

**RESCIND BOARD REPORT 08-0227-PO2 AND
ADOPT A NEW POLICY ON MAGNET AND SELECTIVE ENROLLMENT
SCHOOLS AND PROGRAMS FOR THE 2010–2011 SCHOOL YEAR**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 08-0227-PO2 and adopt a new policy on Magnet and Selective Enrollment Schools and Programs for the 2010–2011 School Year.

PURPOSE: The purpose of this policy is to provide a comprehensive framework for enrollment in and the operation of magnet and selective enrollment schools and programs in the Chicago Public Schools ("CPS" or "the District"). Magnet and selective enrollment schools and programs have several goals including: (1) to maintain, to the extent permitted by law, the diversity achieved by the District prior to the termination of the consent decree in the federal lawsuit captioned, *U.S. v. Board of Education of the City of Chicago* (80 C 5124)(N.D. IL); (2) to promote socio-economic ("SES") diversity within schools including, but not limited to, the prevention, reduction and elimination of isolation based upon income levels, parental education levels and other social and economic factors having an established correlation to educational achievement; (3) to provide a unique or specialized curriculum or approach; and (4) to improve achievement for all students participating in a magnet or selective enrollment school or program. This policy is created to ensure equal access and equity in the provision of magnet and selective enrollment schools and programs offered by the District.

This policy applies to applications for enrollment in magnet and selective enrollment schools and programs for the 2010-2011 school year as described herein.

I. TYPES OF MAGNET & SELECTIVE ENROLLMENT SCHOOLS AND PROGRAMS

The following types of magnet and selective enrollment schools and programs exist in the Chicago Public Schools and are collectively referred to in this policy as "magnet and selective enrollment schools and programs": (1) Elementary Magnet Schools, (2) Elementary Magnet Cluster Schools, (3) Elementary Gifted and Enriched Academic Programs ("GEAP"), (4) Selective Enrollment High Schools and Programs and (5) Magnet High Schools and Programs.

1. **Elementary Magnet Schools** – Generally, magnet schools do not have a neighborhood attendance boundary. Elementary magnet schools offer a curriculum focused on a specific programmatic theme(s). Every student in the school is involved in the magnet theme(s) or focus offered at that school. CPS uses non-testing admissions procedures for its magnet elementary schools.

2. **Elementary Magnet Cluster Schools** - A magnet cluster school is an elementary neighborhood school with a defined attendance area. These schools accept all students who live within the boundary; any remaining available seats are filled by students who live outside of the neighborhood attendance boundary. To be considered for acceptance, students who live outside of the attendance boundary must submit an application in accordance with the "Options for Knowledge" publication issued by the Office of Academic Enhancement. Magnet cluster schools are designed to enhance educational opportunities for neighborhood students, as well as increase choice for students citywide. Magnet cluster schools offer a curriculum focused on a specific programmatic theme(s). CPS uses non-testing admissions procedures for its magnet cluster schools.

3. **Elementary Gifted and Enriched Academic Programs (GEAP)** – Gifted and Enriched Academic Programs constitute a continuum of programs and services that modify, supplement and support the standard education of students identified as gifted and talented, who consistently excel in general intellectual ability or possess aptitude or talent in a specific area. GEAP schools consist of Regional Gifted Centers, Classical Schools, Academic Centers and International Gifted Programs (formerly referred to as International Baccalaureate Preparatory Programs), as further described below. CPS uses standardized testing admissions procedures for these schools and programs.

a. *Regional Gifted Centers* - A Regional Gifted Center is an elementary school or a program within an elementary school that offers a curriculum which is designed to meet the needs of gifted students and is faster in pace, broader in scope, and presents subject matter in greater depth than is possible in most programs. Some of these centers are designed to service the needs of high-ability English Language Learners.

b. *Classical Schools* - Classical Schools are designed to provide a challenging liberal arts course of instruction for students with high academic potential. The instructional program in these elementary schools is accelerated and highly structured for strong academic achievement in literature, mathematics, language arts, world language and the humanities.

c. *Academic Centers* - Academic Centers are housed in high schools and offer a program that allows academically advanced students in grades 7-8 the opportunity to move through course material at their own pace.

d. *International Gifted Programs* - International Gifted Programs are designed for intellectually able 6th, 7th and 8th grade students. The programs include intensive study in English, French, social studies, laboratory science, mathematics, technology, arts, library science and advanced research.

4. Selective Enrollment High Schools and Programs – Selective Enrollment High Schools and Programs are designed to meet the needs of the city’s most academically advanced high school students. A selective enrollment high school does not have an attendance area. CPS uses criteria that include standardized testing for admission to these schools.

5. Magnet High Schools and Programs – Generally, magnet high schools do not have a neighborhood attendance boundary. Magnet high schools offer a curriculum focused on a specific programmatic theme(s). CPS uses non-testing admissions procedures for its magnet high schools; however, a threshold stanine is generally required for eligibility. High school magnet programs are located in neighborhood high schools in order to enhance educational opportunities for neighborhood students, as well as increase choice for students citywide. The schools accept students who live within their attendance boundaries. Students who live outside of the neighborhood attendance boundary must submit an application; students are selected in accordance with the procedures described in the annual Options for Knowledge publication.

II. ACCOUNTABILITY STANDARDS

The Office of Academic Enhancement is authorized to make annual determinations regarding program status and continuation of resources, based on school compliance with identified guidelines and other factors. Further, at the end of each school year, the Office of Academic Enhancement may make recommendations to the Chief Executive Officer (“CEO”) regarding the continuation or adjustment of any of the District’s magnet and/or selective enrollment schools and programs. Any change that would eliminate a school’s magnet or selective enrollment status is subject to Board approval. Any change that does not result in a change in status for the school is subject to approval by the Chief Education Officer.

III. ACCESS REQUIREMENTS

1. Socio-Economic (SES) Diversity Goals – The Board is committed to ensuring quality educational opportunities for all students in the City of Chicago and to preserving, to the extent permitted by law, the diversity achieved by the District prior to the termination of the consent decree in the federal lawsuit captioned, *U.S. v. Board of Education of the City of Chicago* (80 C 5124)(N.D. IL). The Board is aware of the significant educational challenges facing students who live in poverty and/or attend schools with high concentrations of students who live in poverty, and is committed to providing an opportunity for those students to attend schools with more SES-diverse student populations. The Board is committed to fostering and maintaining SES-diverse learning communities so that students from different social and

economic backgrounds may attend school together. The Board believes that SES-diverse learning communities will serve all children who participate in them and will better prepare them for participation in the local, national and global communities in which they will live and work. To further this goal, the Board approves the allocation of a certain percentage of entry level seats that will be filled on the basis of SES data as further described below.

The Board directs the Chief Executive Officer to develop and maintain an application and enrollment system that serves the SES diversity goals outlined above and publish admissions guidelines related thereto. The Chief Executive Officer is authorized to establish selection criteria designed to achieve these goals consistent with applicable law and this policy, and which criteria include consideration of educationally related SES factors identified through updated data published by the U.S. Census Bureau and other reliable sources of socio-economic data.

2. Academic or Related Eligibility Criteria – Only GEAP schools, magnet high schools and programs¹ and selective enrollment high schools may use academic or related criteria for determining student eligibility. All elementary magnet schools and programs shall select students in accordance with the procedures identified in the Options for Knowledge publication the CEO's admissions guidelines and the CEO's admissions guidelines. For GEAP schools and selective enrollment high schools and programs, the CEO shall specify in the CEO's admission guidelines the percentage of applicants selected based on a combination of testing/academic criteria and SES group designation, which percentage shall be no less than 60%. The academic or related eligibility criteria will be periodically reviewed to ensure that the criteria are applied in a manner that provides equal educational opportunities for all students, including students with disabilities. The Office of Academic Enhancement will review and may modify academic or related eligibility criteria as deemed necessary.

3. Application and Admission Process - Students seeking enrollment in the 2010-2011 school year should submit applications in accordance with the Options for Knowledge publication. The Office of Academic Enhancement shall be responsible for implementing the CEO's admissions guidelines and, as necessary, issuing additional procedures and requirements with regard to the application and admissions process.

a. *Magnet Schools and Magnet Cluster Schools* - Where there are more applicants than available seats at any school for which applications are received, the District shall select students through a computerized lottery in accordance with Section III.5. of this Policy and the CEO's admissions guidelines. Lotteries for admissions to magnet cluster schools for the 2010-2011 school year will not utilize SES group criteria; rather straight lotteries will be conducted in accordance with the CEO's admission guidelines.

b. *Gifted and Enriched Academic Programs (GEAP)* Students are selected for Regional Gifted Centers, Classical Schools, Academic Centers and International Gifted Programs through academically based criteria and a computerized selection process, in accordance with this Policy, and the CEO's admissions guidelines.

c. *Selective Enrollment High Schools and Programs* - Applicants are selected through academically-based criteria and a computerized selection process, in accordance with this Policy and the CEO's admissions guidelines and the CEO's principal discretion guidelines.

d. *Magnet High Schools and Programs* - Applicants are subject to threshold academic criteria. Where there are more applicants than available seats at any school for which applications are received, the District shall select students through a computerized lottery, in accordance with this Policy and the CEO's admissions guidelines.

¹ In some magnet high schools and programs, in order for a student to be included in the computerized lottery selection process, a student must have a minimum stanine of 5 in reading and math on the previous year's standardized test. In these schools, students with disabilities must have minimum stanines in reading and math that add up to 10 in any combination.

e. *Affirmation* - All applications submitted under this policy shall contain a signed statement in which the parent or guardian affirms that the information contained in the application is true and correct. In the event that the District discovers that an applicant submitted false information in an application including, but not necessarily limited to, information regarding the applicant's residence or sibling status, the applicant shall be subject to immediate removal from the magnet or selective enrollment school or program to which admission was gained based on the falsified application.

f. *Students with Disabilities* - Magnet and selective enrollment schools and programs shall strive to meet the minimum enrollment targets of students with disabilities established by the *Corey H.* court monitor. If a school is below the minimum enrollment target, the school and the Office of Specialized Services shall determine whether the placement of a program for students with low incidence disabilities is appropriate to assist the school in meeting the minimum enrollment target. In cases where the IEP of students with physical impairments requires that the children attend school in an accessible building and a magnet or selective enrollment school constitutes the closest accessible building that can implement the IEP, such admissions decisions shall be made independent of the aforementioned process and guidelines by the Office of Specialized Services in collaboration with the Office of Academic Enhancement.

4. Siblings - Priority Admission to Entry Level Grades at Magnet Schools – The Chief Executive Officer is authorized to establish a percentage of seats to be allocated to siblings up to and including admission of all siblings. Siblings of currently enrolled students in magnet schools shall be given priority in enrollment as specified in the CEO's admissions guidelines, provided that the enrolled sibling and the applicant sibling reside in the same household and will be attending the same school at the same time for at least one school year. For the purposes of this policy, the term sibling means natural siblings, step siblings, foster siblings and adopted siblings, as evidenced by documentation required by the Office of Academic Enhancement. For magnet high schools and high school magnet programs with academic requirements, sibling applicants must meet eligibility requirements in order to qualify for sibling priority admission. A sibling of a student who will be graduated, or who is scheduled to transfer to another school, prior to the enrollment of the sibling who is applying for admission, shall not be eligible for this priority. The priority admission does not apply to siblings applying during the same application period, unless they have another sibling currently enrolled at the school who will be attending at the same time for at least one school year. Priority admission of siblings only applies to siblings seeking enrollment at an entry level grade. The priority admission of siblings outlined in this section does not apply to selective enrollment schools and programs or to siblings seeking to transfer to a magnet school. The Chief Executive Officer may establish a modified sibling preference for magnet cluster programs as outlined in the CEO's admissions guidelines.

5. Computerized Lottery Selections - Where there are more applicants to an elementary magnet school, magnet cluster school or magnet high school or program than there are spaces available, a computerized lottery will select applicants in accordance with the CEO's admissions guidelines. Students may not apply for admissions through more than one category, inclusive of sibling, proximity or general SES-based admissions status. The following rules apply in sequence to the selection of students by the computerized lottery:

a. *Sibling Selections* – Siblings will be selected based on available seats as described in section III.4. above and the CEO's admissions guidelines. Lotteries will be conducted as necessary when the number of sibling applicants is greater than the number of available seats.

b. *Proximity Lottery* - This lottery applies to elementary magnet schools and magnet high schools. The goal of a proximity lottery is to achieve a defined neighborhood component of the school's available seats. The proximity lottery does not apply to magnet cluster schools, GEAP schools or programs, selective enrollment high schools, or neighborhood high schools with magnet programs. Where there are more proximity applicants to a magnet school than available seats, a computerized lottery will run for applicants residing within a 1.5-mile proximity of the elementary magnet school and a 2.5-mile proximity of the magnet high school. The CEO shall specify in the CEO's admission guidelines the percentage of applicants selected through the proximity lottery,

which percentage shall be no more than 40%. Applicants residing within the established proximity boundary of a magnet school may apply to the school through the general lottery or through the proximity lottery. Applicants will be selected for available seats in accordance with the CEO's admissions guidelines. For those magnet schools that have an attendance boundary, a proximity lottery is not conducted, as students who reside within the attendance boundary will be accepted without application. Such a magnet school is the neighborhood school for these students.

c. *General Lottery* - This lottery applies to elementary magnet schools, magnet cluster schools, and magnet high schools and programs. The general lottery includes all students not admitted as siblings or considered through the proximity lottery, detailed above. The general lottery does not apply to GEAP schools or programs or selective enrollment high schools. The goal of the general lottery is to achieve a defined, citywide, SES-diverse component of the school's available seats in accordance with the CEO's admissions guidelines. Applicants will be selected for available seats in accordance with the CEO's admissions guidelines.

d. *Principal Discretion* - Principals' discretionary admissions shall be allowed in selective enrollment high schools *only*. No principal discretionary selections are allowed in elementary or high school magnet schools or programs or in any GEAP school or program. All principal discretion admissions for selective enrollment high schools shall be conducted in strict compliance with the CEO's principal discretion guidelines.

6. Chicago Residency - Enrollment in any CPS magnet school, magnet cluster school, magnet high school or program, GEAP school, or selective enrollment high school is limited to "residents" of the City of Chicago, as further defined in the Board's Enrollment and Transfer Policy. A student is not required to reside in the City of Chicago in order to apply to these schools; however, in order to enroll, the student must reside within the City limits no later than the July 1st immediately prior to the start of the school year that the student seeks enrollment.

7. NCLB School Choice - The Board authorizes the Chief Executive Officer to the extent practicable, to incorporate a school choice transfer process, as specified in the No Child Left Behind Act (NCLB), within the enrollment process described herein for elementary magnet schools, elementary magnet cluster schools and high school magnet programs. Under the NCLB school choice transfer program, transferring students receive transportation assistance to the extent required by NCLB and in accordance with CPS guidelines.

8. Second Application Processes - In the spring of each year, a second application process will be offered for magnet schools and magnet cluster schools that still have space available following the regular application process in the fall. The "End-of-Year Citywide Options Program" shall be conducted in accordance with application and process procedures published by the Office of Academic Enhancement, consistent with the SES goals articulated in this Policy. Parents will be notified of application status in accordance with the procedures established for these programs by the Office of Academic Enhancement. This second application process shall be coordinated with the District's No Child Left Behind choice program and the School Closing Policy, to the extent practicable.

9. Opportunities to Transfer Into Magnet and Selective Enrollment Schools and Programs

a. *Magnet Transfers*: Applications for entry into a magnet school or program at a grade level other than an entry-grade level shall be made in accordance with the Options for Knowledge publication and admissions decisions shall be made in accordance with the CEO's admissions guidelines. Requests to transfer into a magnet school or program at any grade level after the commencement of the first day of the school year shall be made in accordance with the CEO's admissions guidelines.

b. *Selective Enrollment High School Transfers*: There shall be no transfer opportunities into an entry level grade at a Selective Enrollment High School or program after the commencement of the first day of the school year, except as authorized under the CEO's admissions guidelines.

Transfers to Selective Enrollment High Schools or programs at all other grade levels are subject to review and approval by the Office of Academic Enhancement.

c. *GEAP Transfers*: Applications for entry into a GEAP school or program at a grade level other than an entry-grade level shall be made in accordance with the Options for Knowledge Publication and admissions decisions shall be made in accordance with the CEO's admissions guidelines. There shall be no transfer opportunities at any grade level at GEAP schools and programs after the commencement of the first day of the school year.

IV. CONTINUATION AND EXIT CRITERIA

Absent extenuating circumstances that may affect the best interest of the student, once a student is admitted to a magnet or selective enrollment school or program, the student may remain enrolled in that school or program until the student reaches the highest grade level offered by that school; provided that remaining in the school does not adversely affect the student's social, emotional, and/or academic well-being. This right shall not be affected by changes that might be made regarding transportation guidelines pertaining to these schools.

Students cannot automatically transfer from one magnet or selective enrollment school or program into another. If a student who is enrolled in a magnet or selective enrollment school or program is interested in attending another magnet or selective enrollment school or program, the student must apply through the standard application procedures set out in this policy. Once a student transfers out of a magnet or selective enrollment school or program, if he/she wishes to return to that school or program, he/she must reapply for admission to that school or program through the standard application procedures. All students enrolled in a magnet or selective enrollment school or program are also subject to the transfer provisions identified in the Board's Enrollment and Transfer Policy.

V. TRANSPORTATION

1. Application to and acceptance in any magnet school, magnet cluster school or GEAP school or program shall be made without regard to whether a student is eligible for transportation services. Hence, a student may apply and be accepted to a magnet school or program regardless of whether the student would be entitled to receive transportation.

2. CPS provides transportation services during the regular school day to students attending its magnet schools and programs in accordance with applicable federal and state laws, any board reports related to specific schools and the following requirements. Subject to the availability of funding, the following transportation services will be provided during the 2009-2010 and 2010-2011 school years:

a. Transportation service is provided to those students attending an elementary magnet school, who live more than 1.5 miles and less than 6.0 miles from the school in which they are enrolled.

b. Transportation service is provided to those students attending a Regional Gifted Center who live more than 1.5 miles from the school in which they are enrolled (with the exception of Carnegie, Coonley and South Loop, which provide transportation as described in the Options for Knowledge publication).

c. Transportation service is provided to 7th and 8th grade students attending academic centers who live more than 1.5 miles from the school in which they are enrolled, in accordance with the procedures established for academic centers described in the Options for Knowledge publication.

d. Transportation service is provided to 6th, 7th and 8th grade students attending International Gifted Programs, who live more than 1.5 miles from the school in which they are enrolled, in accordance with the procedures established for International Gifted Programs described in the Options for Knowledge publication.

e. Transportation is provided to students attending any classical schools who live more than 1.5 miles from the school in which they are enrolled and who reside within the transportation ranges described in the Options for Knowledge publication.

3. The provisions of this Policy will not act to limit the entitlement of any student who receives transportation services as a result of IEP accommodations, homelessness or any other program that provides transportation services.

4. Transportation services are not provided to any student residing less than 1.5 miles from the school they are attending, unless a safety hazard exists within the minimum transportation distance. Parents requesting transportation within the 1.5 mile area must complete the "Request for Exception Application for Determination of Serious Safety Hazard" form and return it to the school principal. The request must be approved by the Management Support Director with any appeals going to the Office of P-12 Management.

5. Transportation services are not provided to students in the 9th through 12th grades attending any magnet high school, any selective enrollment high school or program, or any magnet program at the high school level.


VI. AUTHORIZATION TO FORMULATE AND MODIFY GUIDELINES

The Chief Executive Officer is authorized to formulate and issue guidelines as specified in this Policy to effectively administer applications for enrollment in magnet and selective enrollment schools and programs for the 2010-2011 school year. The Chief Executive Officer may also issue revised or updated guidelines as necessary for the effective implementation of the requirements of this Policy.

VII. ENFORCEMENT


Any violations of this policy or any guidelines, manuals or procedures issued pursuant to or in relation to this policy are prohibited. Any employees of the Board who commit such violations will be subjected to severe penalties, up to and including termination. If parents or guardians commit such violations, the students who accessed a school or program regulated by this policy by means of such violation will be subject to immediate transfer out of the that school or program.

Reviewed for Consideration:



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Respectfully Submitted:




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