho-Campbell, Lauren Feldman, Cheryl Nevins, Toylee Green-Harris, Bing Howell, Ernest Ilarde, Jamel Chambers

CPS Presentation

Mr. Chip Johnson, Chief of Family and Community Engagement, opened the meeting. He welcomed the audience, introduced CPS staff in attendance, and thanked participants for coming. He then informed the audience that the purpose of tonight’s meeting is to obtain public comment and feedback on the proposal to close Hope High School. He stated that this is the first community meeting, with the second community meeting taking place at Kershaw and the Public Hearing taking place at 42 W Madison on January 29th, 2020. Mr. Johnson then shared the agenda for the discussion, stating that we would start with the presentation and then go on to public comment. Finally, he introduced Megan Hougard, Chief of Network 16.

Ms. Megan Hougard, Chief of Schools for Network 16, started by introducing the logistics for public comment and sharing that when we get to that time Ms. Cheryl Nevins, Director of Demographic Planning & Analysis, would hold up a sign to indicate when there is 1 minute remaining and again when there is 30 seconds remaining. She notified the audience that if they do not have an opportunity to comment or feel more comfortable sending an email, they may do so at transitions@cps.edu.

Next, Ms. Hougard provided an overview of the school action process. She explained the law that governs Chicago Public Schools and actions the district must take when closing, consolidating or co-locating schools. Before Chicago Public Schools can take any action, they must receive community feedback. She informed the community that this is the first of two community meetings before the Public Hearing. The Board may then vote on this proposal as early as February 2020.

Ms. Hougard then transitioned to sharing information about Hope High School. She started by reiterating that Hope High School has 0 students enrolled. She explained that the proposed action is to close Hope July 1, 2020. If this proposed action is not approved by the Board, the school will instead close on July 1, 2021. Ms. Hougard shared that the new Englewood High School, which was a nearly \$100M investment, is now the neighborhood school for any student living in the Hope boundary. Finally, Ms. Hougard shared that at the end of last year, school year 2018-2019, Hope High School had 20 students enrolled. This year, all 20 students are now enrolled in new schools. These schools are receiving an extra \$6,100 in transition support for each student.

Ms. Hougard then opened the public comment portion of the meeting. She first reminded everyone of the registration process, and that each individual would have 2 minutes to speak. Finally, she reiterated that individuals are also welcome to share their feedback via email to the transition inbox if they are not able or comfortable speaking.

Mrs. Judy Camacho-Campbell came to facilitate the public comment portion. She first shared with the audience that Ernest Ilarde, from the CPS Talent Office, is also in attendance if anyone has concerns related to staff. She then called the speakers.

-

Public Comment

Kurt Hilgendorf: Former teacher and current Legislative Policy Director of the Chicago Teachers Union. Stated that he was a teacher at John Hope College Prep High School from 2006 through 2011, where he taught history and economics. Stated that one phrase he learned at John Hope is that, “Students don’t care what you know until they know that you care.” State that based on this process, it is clear that the district doesn’t care about the students at that school. The school was named for the first black president of Morehouse College, who was an early civil rights champion and helped found the NAACP. State that there are several different histories of the school. The unwritten history of that school is written by the alumni of that school. The written history is that of the school that won state basketball titles, multiple debate championships, and even was featured in a Common video. And then there is the intentionally obscured history, based on a series of decisions that occurred over many years that nobody at the building had any impact to change. That involves the students, the staff, and years of missed opportunities. And there is the erased history, and that speaks to the fact that now on the State Board of Education there is no record of Hope High School. And that speaks to the dramatic loss that people in the neighborhood feel, that there’s no place to turn. Thank you.

Shakita Thomas: Hope High School Alumnus. Stated that she is a former student of John Hope from 6th grade through 12th grade in 2007, and that she had a few questions. Stated that we say that we are closing Hope because there are zero students, but that is because of the gradual phase out, and you could argue it started even before that. But one thing I want to leave you with is a song that represents the spirit of Hope. (Played “I believe in a place called Hope”). I know I am at time, but I want to say that there is still hope in the community and that’s something we need to take into consideration as we are taking steps toward closing. Thank you.

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Closing

Mrs. Camacho-Campbell asked if there were any other public comments from the audience. There were no replies.

Ms. Hougard asked Mr. Johnson if he had any final remarks, he replied that he did not.

Ms. Thomas asked if she could ask a question since there was more time. She proceeded to ask about what will happen to the school building if the school closes. Ms. Hougard replied that the building is currently co-located with KIPP Bloom Charter School. There has not yet been a process to determine the overall use of the building. The building is not slated for closure.

Ms. Hougard then asked if there were any other questions. When there was no reply, she adjourned the meeting at 5:51 PM.

Exhibit 15

Transcript of the Testimony of

Date: January 23, 2020

Case: PROPOSED CLOSURE OF HOPE HIGH SCHOOL

TOOMEY REPORTING

312-853-0648

toomeyrep@sbcglobal.net

www.toomeyreporting.com

January 23, 2020

Page 1

COMMUNITY MEETING
PRESENTATION

PROPOSED CLOSURE OF HOPE HIGH SCHOOL

JANUARY 2020

THURSDAY , JANUARY 23, 2020
COMMENCING AT 5:30 P.M.
HELD AT KERSHAW MAGNET ELEMENTARY SCHOOL
6450 SOUTH LOWE AVENUE, CHICAGO ILLINOIS

APPEARING ON BEHALF OF CPS:

MS. DANIELLE HELGESON, Sign Language Interpreter

I N D E X

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MS. CAMACHO-CAMPBELL	7

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MR. DERRICK FERGUSON	7
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CONCLUSIONARY COMMENTS

MS. MEGAN HOUGARD	9
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1 MR. JOHNSON: Well, good afternoon, Everybody.
2 Let's call this meeting to order.

3 I am "Chip" Johnson, the Chief of Family &
4 Community Engagement & Education. You usually see my
5 face in these kind of settings.

6 Standing next to me is the Chief of Network 16
7 Megan Hougard, who's been my colleague for some years
8 now and now the Chief of the High School Network.

9 And we are bringing together in front of all of
10 you our colleagues, CPS colleagues here. And I'm happy
11 that we do have one alumni from John Hope. Again, this
12 is bittersweet for me because I spent 12 years of my
13 career at John Hope as well.

14 So we're talking about the proposed closure of
15 John Hope. Now, we know right now there are no students
16 in the school, just Mr. D., Mr. Durr, Mr. D. and, of
17 course, things are being wrapped up at the school. So
18 we're here to talk about what we're going to do and what
19 the legal process is that we follow when we go through
20 proposed closures.

21 So you'll see that we have the proposed -- the
22 presentation on the school action that Chief Hougard
23 will present, and then we're going to open it up for
24 public comment from 5:45 until 7:00.

1 However, seeing that there's only one person
2 here to speak, after that public comment has ended, then
3 we will, if there are no other speakers that come into
4 the room or that sign up to speak, then we will adjourn
5 the meeting. Okay?

6 I will hand this over to Chief Hougard.

7 MS. HOUGARD: All right. Thank you.

8 As Chief Johnson said, we'll do a short
9 presentation based on the school action and then have
10 public comment.

11 We are happy to answer other questions after
12 the scheduled public comment concludes as well.

13 So the school action process is a process
14 guided by the State. The legal process that's outlined
15 begins October 1st. CPS publishes the draft guidelines
16 around the school actions, and then before December 1st,
17 CPS needs to propose -- make public the school actions
18 and send notice letters and draft transition plans.

19 In January then there are two community
20 meetings held. In February or later, there's an actual
21 hearing at the Board Chamber. That's also a public
22 hearing in front of a school action judge, and then the
23 Board will vote after that.

24 The proposed school action is to close

1 Hope High School effective July 1st, 2020. There are
2 currently no students in Hope, and with no further Board
3 action, the School would close effective July 1st, 2021.
4 That's already been voted on and passed by the Board.

5 As we talk about this process, the new
6 Englewood High School that's very close to here was
7 opened this fall. That is the hundred million dollar
8 investment in a community high school for Englewood that
9 encompasses the boundary of Hope, Robeson and Harper
10 High School.

11 And there's always some questions around
12 TEAM Englewood. TEAM Englewood did not have an
13 attendance boundary. It's a citywide high school.

14 So at the end of last school year,
15 Hope High School had 20 enrolled students. At this time
16 all 20 students have transferred to other CPS schools of
17 their choice. That was before the school year started.

18 Students who transferred received ongoing
19 transition supports, funds were made available to each
20 of the receiving schools that was \$6,100 per student in
21 transfer funding, and we also continue to provide
22 support, academic support, socioemotional support,
23 transportation support to all of the former
24 Hope students who have transitioned to other CPS

1 schools.

2 And this begins our process for public comment.
3 So we have Ms. Nevins in the front who has the time
4 guidance.

5 And, Judy, are you going to call our speakers?

6 MS. CAMACHO-CAMPBELL: Yes.

7 So there's currently one speaker. So Speaker 1
8 can come up.

9 MR. FERGUSON: Good evening, Everyone. My name is
10 Derrick Ferguson. I'm a product of John Hope. I'm
11 actually one of the members of the John Hope Alumni that
12 we formed about five years ago.

13 My concern was when I -- when we found out the
14 school was closing, well, first, we see that the
15 railroad bought up all the property over there. This
16 has taken away from John Hope.

17 I grew up at a time when we had families over
18 there on 55th and Normal up to 59th. And with them
19 buying up the property, the families are gone, they
20 basically took out a community. So now there's no
21 students to go to John Hope because their families are
22 gone.

23 So me personally, I think that was wrong. So,
24 John Hope, we support our school, and, you know, I'm

1 kind of nervous because I'm not used to speaking, okay,
2 like this, it's a shame that it happened.

3 And my question is; why couldn't the school be
4 like retrofitted or something else done to it instead of
5 just letting it go? I know a charter school was in it,
6 but could anything have been done to stop this, to
7 attract more students in order to keep it open instead
8 of shipping the property -- I mean, shipping families
9 and everything around? So that's just my concern about
10 it.

11 I drive through the neighborhood almost every
12 day, and it's a shame to see how our neighborhood went
13 down, the families taken away, and now, you know, things
14 are happening to the school.

15 So that was just my concern and the John Hope
16 Alumni concern because we love our schools. I'm a
17 product of John Hope. I came out in '84. I know that's
18 a while ago, but still a lot of us love our school. A
19 lot of beginnings come from John Hope.

20 So I just -- I'm concerned about it.

21 Thank you.

22 MS. HOUGARD: Thank you.

23 MR. JOHNSON: Do we have anybody else that's from
24 our audience that wants to speak?

1 (No response.)

2 MR. JOHNSON: Okay.

3 MS. HOUGARD: Okay. Well, this will conclude our
4 second public hearing, public community meeting.

5 The third community meeting is --

6 MR. JOHNSON: January 29th.

7 MS. HOUGARD: -- January 29th at 6:00 p.m. in --

8 MS. CAMACHO-CAMPBELL: 5:30.

9 MS. HOUGARD: -- 5:30 in the Board Chambers at
10 42 West Madison.

11 MS. CAMACHO-CAMPBELL: Yes.

12 MR. JOHNSON: Thank you all for coming out and
13 listening to us tonight.

14 And we will see you if you are interested to
15 come to our third community meeting for the proposed
16 closing of John Hope.

17 Have a good evening.

18 MS. HOUGARD: Thank you.

19 (Which were all of the proceedings had in the
20 above-entitled cause.)

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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)
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7 ROBBIN M. OCHENKOWSKI, being first duly sworn,
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24 ROBBIN M. OCHENKOWSKI, C.S.R.
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Exhibit 16



Proposed School Closure of Hope High School

January 23, 2020

Kershaw Elementary School

6450 South Lowe Ave

5:30-7:00 PM

CPS Staff in Attendance:

Herald “Chip” Johnson, Adrian Segura, Lauren Feldman, Megan Hougard, Judith Camacho-Campbell, Adrienne Garner, Cheryl Nevins, Bing Howell, Jamel Chambers, Carlos Aldaco, James Malnati and Mirlene Dossous

CPS Presentation

Chief Johnson opened by welcoming everyone to the meeting and introducing himself. He then shared the logistics of the meeting, stating that there would be a short presentation followed by the public comment period. He encouraged those present to sign up to speak to make public comments. Mr. Johnson then introduced Chief of High School Network 16, Megan Hougard.

Chief Hougard began by describing the school action process to attendees. She explained the law that governs Chicago Public Schools and actions the district must take when closing, consolidating or co-locating schools. She stated that before Chicago Public Schools can take any action, they must receive community feedback. She informed the community that this is the second of two community meetings before the Public Hearing. Once the public hearing has occurred, CPS will then make a recommendation to the Board. The Board may vote on this proposal as early as February 2020.

Chief Hougard then shared with attendees information about the Hope High School proposed closure for July 1, 2020. She shared that the District made an investment of nearly \$100 million for new high school in Englewood, which encompasses the Hope High School boundary. She stated that last year Hope High School had 20 students, and to date all students have transferred to other schools of their choice. The

district has and continues to provide an additional \$6,100 per student per year for transition support to the students in academics, social and emotional learning, and other supports. This support shows the district's commitment to ensure the students are successful in their new school environment. Finally, she shared that if this proposed action is not approved by the Board, Hope High School will close on July 1, 2021.

Mrs. Judy Camacho-Campbell was then called to facilitate the public comment portion. She reminded the audience of the registration process for speakers, and that each individual would have 2 minutes to speak. She then called the first speaker.

Public comment

Derek Ferguson: Alumni of Hope High School. Mr. Ferguson stated he found out about the closing of the school on the morning news and wanted to come and share his concerns as an Alumni. He stated that the developments of the railroads within the community displaced so many families, and that now those families cannot send their students to the school. He expressed his frustration that more could not have been done to keep the school open. He stated that he is saddened that the neighborhood has deteriorated.

Closing

Chief Hougard asked if there are any other speakers. No other speakers signed up to speak. Chief Johnson made a last call for speakers, and Chief Hougard thanked everyone present and shared that there will be a public hearing on Wednesday, January 29th at 5:30 p.m. in the Board chambers at 42 West Madison St.

The meeting concluded at 5:41pm.

Exhibit 17

BOARD OF EDUCATION OF THE CITY OF CHICAGO

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Hope High School

Statement of Megan Hougard, Network 16 Chief of Schools

January 29, 2020

Good evening, Your Honor. My name is Megan Hougard, and I am the Network Chief for Network 16 for the Chicago Public Schools. Chicago Public Schools are divided into Networks. Hope High School ("Hope") is a neighborhood school located in Network 16, and I am responsible for the support and oversight of Hope on behalf of the CEO. Prior to being a Network Chief, I was a teacher, administrator, and deputy chief. I have been Hope's Network Chief since October 2015.

The Chicago Board of Education voted in February 2018 to close Hope effective July 1, 2021 due to declining enrollment. This closure, and the accompanying transition support plan, was part of the district's nearly \$100 million investment in a new state-of-the art Englewood STEM high school.

The February 2018 decision to close Hope effective July 1, 2021 was made to allow students enrolled at that time to graduate from Hope. The original closure timeline and transition support plan was developed based on an extensive community engagement process involving community meetings, parent meetings, a public hearing, and regular discussions with elected officials and the Englewood Steering Committee.

After the Board voted in February 2018 to close Hope, CPS staff mobilized to implement the accompanying transition support plan. From March to September 2018, CPS staff met individually with each Hope student to discuss their academic plans and high school options for SY18-19. Through this process, CPS gave students the choice to remain at Hope or transfer to a higher performing school of their choice with parental consent. The majority of the student population at Hope chose to transfer to a higher performing school of their choice. During the 2018-2019 school year, the only students remaining at Hope were students with disabilities in a special education cluster program.

At the end of last school year (SY 2018-2019), Hope had 20 students enrolled. As you will hear next, from my colleague Dr. Stephanie Jones, the Office of Diverse Learner Supports and Services ("ODLSS") worked with families to ensure all students were

placed in a cluster program that met their unique needs before the start of school year 2019-2020. As of November 1, 2019, Hope had zero students enrolled.

Without any current students to serve, the Chief Executive Officer is proposing to close Hope ahead of July 1, 2021.

The current proposal to close Hope effective July 1, 2020 meets the criteria of the Chief Executive Officer's Guidelines for School Actions ("Guidelines") because student enrollment as of November 1, 2019 was zero.

It should be noted that Hope students who transferred after the Board's February 2018 decision are receiving a variety of transition resources. Each of the schools that welcomed Hope students received \$6,100 per transfer student per year in supplemental funding to provide academic, social and emotional, and other supports to students during SY18-19 and SY19-20. CPS continues to support former Hope students with this transition. This funding and support will also continue in SY20-21.

The schools that received Hope students completed a rigorous transition support planning and budgeting process during the summer of 2019. As part of this process the district provided these schools with student profiles, held a budget and planning workshop for schools, and had subject matter experts review and approve all school support plans and budgets.

Currently, Hope has zero students enrolled, and thus, I recommend that the Board approve the CEO's recommendation for closure.

Thank you, Your Honor. This concludes my statement.

Exhibit 18

BOARD OF EDUCATION OF THE CITY OF CHICAGO

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Hope High School

Statement of Dr. Stephanie Jones, Chief Officer, Diverse Learner Supports and Services

January 29, 2020

Good evening Your Honor. My name is Dr. Stephanie Jones. I am the Chief Officer of Diverse Learner Supports and Services (ODLSS). In this capacity, I oversee the District's efforts to serve approximately 52,000 students with disabilities. My office supports individual students in all schools to ensure students with disabilities receive meaningful and relevant access to grade level core instruction, suited to their unique learning needs, within their neighborhood school, school of choice, or the school closest to their residence. I have been the Officer of this department since August 2019.

By way of background, prior to being appointed to my current role, I served as director of special services in the South Holland School District #151, where I liaised between educators and community partners for the past five years. Prior to that, I served as a special education teacher and a case manager at Air Force Academy High School and George Washington Carver Military Academy High School. I have a bachelor's degree in psychology and a master's degree in special education from Lewis University, as well as a doctorate in leadership in educational administration from Capella University.

The current proposal to close Hope High School ("Hope") effective July 1, 2020 meets the criteria of the Chief Executive Officer's Guidelines for School Actions ("Guidelines") because student enrollment as of November 1, 2019 was zero.

As you have already heard, during the 2018-2019 school year, the only students remaining at Hope were students with disabilities in a special education cluster program. The Illinois School Code requires a district to designate a school with 100 percent students with disabilities as a separate special education facility and the students' Individualized Education Programs (IEPs) must indicate 100% removal from general education to a separate school. However, the Illinois State Board of Education

(ISBE) granted a waiver from the State regulations to allow the students to remain at Hope for the 2018-2019 school year.

At the end of last school year (SY 2018-2019), Hope had 20 students with disabilities enrolled. Prior to the expiration of the waiver, my Office worked with families to ensure all students were placed in a different cluster program within the District that met their unique needs before the start of SY19-20. As of November 1, 2019, Hope had zero students enrolled.

Additionally, students with disabilities and their families have been supported in the transition process by my Office through continual support for academic instruction and ensuring that schools that welcomed students are fully able to implement students' IEPs. Students with disabilities, as with all students affected by school actions, receive intensive supports to ensure their academic and social-emotional needs are met. By law, these supports include a free and appropriate public education (FAPE), the implementation of the student's IEP in the least restrictive environment (LRE) and a focus on student academic and social emotional progress.

To ensure that instructional quality was maintained during the transition process, CPS provided the following support:

- ODLSS appointed a district representative to serve as the point of contact for all students and families. The ODLSS district representative worked with families and students to ensure that they were informed about their options and provided support throughout the process of transitioning to their new school.
- From December 2018 to January 2019, district representatives reviewed all IEPs for students with disabilities at Hope and supported decision-making on the selection of the best school for students for SY19-20. Informational meetings with impacted students and families were organized by ODLSS staff.
- ODLSS worked with students in the cluster program at Hope to relocate students to other optimal cluster programs that met their individual needs for SY19-20.

In conclusion, Hope has zero students enrolled, and thus, I recommend that the Board approve the CEO's recommendation for closure.

Thank you for your time and attention. This concludes my statement.

Exhibit 19

BOARD OF EDUCATION OF THE CITY OF CHICAGO

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Closure of Hope High School

Statement of Bing A. Howell, Chief Portfolio Officer

January 29, 2020

Good evening, Your Honor. My name is Bing A. Howell, and I am the Chief Portfolio Officer for the Chicago Public Schools. My Office's 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 November 4, 2019.

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 Hope High School ("Hope"), as well as interested members of the public in attendance, information relevant to the proposal to close Hope.

According to the CEO's Guidelines for School Actions for the 2019-2020 school year, the CEO may propose a closure if the student enrollment as of November 1, 2019 was zero students.

Hope is located at 5515 S. Lowe Avenue, Chicago, IL 60621. Hope is an open enrollment high school serving students in 11th-12th grades. Hope's enrollment as of November 1, 2019 was zero students. No students are projected to enroll for the 2020-2021 school year. Because no students will be transitioning to a new school as a result of this proposed closure, it is not necessary to identify a higher-performing welcoming school.

Finally, because Hope is an open enrollment high school, it is not necessary to propose a boundary change.

Thank you, Your Honor. This concludes my statement.