

DEFERRED DRAFT

02-1218-PO03

December 18, 2002

AMEND BOARD REPORT 99-0825-PO5
AMEND BOARD REPORT 97-1022-PO1, ~~ADOPTED OCTOBER 22, 1999~~
ESTABLISH A COMPREHENSIVE POLICY REGARDING THE FRAMEWORK FOR
MAGNET SCHOOLS AND PROGRAMS OF THE CHICAGO PUBLIC SCHOOLS

PURPOSE: The purpose of this policy is to provide a comprehensive set of guidelines that would serve as a framework for the magnet schools and programs in the Chicago Public Schools ("CPS" or "the District"). In the CPS, magnet schools and programs have several goals including: to provide and maintain desegregation in student assignments consistent with the District's desegregation obligation in U.S. v. Board of Education of the City of Chicago; to promote diversity within schools included but not limited to the prevention, reduction and elimination of minority group isolation; to provide a unique or specialized curriculum or approach; and to improve achievement for all students participating in a magnet school program.

This policy is created to ensure equal access and equity in the provision of all magnet programs offered by the District.

This policy applies to all applicants and to all students attending any magnet school or program in the District beginning with the 1999-2000 school year.

RECOMMENDATION:

COMPREHENSIVE MAGNET POLICY

TYPE OF MAGNETS

For purposes of implementing these guidelines, the District classifies its magnet programs into the following categories:

-Magnet Schools - In a magnet school, every student enrolled in the school is admitted through the school's application admission process. Every student in the school is involved in the magnet theme or focus offered at that school. Generally, a magnet school does not have an attendance area. The District has elementary and high school magnet schools.

- Magnet Cluster Programs - A magnet cluster program operates in a neighborhood school with a defined attendance area. Effective with the passage of this policy, the District will offer four types of magnet programs: (1) Math/Science; (2) International Baccalaureate Middle Years; (3) World Language; and (4) Fine/Performing Arts. Subject to certain exceptions--e.g. 7th and 8th grade magnet programs for academically talented students and programs that have proven effective in promoting the goals of the desegregation Consent Decree--all magnet programs will consist of one of the four types listed above. Technology will be integrated into all four magnet programs. Magnet programs will be located in groups of no less than four schools clustered nearby in a manner that provides the benefits of magnet programs to as many students as possible. Each school in a cluster will select which of the four types of magnet programs it will offer in collaboration with its companion schools in the neighborhood cluster. Only magnet programs offered within a cluster of neighborhood schools shall maintain their magnet status and be eligible for accompanying resources. Transportation services shall be provided in accordance with the transportation guidelines set forth herein. The District has elementary and high school magnet programs. With the exceptions of magnet programs for academically talented students, the CPS uses non-testing, admissions policy for its magnet programs with priority given to students from the school's attendance area. It is the goal of the District that by the year 2001, 100 percent of students at schools having magnet programs will have access to these programs. For purposes of this policy, 7th and 8th grade magnet programs for academically talented students that are housed in high school buildings are considered elementary magnet programs.

For Fall 2000, schools wishing to implement magnet programs must comply with Board guidelines and procedures. Subsequent to the 2000-2001 school year, schools seeking to operate magnet programs must submit an application to the District's Director of Magnet Schools and Programs.

-Regional Gifted Centers - Regional Gifted Centers are designed to provide appropriate services for children identified as gifted. These centers offer 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 in depth than is possible in most local programs. Some of these centers are designed to service the needs of high ability students with limited-English proficiency. All students are enrolled in the Regional Gifted Centers through the Centers' application and admissions process. Regional Gifted Centers may be housed in a single building structure or in a school building that has or does not have a magnet program. Currently, the District's Regional Gifted Centers operate only at the elementary level.

-International Baccalaureate Preparatory Program - The International Baccalaureate Preparatory Program (Pre-IB) prepares intellectually able 6th, 7th, and 8th grade students for the most academically intensive of the high school programs. The International Baccalaureate education system is recognized worldwide for its high standards, articulated expectations, and rigorous curriculum. The Pre-IB Program includes intensive study in mathematics, social studies, English, French, logic, and library science. Students successfully completing the program are particularly prepared for entrance into the International Baccalaureate Program. In such schools, the principal shall promote interaction, for as much of the school day as possible between those students who participate in the Pre-IB program and those who do not.

-International Baccalaureate Programs - The International Baccalaureate Program serves grades 9-12. It is a series of courses and examinations, the successful completion of which merits the award of the International Baccalaureate (IB) Diploma, a prestigious secondary school credential recognized worldwide by institutions of higher learning. Many universities and colleges in the United States and abroad grant advanced status to recipients of the IB Diploma. The curriculum and assessment program was created in 1967 by a private foundation registered under Swiss law and headquartered in Geneva, Switzerland. All eligible students must reside in the school's region with a goal of 15 percent living in the local school's attendance area for the 1999-2000 school year and a goal of 30 percent living in the school's local attendance area each year thereafter.

-Prospective International Baccalaureate Program - The Prospective International Baccalaureate Program, which is in the process of becoming officially affiliated with the International Baccalaureate Program is a series of courses designed to prepare students for participating in the International Baccalaureate program.

ACCOUNTABILITY STANDARDS FOR MAGNET SCHOOLS AND PROGRAMS

A. Magnet Schools

Magnet schools shall establish and maintain excellent academic programs that promote strong academic performance in attending students. In order for a high school to maintain its magnet status, at least 35% of the students attending must read at or above the national average as measured by last available TAP scores. CPS will work closely with schools that have lost their magnet status to help these schools improve to the point where they can apply for and regain magnet status. Additionally, schools that lost their magnet status would retain the resources they received by virtue of being magnet schools. The Board shall promulgate guidelines to be used in determining the bases under which schools retain or reestablish their status as "magnet" schools.

B. Magnet Programs

In order to ensure the quality of its magnet programs, the District establishes the following accountability goals:

- (i) faculty teaching positions in a school with a magnet program that are funded by the District's desegregation program must be used to support the school's magnet program;
- (ii) when feasible, all faculty teaching in a magnet program shall fulfill the state requirements to attain an endorsement in the program's area of academic concentration and for those faculty members having the necessary endorsement, ongoing professional development shall be provided;
- (iii) principals shall administer their magnet programs in collaboration with other magnet programs "clustered" in nearby schools in a manner that provides the benefits of magnet programs to as many students as possible.

C. Chief Executive Officer Recommendation on Magnet Schools and Programs Viability

At the end of each school year, recommendations shall be made to the Chief Executive Officer regarding the viability of the District's magnet schools and programs. Such assessments shall be made on the accountability goals in this policy for the District's magnet programs. In the event that there is a determination that magnet schools and programs are no longer viable, there will be notification to the Local School Councils.

ACCESS TO MAGNET SCHOOLS AND PROGRAMS

A. General Guidelines

1. Any student in the Chicago Public Schools (CPS) attendance area is eligible to apply to any magnet school or program as long as the magnet school or program offers the grade appropriate for that student and space is available.
2. Academic or Related Eligibility Criteria - Only magnet schools or programs for academically talented students such as the Classical magnet schools, the 7th/8th grade programs for the academically talented, the IB programs, and the gifted centers may use academic or related criteria for determining students who are eligible for a magnet school or program. All other magnet schools and programs shall use a non-testing policy and must admit students by lottery. By July 15, each year, the principal of any school or program for academically talented students which uses admissions criteria shall submit the criteria to be used in February of the next school year to EEOP. Each year, EEOP shall review and approve all criteria to ensure that they are educationally related to the specialized curriculum or instructional strategy offered at the submitting school and that the criteria are non-discriminatory in determining students who are eligible for the magnet school or program. Also, such criteria will be reviewed by the Chief Specialized Services Officer to ensure that the criteria are applied in a manner that provides equal educational opportunities for students with disabilities.
3. Application and Admission Process - Between November and January of each school year, the District shall make applications for magnet schools and programs available to each school in the District and at EEOP, which is located at the Board of Education's Central Office. Further, applications will be available at City of Chicago Public Libraries and various city agencies. To be eligible for admission to a magnet school or program, parents of applicants must return applications to the school to which they are applying no later than February 1 for admissions consideration for the following school year. Each year thereafter, parents of applicants must return applications to the school to which they are applying no later than January 16, each year for enrollment into the school for the following school year.

Parents are encouraged to apply to as many magnet schools and programs in which they are interested in a having their child(ren) attend. If there are fewer applications than seats available the District shall admit all eligible students to the magnet school or program, subject to the District's desegregation goals. Where there are more eligible students than available seats in a magnet school or program, the District shall select students for a magnet school or program by a general computerized lottery process, subject to the desegregation goals and the special lotteries discussed below. Any special lottery in admission shall be applied in accordance with the criteria articulated in this Policy. In cases where the IEP of students with physical impairments requires that the children go to an accessible building school and an open enrollment magnet school constitutes the closest accessible building that can implement the IEP, then such students must be accepted into the open enrollment magnet school. Schools shall send notification to parents by the end of the third week in March as to whether their child(ren) have been admitted into the magnet school or program for which they applied. Parents must notify magnet school or programs of their intention to enroll their child(ren) at the school by the end of the second week of April.

4. Desegregation Goals - Consistent with its desegregation obligations in U.S. v. Board of Education of the City of Chicago, the District shall use desegregation goals as one factor in selecting students for a magnet school. The goal of each magnet school is to have an enrollment between 65-85 percent minority (Black, Hispanic, Asia/Pacific Islander, or American Indian/Alaskan Native) and 15-35 percent non-minority (White).
5. Proximity Lottery - This lottery applies to elementary magnet schools, high school magnet schools and the International Baccalaureate Program schools only.¹ The goal of a proximity lottery is to achieve at least a 30 percent neighborhood component of the school or program's enrollment. The goal of the proximity lottery is to achieve at least a 15 percent neighborhood component of the school's total enrollment. The Board shall have the appropriate study conducted to ensure ongoing compliance with the desegregation Consent Decree.
6. Sibling Lottery² - When there are more applicants to a magnet school than available seats, the school shall hold a sibling lottery for up to 45 percent of the total enrollment in the magnet school for the siblings of older students enrolled in the magnet school or program. The siblings must be living in the same household. To be eligible for this lottery, students must meet the approved eligibility criteria for the magnet school for which they are applying. Again, students may not apply for admissions through more than one lottery at any one school.
7. Principal Discretion³ - Where there are more applications to a magnet school or program

¹The Proximity Lottery does not apply to elementary or high school magnet programs, to 7th/8th grade magnet programs for academically talented students housed in high school buildings, Community Academies or Specialty Schools, Regional Gifted Centers, International Baccalaureate Preparatory Programs, or the International Baccalaureate Programs.

²The sibling lottery does not apply to 7th/8th grade magnet programs for academically talented students who are housed in high school buildings, to Regional Gifted Centers, or to any Pre-IB, IB or Prospective IB programs.

³Principal discretion does not apply to 7th/8th grade magnet programs for academically talented students that are housed in high school buildings, to Regional Gifted Centers, or to Pre-IB, IB or Prospective IB programs.

than available seats, each year the principal of a magnet school or program may at his/her discretion admit up to 5 percent of his/her students into his/her magnet school or program. Students admitted under the principal's discretion must meet all admissions criteria, must follow all application procedures, and adhere to all timelines. Further, the principal may only use his/her discretion to enhance/maintain the desegregation goals when admitting students.

B. Elementary Magnet Schools

Where there are more applicants to a magnet school than available seats, any elementary magnet school that has a neighborhood enrollment of less than 15 percent for the 1999-2000 school year, or less than 30 percent each year thereafter, shall hold a separate proximity lottery for students living within a 1.5 mile proximity of the school. The goal of a proximity lottery is to achieve a neighborhood component of at least 30 percent for this year and for each year thereafter, of the magnet school's total enrollment. Because most magnet schools do not have attendance areas, an attendance area which is roughly based on a 1.5 mile radius of each magnet school has been created to establish boundaries for "proximity" students. Magnet schools that have an existing attendance boundary shall use its current attendance area for its proximity lottery. Students living within the established proximity boundary of a magnet school may apply to the school through the general lottery or through the proximity lottery. Students may not apply for admissions through more than one lottery. Proximity students must meet the same admissions criteria as all other students. Desegregation goals shall apply to schools using a proximity lottery.

C. High School Magnet Schools

Where there are more applicants to a magnet school than available seats, any high school magnet school that has a neighborhood enrollment of less than 15 percent for the 1999-2000 school year, and less than 30 percent each year thereafter, shall hold a separate proximity lottery for students living within a 2.5 mile proximity of the school. The goal of a proximity lottery is to achieve a neighborhood component of at least 30 percent this year and for each year thereafter of a magnet school's total enrollment. Because most magnet schools do not have attendance areas, an attendance area which is roughly based on a 2.5 mile radius of each magnet school has been created to establish boundaries for "proximity" students. Magnet schools that have an existing attendance boundary shall use its current attendance area for its proximity lottery. Students living within the established proximity boundary of a magnet school may apply to the school through the general lottery or through the proximity lottery. Students may not apply for admissions to more than one lottery. Proximity students must meet the same admissions criteria as all other students. Desegregation goals shall apply to schools using a proximity lottery.

D. Prospective International Baccalaureate Program Schools

Where there are more applicants to a school's Prospective International Baccalaureate program than available seats, any school's International Baccalaureate Program that has a neighborhood component of less than 30 percent this year and each year thereafter, shall hold a separate proximity lottery for students living within its established attendance area. The goal of a proximity lottery is to achieve a neighborhood component of at least 30 percent for this year and each year thereafter, of a Prospective International Baccalaureate Program's enrollment. The Prospective International Baccalaureate Program schools shall use its current attendance area for its proximity lottery. Students living within the Region of a Prospective International Baccalaureate Program school may apply to the program through the general lottery. Students may not apply for admissions through more than one lottery. Proximity students must meet the same admissions criteria as all other students. Desegregation goals shall apply to schools using a proximity lottery.

CONTINUATION AND EXIT CRITERIA

As a general rule, once a student is admitted to a magnet school or program, the student shall have the right to remain in that school or program until the student reaches the highest grade level offered by that school. This right shall not be affected by changes that might be made regarding transportation guidelines pertaining to magnet schools and programs. Students can not automatically transfer from one magnet school or program into another. Once a student transfers out of a magnet school or program, he/she must reapply for admission to another program. In cases where disciplinary reassignment is necessary, appropriate provisions of the Uniform Discipline Code must be followed.

TRANSPORTATION GUIDELINES

~~While all students in the CPS are eligible to apply for admission to the magnet schools and programs offered, the CPS shall provide transportation only in accordance with the following guidelines. Those students who apply and are admitted to a magnet school or program but are not eligible to receive transportation may attend the school to which they are accepted if their parents or legal guardians provide transportation.⁴ Transportation services are available for students accepted and enrolled in any of the District's elementary magnet schools and programs, and Regional Gifted Centers in accordance with the following provisions:~~

CPS provides transportation to students attending its magnet schools and programs in accordance with all applicable by federal and state laws. Additionally, CPS shall provide transportation to students enrolled in magnet schools and programs based on the following guidelines.

1. Application to and acceptance in any magnet school, magnet program, or Regional Gifted Center shall be made without regard to whether a student is eligible for transportation services. Hence, a student may apply and be accepted to a program regardless of whether the student would be entitled to receive transportation ~~under the guidelines below.~~
2. Transportation Services are provided to students attending elementary magnet schools, Regional Gifted Centers, Elementary Pre-IB programs, and academic centers located in CPS high schools pursuant to the following: ~~are classified into three types: A) Full Transportation Services ("FTS"), B) Elementary Magnet School Transportation Services, and C) Clustered Schools Magnet Program Transportation:~~
 - A) ~~Full Transportation Services ("FTS") - Full Transportation Service is transportation that 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, 7th/8th grade magnet programs for academically talented students that are housed in high school buildings and Pre-IB programs for students living more than 4.5 miles from the schools in which they are enrolled. Full Transportation services are available without regard to the distance a student must be transported.~~
 - B) ~~Elementary Magnet School Transportation Service - Elementary Magnet School Transportation Service is transportation that is provided to students attending elementary magnet schools living more than 1.5 but less than 6.0 miles from the school in which they are enrolled. Elementary Magnet School Transportation Service is available only to students attending elementary magnet schools. Students attending these schools must reside within a schools' "Transportation Zone" in order to receive transportation.~~

⁴This general policy statement is subject to exceptions mandated by law. For instance, if a student attending a magnet school becomes homeless and the parent or guardian chooses to have the student remain at the magnet school as his or her "school or origin," the District may be required to provide transportation to the student.

- 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.
- C) ~~Clustered Schools Magnet Program Transportation – The District will provide busing to all students who continue to live within the attendance area of the clustered elementary magnet programs provided the student lives more than 1.5 miles from the elementary school he or she attends. This policy will take effect in the 2000-01 school year. Exceptions to this policy may be made to enhance the integration of the school receiving transported students.~~
- C) After the 2003-2004 school year, no transportation shall be provided to 7th or 8th grade students attending academic centers that are located in high schools. For school year 2003-2004, transportation will be provided for 8th grade students attending an academic center if:
1. they attended and received transportation to the same academic center the previous year; and
 2. they live more than 1.5 miles from the school.
- D) After the 2004-2005 school year, no transportation shall be provided to students attending an Elementary Pre-IB program. For school year 2003-2004, transportation will be provided for 7th and 8th grade students attending an elementary Pre-IB program if:
1. they attended and received transportation to the same Elementary Pre-IB program the previous year; and
 2. they live more than 1.5 miles from the school.
- For school year 2004-2005, transportation will be provided for 8th grade students attending an elementary IB program if:
1. they attended and received transportation to the same Elementary Pre-IB program the previous year; and
 2. they live more than 1.5 miles from the school.

E) The voluntary transfer program provides elementary students with an opportunity to attend schools in an integrated setting. Students who live more than 1.5 miles and less than 6 miles from the school they attend and whose enrollment enhances the integration at the school shall be provided transportation service.

~~3. Transportation Zones will be established to enable the District to provide Restricted Transportation Services.~~

~~43. In very limited circumstances, transportation zones have been created beyond a 6-mile radius of the four classical magnet schools to ensure that students admitted to any classical program may receive transportation to no less than one of the classical programs offered. Transportation is provided to students attending any classical schools who live more than 1.5 miles from the school at which they are enrolled and who reside within the currently identified boundaries of the school they attend.~~

~~54. If a student is accepted to a magnet school that is not accessible, and the student will be enrolled in the nearest accessible magnet school that has a comparable program, then the six mile transportation ~~zone~~ limit will not apply if the closest accessible magnet school is further than six miles from the student's residence.~~

~~65. If a student enrolls in a magnet school, becomes homeless, and chooses to remain at the magnet school, then six mile transportation ~~zone~~ limit will not apply.~~

~~76. Students receiving transportation services will be transported to and from school to attend the regular school day.~~

~~87. 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 Regional Education Officer Management Support Director with any appeals going to the Chief of Schools and Regions.~~

~~98. Transportation services are not provided to students in the 9th through 12th grades attending any magnet high school or any magnet program at the high school level.~~

Approved for Consideration:

Respectfully Submitted:

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