

December 18, 2002

REPORT 00-0925-RO5

AMEND BOARD

ESTABLISH A COMPREHENSIVE POLICY REGARDING THE FRAMEWORK FOR
MAGNET SCHOOLS AND PROGRAMS OF THE CHICAGO PUBLIC SCHOOLS

work for the magnet schools and programs in the Chicago Public Schools ("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. Each program consists of schools in the district in the area of...

From 1980 to 1985, several districts were implementing magnet programs in compliance with the state guidelines and procedures established by the State Department of Education. Some of these districts are seeking to participate in the program in 1986.

The purpose of this study is to determine the effectiveness of the magnet programs in meeting the needs of gifted students. The study is designed to meet the needs of gifted students who are identified as gifted. These centers offer a curriculum which presents subject matter in greater depth than is possible in most local programs. Some of these centers are designed to serve the needs of high ability students with special talents in the areas of science, mathematics, and language arts.

B. Magnet Programs

and following in order to ensure that District magnet programs are established in accordance with the following accountability goals:

- (i) when feasible, all magnet programs 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

es the benefits of magnet programs to as many clustered in nearby schools in a manner that provides the maximum number of students as possible.

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

available the District shall admit all eligible students to the magnet school or program, subject

to the District's desegregation plan. When there are more eligible students than available

seats in a magnet school or program, the District shall select students for a magnet school

the principal's discretion must meet all admissions criteria and adhere to all timelines. Further, the principal may only

Students admitted under the process must follow all application procedures.

B. Elementary Magnet Schools

than 30 percent each year thereafter, shall hold a separate proximity lottery for students living in a 1.5 mile proximity of the school. The goal of a proximity lottery is to achieve a neighborhood composition of at least 30 percent for this year and for each year thereafter, or the magnet school's

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Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery.

boundaries for "proximity" students. Magnet schools that have an existing attendance boundary shall use its current attendance boundary for its proximity lottery. Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery.

apply to schools using a proximity lottery.

High School Magnet Schools

C.

When there are more applicants for a magnet school than available seats, each high school magnet school that has a neighborhood enrollment of less than 15 percent of the 1999-2000 school year and less than 30 percent of the 2000-2001 school year 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 composition of at least 15 percent for this year and for each year thereafter.

Because most magnet schools do not have attendance areas, an attendance area for its proximity lottery. Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery. Students living within the established area for its proximity lottery.

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the proximity lottery. Students may not apply to more than one lottery.

International program school may be held in the District of Columbia for students living within the region of prospective international students. The program will be held in the District of Columbia for students living within the region of prospective international students. The program will be held in the District of Columbia for students living within the region of prospective international students.

Elementary Magnet School Transportation Service - Elementary Magnet School

B) Elementary Magnet School

Transportation Services - Transportation that is provided to students attending elementary magnet schools is provided to students attending elementary magnet schools 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 the school's "Transportation Zone" in order to receive transportation.

Transportation service is provided to those students attending a National Center Center who live more than 1.5 miles from the school in which they are enrolled.

G) Clustered Schools Magnet Program Transportation - The District will provide busing

service 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 make effective 2000-01. Exceptions to this policy may be made to enhance the integration of the receiving transported students.

Transportation Service - provided

from students' residences that are the neighborhood school sites used for regular school transportation.

the maximum number of bus routes provided to each elementary program shall not exceed 50% of the number of routes provided to each program during the 2002-2003 school year.

5. administrators at each of the Elementary Pre-IB programs shall establish daily program start and end times with the approval of the Chief Operating

Officer.

