GUIDELINES FOR SCHOOL ACTIONS  
2015-2016 SCHOOL YEAR  
(Published November 27 2015)

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. CPS published the first draft of the school action guidelines on October 1, 2015, received input on the guidelines and made changes in response to that input, then published revised draft guidelines on November 3, 2015, and observed a second 21 day comment period. CPS hereby publishes the Guidelines for School Actions applicable for the 2015-2016 school year.

II. CRITERIA

If recommending any school actions during the 2015-2016 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 combined projected enrollment is within the facility’s enrollment efficiency range as defined by the CPS’ Space Utilization Standards; and
2. the facility can support the academic programming of 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:

1. a school is overcrowded or projected to become overcrowded, as measured by the CPS Space Utilization Standards and enrollment projection methodology; and
2. the resulting space utilization for any school whose boundary is increased after the reassignment boundary change is not expected to exceed the facility’s enrollment...
efficiency range as defined by the CPS Space Utilization Standards and enrollment projection methodology; and
3. the resulting space utilization for any school whose boundary is decreased after the reassignment boundary change is not expected to be below the facility’s enrollment efficiency range, once enrollment reaches a sustained and stable pattern, as measured by CPS’ Space Utilization Standards and enrollment projection methodology.

In determining whether to propose a reassignment boundary change 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.

C. Criteria for Consolidation or Closure
The CEO may only propose a consolidation or closure 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, the school(s) principal, parents or community members have formally requested that a consolidation proposal be considered via the process for commenting on draft guidelines and the resulting space utilization after the consolidation will not exceed the facility’s enrollment efficiency range as defined by the CPS’ Space Utilization Standards; or
2. for a closure, the student enrollment as of October 5, 2015 is 0 students.

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

Along with notice of the CEO’s proposal, the CEO will issue a draft school transition plan dependent on the proposed school action. The draft school transition plan will include, but is not limited to, the following: (1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, students in temporary living situations, and English language learners; and supports to address security and safety issues; (2) options to enroll in higher performing schools; (3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and (4) the provision of appropriate transportation where practicable.
V. DEFINITIONS

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

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

“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.

“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.


“Higher performing school” means:
(1) receiving a higher level on SQRP for the 2014-2015 school year, or
(2) if the 2014-2015 school year level on the SQRP is equal, higher performing means performing higher on the majority of the following metrics:
   a. for elementary schools – for the 2014-2015 school year, multi-year value added results in reading, multi-year value added results in math, NWEA attainment percentile for reading grades 3-8, NWEA attainment percentile for reading grade 2, NWEA attainment percentile for math grades 3-8 and NWEA attainment percentile for math grade 2
   b. for high schools – for the 2014-2015 school year, Freshman On-Track rate, ACT composite average, 5-year cohort high school graduation rate, college enrollment rate and college persistence rate

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