

July 27, 2022

AMEND BOARD REPORT 17-0426-PO2
AMEND BOARD REPORT 14-0827-PO1
AMEND BOARD REPORT 11-0824-PO2
ADMISSIONS POLICY FOR MAGNET, SELECTIVE
ENROLLMENT AND OTHER OPTIONS FOR KNOWLEDGE SCHOOLS AND PROGRAMS AND
RENAME ADMISSIONS POLICY FOR MAGNET, SELECTIVE
ENROLLMENT AND OTHER GoCPS SCHOOLS AND PROGRAMS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend the Admissions Policy For Magnet, Selective Enrollment and Other Options For Knowledge Schools and Programs and Rename Admissions Policy for Magnet, Selective Enrollment and Other GoCPS Schools and Programs. The policy was posted for public comment from May 27, 2022 to June 27, 2022.

PURPOSE: The purpose of this policy is to provide a comprehensive framework for enrollment in and the operation of magnet, selective enrollment, and charter schools participating in the single application model ("Participating Charters") and other ~~Options for Knowledge~~ GoCPS 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.

HISTORY: On December 16, 2009, the Board adopted a one-year policy which first introduced a SES diversity model and governed applications for 2010-2011 school year enrollments. On November 17, 2010, the Board adopted another one-year policy that governed applications for 2011-2012 school year enrollments. Both one-year policies were subject to public comments and review by a Blue Ribbon Commission appointed by the Chief Executive Officer. In 2011, The Chief Executive Officer ("CEO") and his designees considered public comments and Blue Ribbon Commission recommendations on whether to adopt a general Policy on Admissions to CPS Magnet and Selective Enrollment Schools and Programs in lieu of a limited one-year policy.

POLICY TEXT:

I. APPLICABILITY: This policy applies to enrollment in magnet, selective enrollment, participating charter and other ~~Options for Knowledge~~ GoCPS schools and programs beginning with the admissions process for ~~2018-2019~~ 2022-2023 school year enrollments.

II. TYPES OF MAGNET, SELECTIVE ENROLLMENT AND OTHER ~~OPTIONS FOR KNOWLEDGE~~ GoCPS SCHOOLS AND PROGRAMS: The Chicago Public Schools operates the following types of magnet, selective enrollment and other ~~Options for Knowledge~~ GoCPS schools and programs, which are collectively referred to in this policy as "~~magnet and selective enrollment~~ GoCPS schools and programs."

1. **Elementary Magnet Schools:** 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. To be considered for acceptance, students must submit an application in accordance with the ~~Options for Knowledge publication~~ GoCPS website and other related publications issued by the CEO or designee (collectively referred to in this policy as "~~Options for Knowledge publication~~" "the GoCPS website"). CPS uses non-testing admissions procedures for its magnet elementary schools. Generally,

magnet schools do not have a neighborhood attendance boundary. For magnet schools with defined attendance areas, the admissions process is similar to the process for elementary magnet cluster 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. 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). Every student in the school is involved in the theme(s) or focus offered at that school. CPS uses non-testing admissions procedures for its magnet cluster schools. To be considered for admissions, students who live outside of the attendance boundary must submit an application in accordance with the ~~Options for Knowledge publication~~ GoCPS website.

3. Selective Enrollment Elementary Schools and Programs (“SEES”): SEES provide 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. SEES schools consist of Regional Gifted Centers, Classical Schools, and Academic Centers—~~and International Gifted 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 that 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 access advanced courses, including high school level courses, and 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 (“SEHS”): SEHS 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 one or more specific programmatic themes. CPS uses non-testing admissions procedures for its magnet high schools; however, a threshold stanine is generally required for eligibility. High school magnet programs also 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~~ updates to the GoCPS website.

~~6. International Baccalaureate Programs in Neighborhood High Schools (“High School IB Programs”): The High School IB Program is a pre-university program for academically advanced students in grades 11 and 12. Located in neighborhood schools, these programs are designed to enhance educational opportunities for neighborhood students, as well as increase choice for students citywide. Students (both neighborhood students and citywide students) must apply for enrollment in a High School IB Program prior to entering high school;~~

~~students are selected in accordance with the procedures described in this policy and the annual Options for Knowledge publication.~~

76. ~~Other Options For Knowledge GoCPS Schools and Programs: Other Options for Knowledge GoCPS schools and programs include but are not limited to participating Charter Schools, Military Academies, High Schools with College and Career Academy programs, Fine and Performing Arts programs, General Education High School programs, International Baccalaureate programs, Service Leadership Academies, STEM programs, or Open Enrollment schools, Charter Schools participating in the Single Application model and any other school or program specified by the CEO or designee in the annual Options for Knowledge publication on the GoCPS website.~~

III. CONSIDERATION OF SOCIO-ECONOMIC FACTORS IN THE SELECTION PROCESS: The District's magnet and selective enrollment admissions processes consider socio-economic status ("SES") factors that relate to the census tract in which an applicant resides at the time of application. Parents/guardians are responsible for providing a true and correct address on all applications and updating their current address with the Chicago Public Schools on a timely basis. The application address will update a student's address with the system of record (IMPACT). CPS utilizes data in the following six areas to calculate SES scores and designate an SES tier for each census tract: (1) median family income, (2) adult educational attainment, (3) the percentage of single-parent households, (4) the percentage of home ownership, (5) the percentage of the population that speaks a language other than English; and (6) a school performance variable. Results from these six SES factors will be combined to create a composite census tract score for each census tract in Chicago.

The first five SES factors are derived from data gleaned from the U.S. Census Bureau and other updated sources of reliable and relevant information. Although the U.S. Census is administered every 10 years, current estimates of data tracked by the census are made available through updates published by the U.S. Census Bureau and through reliable commercial demographic marketing firms that use a variety of supplemental data sources. These data are widely used in retail, health care, telecommunications, real estate, and economic development industries, among others. The sixth factor, the school performance variable, is calculated annually from the District-Wide Assessment (DWA) standardized test scores for attendance area schools in each census tract. The SES tier assignment for each census tract is published on the ~~Office of Academic Enhancement's website at www.cpscae.org~~ GoCPS website.

IV. MAGNET SCHOOLS, MAGNET CLUSTER SCHOOLS AND OPEN ENROLLMENT SCHOOLS AND PROGRAMS - SELECTION PROCESS: Elementary Magnet schools and programs use the computerized lottery selection process described below.

1. Elementary Magnet School Lottery Selections – Entry Level:

a. *Siblings* – All sibling applicants shall be offered seats to the extent space is available. Lotteries will be conducted as necessary if the number of sibling applicants is greater than the number of available seats, and a designated sibling wait-list shall be established if there are more sibling applicants than available space. To be eligible, the enrolled sibling and the applicant sibling must reside in the same household and must 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 CEO or designee. 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.

b. *Proximity Lottery* – After placing siblings as described above, 40% of the remaining seats will be allocated to the proximity lottery and the balance to the citywide SES lottery. Proximity determinations will be made by the CEO or designee through a geocoding-based proximity analysis conducted prior to the lottery. All applicants will be placed into the proximity or citywide lotteries based on the application address.

If the number of proximity applicants is less than the number of seats allocated for the proximity application process, those applicants will be given offers and the remaining seats will be filled through the citywide SES lottery.

Where there are more proximity applicants than available seats, computerized lotteries may be run for applicants residing within a 1.5 mile proximity radius of the elementary magnet school and a 2.5 mile proximity radius of the magnet high school. The proximity radius is determined by a straight line method that does not consider driving distances. A sufficient number of offers will be made in lottery order to fill the seats allocated to the proximity selection process. The remaining proximity applicants will be placed on a proximity wait-list.

In an effort to ensure ongoing diversity in these programs, if more than 50 percent of the entire student body, according to the current 20th day file, is comprised of students within the proximity and if more than 50 percent of the student body is any one racial or ethnic group, no proximity lottery will be held for that school. Where both conditions are met, all applicants, including those living in the proximity area, will be placed into the citywide SES lottery.

c. *Citywide SES Lottery* – Offers for the seats allocated to the citywide SES lottery process will be made using the four SES tiers described in Section III. above. Applicants for the citywide SES lottery process will be placed into the four SES tiers based on the applicant's address noted on the application. Lotteries will be conducted within each of the four SES tiers and applicants will be ranked in lottery order within each tier. If there are insufficient applicants within a tier to fill the allocated number of seats in that particular SES tier, the unfilled seats will be divided evenly and redistributed across the remaining tier(s) as the process continues. A sufficient number of offers will be made in lottery order for each SES tier to fill the seats allocated to this lottery process. The remaining applicants will be placed on an applicant wait-list by SES tier.

d. *School Staff Preference Lottery* – At all non-selective enrollment schools, two seats will be allocated at the entry level grade for children of ~~teachers~~ of staff currently employed at that school. If there are more than two children who qualify and apply for these seats, a lottery will be held and students will be ranked in lottery order. For the purpose of this policy, the term children means natural children, step children, foster children and adopted children, as evidenced by documentation required by the CEO or designee. If there are no students who qualify or who apply under this lottery, these seats will be reallocated. If there are minimum criteria for a school, a student must meet eligibility requirements in order to qualify for school staff priority admission.

2. Elementary Magnet School Lottery Selections – Non-Entry Level: Applications to transfer to an elementary magnet school or program at a higher grade level, and requests to transfer to a magnet school or program during the school year at any grade level shall be handled through the following procedure: Available seats will first be offered to siblings of currently enrolled students (with a lottery conducted if there are more sibling applicants than seats). The remaining seats will be filled through a citywide lottery. Requests to transfer into an entry-level grade after the commencement of the school year shall be handled in accordance with the wait-list requirements set out in section IV.5. herein.

3. Selections for Elementary Magnet Cluster Schools, Elementary Open Enrollment Schools and Elementary Magnet Schools with Attendance Boundaries: For students who reside outside the attendance area of a magnet cluster school or magnet school with an attendance boundary, applications for entry-level and non-entry level grades must be submitted in accordance with ~~Options for Knowledge publication information on the GoCPS website~~. After enrolling all attendance area students, available seats will first be offered to sibling applicants of currently enrolled students (with a lottery conducted if there are more sibling applicants than seats). Then, at the entry grade level only, two School Staff Lottery Preference seats also will be allocated at these schools. The remaining seats will be filled through a citywide general lottery that does not apply SES tier factors. For schools with an entry level grade of pre-kindergarten, applications are required for all students who wish to enroll in pre-kindergarten regardless of whether the student lives within the school's attendance boundary. ~~School Staff Lottery Preference also will be given at these schools.~~

4. Selections for Magnet High Schools and Programs: All applicants are subject to threshold academic criteria in order to apply as specified in ~~Options for Knowledge publication on the GoCPS website~~. Where there are more qualified applicants than available seats, students are selected through the computerized sibling selection, staff preference selection, proximity lottery and SES lottery processes outlined in section IV.1.a., IV.1.b. and IV.1.c. above. For magnet high schools and high school magnet programs with

academic requirements, sibling applicants and school staff preference applicants must meet eligibility requirements in order to qualify for sibling or school staff preference priority admission.

Notwithstanding the foregoing, if a high school magnet program is a performance-based program (such as a performing or arts program at a neighborhood school), after identifying students meeting threshold academic criteria, a combination of academic and audition/portfolio-based criteria will be used to select students as specified ~~in the annual Options for Knowledge publication~~ on the GoCPS website. Applicants are ranked through a computerized process based on this combination of criteria with student selections made based on rank order.

Applications to transfer to a magnet high school or program at a non-entry level shall be reviewed and approved by the CEO or designee.

5. Wait Lists Waitlists: Wait-lists shall be annually established by the CEO or designee for enrollment at a magnet school or program based on the ranking of applicants through the lottery process for applicants at all grade levels. The established wait-lists will remain in effect until the end of the school year in which the wait-list applies. Any school wishing to make offers to applicants identified on the wait-lists must contact the parent/guardian of those applicants in wait-list order and record how and when they attempted contact and if the parent/guardian responded. Schools are required to use ~~IMPACT~~ the system of record to track whether students have accepted or declined, in accordance with the CEO's or designee's procedures. No applicants may be given offers for seats in a magnet school or program unless those applicants appear on the wait-list established by the CEO or designee for that school and grade. Schools that have exhausted their wait-list(s) may accept additional applications, but all applications must be approved by the CEO or designee to authorize enrollment. Audits will be conducted periodically to ensure compliance with all wait list procedures.

For both entry- and non-entry-level seats, where a school is maintaining a wait-list for sibling applicants, the sibling wait-list must be exhausted first. After the sibling waitlist is exhausted, for entry level seats only, the staff preference waitlist must be exhausted next. Where a school does not have a sibling or staff preference wait-list but maintains proximity and general wait-lists, the school shall alternate between the proximity and general wait-lists when enrolling students in accordance with the procedures established by the CEO or designee.

6. Principal Discretion: This policy does not authorize principals of magnet schools and programs to exercise principal discretion in the student selection process.

V. SELECTIVE ENROLLMENT SCHOOLS AND PROGRAMS - SELECTION PROCESS: Students are selected for Regional Gifted Centers, Classical Schools, Academic Centers, ~~International Gifted Programs~~ and Selective Enrollment High Schools ~~and High School IB Programs~~ through academically-based criteria and a computerized selection process, as described below. The goal of the selective enrollment selection process is to offer a student the optimum match of school/program choice as indicated on the student's application based on the student's composite score and, for SES-based selections, the student's census tier.

1. Selection for Regional Gifted Centers, Classical Schools, Academic Centers, ~~International Gifted Programs~~ and Selective Enrollment High Schools (grade 9 only) – Entry Level: Applicants who attain final scores above the cutoff score established by the CEO or designee will be selected through a system that affords applicants two opportunities to be chosen for enrollment at each of their preferred selective enrollment schools or programs. Applicants to each selective enrollment school or program are first ranked based solely on their composite score results from applicable testing and/or academic criteria. Next, all applicants to the particular school or program are again ranked by their assigned SES tier based on the composite score results from applicable testing and/or academic criteria.

A total of 30% of the available seats shall be filled in rank order from the testing/academic criteria-only list. The remainder of available seats shall be filled in rank order from the lists that rank applicants by each of the four SES tiers, with an even number of students selected from each of the four SES tier rank lists. If there are insufficient qualifying applicants within an SES tier to fill the allocated number of seats in that

particular tier, the unfilled seats will be divided evenly and redistributed across the remaining tier(s) as the process continues.

An applicant will be considered in both the score-only rank list and the SES tier rank list for each school identified on the student's application in the student's order of preference until the student is selected by a school or until the student's school preference list is exhausted. Applicants are selected in rank order from each list in such a way that when a student is selected from the score-only list, ~~his/her~~ their name will not be processed on the SES tier rank list for that school. Under this single offer model, only one offer is permitted per round of admissions. Once a student accepts an offer for a school or program, ~~he/she~~ they will not be considered for any other schools and programs identified on the student's application in future rounds of admission. There is no guarantee that more than one round of admission will be necessary.

There shall be no transfer opportunities into an entry level grade at a Regional Gifted Centers, Classical Schools, Academic Centers, ~~International Gifted Programs~~, or SEHS after the commencement of the first day of the school year, except as authorized ~~under the Options for Knowledge publication~~ on the GoCPS website.

2. ~~Selection for Regional Gifted Centers, Classical Schools, Academic Centers, International Gifted Programs and Selective Enrollment High Schools – Non-Entry Level:~~ Applications to enroll in a selective enrollment elementary school or program (SEES) at a grade level other than an entry-level grade are subject to review and approval by the CEO or designee. All such transferring students must satisfy all application and testing requirements and shall be considered in accordance with the ~~Options for Knowledge publication~~ GoCPS website. Applications to enroll in a selective enrollment high school or program at a grade level other than the entry-level grade are subject to review and approval by the CEO or designee.

3. ~~Set Asides:~~ In consultation with the ~~Office of Special Education and Supports~~ Office of Diverse Learner Supports and Services, certain selective enrollment schools and programs may also be subject to additional set-aside requirements for the placement of students with ~~disabilities~~ an IEP, as may be required by law. ~~Additionally, the CEO or designee is authorized to incorporate set-asides for a NCLB choice process in the SEHS selection process.~~

4. ~~Siblings:~~ There is no priority admission of siblings to Regional Gifted Centers, Classical Schools, Academic Centers, ~~International Gifted Programs and or~~ Selective Enrollment High Schools. ~~or High School IB Programs.~~

5. ~~Principal Discretion:~~ Principals' discretionary admissions shall be allowed in SEHS only. Annually the CEO or designee shall identify the requisite number of principal discretion seats available at each SEHS. All SEHS principal discretion admissions shall be conducted in strict compliance with the CEO's SEHS principal discretion guidelines. This policy does not authorize principals of SEES or High School IB Programs to exercise principal discretion in the student selection process.

VI. ~~OTHER OPTIONS FOR KNOWLEDGE~~ GoCPS SCHOOLS AND PROGRAMS - SELECTION PROCESS: Students are selected based on the criteria and process identified for each school or program ~~in the Options for Knowledge publication~~ on the GoCPS website.

VII. ~~APPLICATIONS:~~ Students seeking admission to an elementary magnet or selective enrollment school or program or other ~~Options for Knowledge~~ GoCPS schools or programs shall submit applications in accordance with the requirements and deadlines specified ~~in the Options for Knowledge publication~~ on the GoCPS website. Students seeking admission to ninth grade seats will participate in a single application process that will include all district run schools and all participating charter schools and programs.

Students seeking admission to non-selective enrollment schools or programs for ninth grade shall submit an application in accordance with the requirements and deadline specified by the Office of Access and Enrollment. Applicants will receive a single non-selective enrollment offer based on their choices and qualifications.

Students seeking admission to selective enrollment ninth grade seats shall also submit an application in accordance with the requirements and deadline specified by the Office of Access and Enrollment. Applicants will receive a single selective enrollment offer based on their choices and qualifications. Under the single offer model, only one offer is permitted per round of admissions. ~~Once a student accepts an offer for a school or program, he/she will not be considered for any other schools and programs identified on the student's application in future rounds of admission.~~ There is no guarantee that more than one round of admission will be necessary.

Students will receive a maximum of two offers if they qualify for both a non-selective and selective enrollment seat.

1. Existing Students: 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~~ they wishes to return to that school or program, ~~he/she~~ they must reapply for admission to that school or program through the standard application procedures.

2. Applications for Twins or Multiples: For applications for a magnet school, magnet cluster school or magnet program (except performance-based magnet programs), parents/guardians of twins, triplets and other higher order multiple births have the option to link their applications together. This link connects the applicants together, ensuring the twins/multiples are treated as a unit in the lottery. This ensures that they will either gain placement together, or be next to each other on the wait-list. Parents/guardians of twins/multiples also have the option to not link their applications, in which case each child will be independently processed in the lottery without connection to their twin or multiple sibling(s). This policy adopts the traditional meaning of twins and multiples, meaning siblings produced in the same pregnancy. For purposes of this policy, the terms twins and multiples do not include siblings adopted during the same year, adopted siblings born during the same 12-month period, biological siblings born from different pregnancies during the same 12-month period, or any other circumstance in which siblings are close in age but who were not produced in the same pregnancy.

3. Affirmation: All applications submitted under this policy must include 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 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 false information. The CEO or designee shall establish a process to evaluate alleged fraud and make final determinations regarding student removal.

4. Residency Requirement: Enrollment in any CPS magnet or selective enrollment school or programs is limited to "residents" of the City of Chicago, as further described 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 or programs; 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. The ~~Options for Knowledge publication~~ GoCPS website may address procedures for compliance with the proof of residency requirement.

5. Second-Round Application Processes: In the spring of each year, a second-round 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 procedures published by the CEO or designee. Parents will be notified of application status in accordance with the procedures established for these programs by the CEO or designee.

6. Application Appeals: The CEO or designee is authorized to establish an appeals process for disputes regarding applications to a magnet, selective enrollment or other ~~Options for Knowledge~~ GoCPS school or program.

VIII. 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 Diverse Learner Supports and 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 school constitutes the closest accessible building that can implement the IEP, such admissions decisions shall be made independent of the aforementioned process by the CEO or designee.

IX. CONTINUATION OF ENROLLMENT: 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. All students enrolled in a magnet or selective enrollment school or program are further subject to the transfer provisions identified in the Board's Enrollment and Transfer Policy.

X. TRANSPORTATION:

1. Application to and acceptance in any magnet school or program or SEES 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 or SEES 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 SEES and programs in accordance with applicable federal and state laws, any board reports related to specific schools and the following requirements. If the District faces capacity constraints and/or lacks sufficient number of bus drivers to route its students entitled to transportation by law or policy, the District will prioritize students in the following order: Subject to the availability of funding, the following transportation services will be provided:

- a. Diverse Learners with an IEP or 504 plan requiring transportation and Students in Temporary Living Situations (STLS) ("Priority Group A").
- b. The District may then, depending on availability, assign transportation routing for General Education Students enrolled in Magnet, Selective Enrollment or other GoCPS schools and programs on the basis of income in accordance with 105 ILCS 5/34-18(7).("Priority Group B").
- c. Priority Groups A and B are all determined by federal and/or state law. After all students in Priority Groups A and B are routed, the District may, depending on availability, assign transportation to all other General Education Students enrolled in Magnet, Selective Enrollment or other GoCPS schools and programs ("Priority Group C"). In doing so, the District may consider prioritizing any remaining availability based on safety needs as determined by the Office of Safety and Security and any other Board Policies.
- d. Requests or requirements for transportation are fluid during the school year in all Priority Groups. As new students from Priority Groups A and B come in throughout the year, if no other options for transportation are available, it is possible that a student in Priority Group C may be displaced to accommodate students from Priority Groups A or B.

3. Subject to Section X.2 and the availability of funding, the following transportation services for Priority Groups B and C will be provided:

- 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 provides 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. d. 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 on the GoCPS website.

3. 4. 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. 5. 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 respective ~~Network Chief~~ Chief of Schools with any appeals going to the CEO or designee.

5. 6. 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~~ unless they are in the designated "Priority Group A" as mentioned in Section X.2.a. above or are entitled to transportation by state or federal law.

6. 7. The Chief Executive Officer may authorize adjustments to the transportation services set out in this policy as ~~the they~~ deem necessary to best serve the needs of a particular magnet school or program or SEES. The Chief Executive Officer shall submit a quarterly report to the Board on any adjustments to transportation services authorized during the previous quarter.

XI. ACCOUNTABILITY STANDARDS AND PROGRAM STATUS: The CEO or designee is authorized to make annual evaluations regarding program status and continuation of resources, based on program compliance and fidelity, utilization rates and other factors. Further, at the end of each school year, the CEO may make determinations 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 CEO.

XII. AUTHORIZATION TO ISSUE PROCEDURES AND GUIDELINES: The CEO or designee is authorized to establish application and selection procedures and requirements as necessary to effectively administer applications for enrollment in magnet and selective enrollment schools and programs and will publish these procedures and rules in the annual ~~Options for Knowledge publication~~ updates to the GoCPS

website. The CEO may also issue revised or updated procedures, rules and guidelines as necessary for the effective implementation of the requirements of this policy. The CEO or designee is further authorized to formulate and issue SEHS principal discretion guidelines as specified in this Policy and issue revisions or updates to these guidelines as necessary for the effective implementation of the requirements of this policy.

XIII. ENFORCEMENT: Violations of this policy or any guidelines, manuals or procedures issued pursuant to or in relation to this policy are prohibited. Employees of the Board who commit such violations will be subjected to severe penalties, up to and including termination. Students who are enrolled in violation of this policy will be subject to removal from that magnet or selective school or program.

Approved for Consideration:

DocuSigned by:
Bogdana Chkoumbova
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Bogdana Chkoumbova
Chief Education Officer

Respectively Submitted:

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Pedro Martinez
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Pedro Martinez
Chief Executive Officer

Approved as to Legal Form: ^{DS}
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Joseph T. Moriarty
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