

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule of the President for Monday, October 27, 1997, Final Schedule (partial) (4 pages)	10/27/97	P6/b(6), b(7)(C), b(7)(E), b(7)(F)
002. schedule	Schedule of the President for Tuesday, October 28, 1997, Draft Schedule (partial) (1 page)	10/28/97	P6/b(6)
003. schedule	Schedule of the President for Tuesday, October 28, 1997, Draft Schedule (2 pages)	10/28/97	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

Chicago Trip [1]

2012-0160-S
ry1210

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.



FOR IMMEDIATE RELEASE

June 4, 1997

Contact: Tabrina Davis

773/535-3760 (Office)

312/349-7560 (Pager)

Internet: <http://www.cps.k12.il.us>

CPS GETS READY FOR THE LARGEST SUMMER SCHOOL ENROLLMENT EVER

As the 1996-97 school year winds down, the Chicago Public Schools is anticipating more than 150,000 students to sign up for summer school, the largest enrollment in its history.

The expanded promotion policy and Summer Bridge Program, which was optional last year to all but eighth graders, has bolstered this year's enrollment capacity fifty percent. The program now requires students in grades three, six, eight and nine to attend summer school if they fail to meet the minimum criteria in reading and mathematics.

"The Summer Bridge Program has already proven to be an effective tool in helping students reach their full potential," said Paul Vallas, CPS Chief Executive Officer. "We have seen dramatic increases in standardized tests at both the high school and elementary school levels and some of that success is owed to the bridge program."

There are 11,771 third graders; 9,141 sixth graders; 7,392 eighth graders and 13,973 ninth graders who may be required to attend summer school because of low scores on the Iowa Tests of Basic Skills. But other factors also will be considered in determining who will be required to attend summer school.

"Promotions will not be solely based on standardized test scores," said Blondevan Davis, CPS Deputy Chief Education Officer. "Students' successful completion of course work, grades and attendance will also be considered."

The minimum criteria for ITBS scores in reading and mathematics that must be met in order for third grade students to pass is 2.8 (grade level is 3.8); for sixth graders is 5.3 (grade level is 6.8) and for eighth graders is 7.0 (grade level is 8.8). Ninth graders must score an 8.0 on the Test of Achievement and Proficiency (TAP). Officials also may issue waivers in some cases.

Third and sixth grade students who do not successfully complete the Summer Bridge Program will be retained as well as failing eighth grade students under the age of 15.

--more--

Summer School-add1

Eighth graders over the age of 15 will be assigned to a transition center for a remediation program and be re-tested during the mid-term of the year to determine if they are ready for promotion into high school.

More than 60,000 students participated in the bridge and other academic programs last year. This year about 80,000 students are expected to take part in academic programs. Another 70,000 are expected participate in other summer job and recreational programs.

Among them are programs sponsored by the Mayor's Office in which 350 schools will provide at least 7,500 jobs for youth. They include:

- **Summer Social Center:** This four-hour program includes a variety of academic and recreational activities selected by the individual schools. Student workers will be hired as Summer Social Center Aids at high school social centers and the program can be used to complement summer school or be the sole summer program of a school.
- **Gallery 37:** This program prepares students for entry into the job market and encourages them to pursue careers in the arts. Gallery 37 pays apprentice student artists to work with professional artists in various artistic activities such as silk screening, sound collage for radio, music, dance, drama and photography.
- **Vocational Training Program:** This program offers students an academically enriched work experience by applying learning and skill building proficiency through hands-on work. Participants will use reading, writing, mathematics and work competency skills in various workshops including auto, business, computer, hospitality and wood working.
- **Summer Sports Camps:** More than 20 different sports will be offered at Chicago public schools and at area parks. Both the CPS and the Park District will share staff and facilities to offer academic and recreational programs to students throughout the summer.
- **Environmental Schools Initiative:** Fifty schools will employ students ages 14-18 to assist in the planning, design and construction of landscapes and gardens around schools and communities. Students also will contribute to recycling, school energy assessments and landscape rehabilitation of natural areas.

There also will be programs linking the CPS with the Chicago Park District and the Chicago Public Libraries. Summer school is set to begin June 30 and run through Aug. 8 for grades three, six and eight and through Aug. 22 for high school.

The Chicago Public Schools is the nation's third-largest school district and the second largest employer in Illinois with more than 43,000 employees. The school system operates 557 schools and serves 424,000 students.

BRIDGING THE GAP TO THE 21st CENTURY

A PROGRAM IN SUPPORT OF THE CHICAGO PUBLIC SCHOOLS PROMOTION POLICY TO ASSIST STUDENTS IN MEETING MINIMUM CRITERIA

FACT SHEET

Bridging the Gap Reading and Mathematics Program

As an extension of the Summer Bridge Program, and building upon the success of the methods employed, 100 one hour lessons have been prepared in reading (60) and mathematics (40) to supplement the regular curriculum in grades three, six, and eight. This program is targeted for students who have failed to meet promotion criteria in these grades, but can also be used with students who are on level. The instructional program will use non-consumable reading and mathematics kits which were part of the 10.8 million dollar summer materials package, as well as additional high quality student texts similar to those used in the summer program. All lessons are written on grade level and make serious demands on both students and teachers. The high praise that the summer lessons received from staff indicates that this approach is effective. Just as in the Summer Bridge, there will be a test preparation component, culminating with the administration of the Iowa Test of Basic Skills.

WFBT-TV Homework Show

Each day at 3:30 p.m., Channel 23, WFBT-TV in Chicago will air a 30 minute program featuring a Chicago Public School teacher presenting excerpts from one of the daily lessons in the Bridging the Gap program. Schools with after school programs will be able to access the show and students may follow on television the same lesson that their teacher is presenting to them in class. The show will highlight individual schools and teachers, and students will have the opportunity to call the show and ask questions pertaining to the lessons. Additionally, the show will feature book talks and a library skills component. Schools may tape the show for presentation at a later time.

Lighthouse Program

The Chicago Public Schools will fund a two hour after school program in 145 elementary schools. It will include a one hour academic component and a one hour social center. All participating schools will utilize the Bridging the Gap reading and mathematics lesson plans, and will receive instructional materials for all third, sixth, and eighth grade students in their program. Funding for teaching staff is included in the program.

Tutors

College students will be recruited to tutor in 150 Chicago elementary schools. They will be assigned specifically to schools which have retained ten or more students in grades three, six, or eight. They may be utilized to assist students during the regular school day or in an after school program.

High school student tutors, including a number from parochial schools, will be assigned to each of the 145 Lighthouse schools. They will work with third, sixth, and eighth grade students in the Bridging the Gap reading and mathematics program.

Extra Teachers

The 65 schools with the greatest number of students retained in grades three, six and eight combined, will be assigned one additional teacher to work with these students.

Social Center/Extended Day

The Bridging the Gap reading and mathematics program will be made available to any school desiring to implement it in an after school setting. This will include lesson plans, instructional materials, and staff development. Teachers working the after school program are compensated through the social center budget or from discretionary funds.

[illegible][illegible]

CRITERIA FOR PROBATION

- **Fewer than 15% of students meet national norms on ITBS or TAP reading scores**
- **Problems not resolvable by remediation**

For borderline schools, some or all of these criteria may be considered:

- **Performance on the Illinois Goal Assessment Program (IGAP) tests**
- **Attendance rates**
- **Dropout rates**
- **Remediation plan not implemented**
- **School support programs not implemented**



FOR IMMEDIATE RELEASE

September 30, 1996

Contact: Tabrina L. Davis

312/535-3760 (Office)

312/349-7560 (Pager)

<http://www.cps.k12.il.us> (Internet)

CHICAGO PUBLIC SCHOOLS ANNOUNCE SCHOOLS ON PROBATION

In their most aggressive action yet to demand strong performance in every classroom, Chicago Public School officials today announced they have placed 109 schools on academic probation, the first time that power has been invoked in the system.

Included in that total are 38 high schools and 71 elementary schools. An additional 31 schools were placed on remediation, a less stringent corrective measure.

"The people of Chicago have no more patience for schools that are failing our children, and neither does the Board of Trustees," said Gery Chico, President of the Chicago School Reform Board of Trustees. "We are saying to failing schools, we will help you, but we insist that you do what it takes to earn the trust of the parents and students who expect you to provide a solid education."

Over the next two months, eight "School Support Teams" made up of Chicago Public School educators will work with each probation school to develop a detailed assessment of problems in the school. Based on that assessment, the support teams will modify the current School Improvement Plan to include specific objective criteria schools must meet, both short- and long-term, to improve student performance.

School staff will be held accountable for implementing the plan, aided by external educational organizations specializing in helping schools reorganize to improve student performance. Overseeing the principals and their external partners will be a team of "Probation Managers," comprised of current and former principals with excellent track records.

The modified School Improvement Plan can require the school to bring specific programs into the school, such as expanded pre-school and summer school, new instructional models or after-school offerings.

"We want every action taken in these schools measured against one simple criterion: does this improve classroom performance?" said CPS Chief Executive Officer Paul Vallas. "We're not

- more -

Probation-2

sympathetic to excuses and we refuse to accept the status quo. We want academic results, and this is the length we're prepared to go to get them."

Schools were placed on the probation list if fewer than 15 percent of their students perform at grade level on ITBS or TAP reading tests. For borderline schools, other criteria were weighed, including performance on the IGAP tests, attendance and dropout rates, and progress made by school leadership to develop and implement quality plans to improve student performance. After weighing that criteria, CPS officials placed some schools on remediation rather than probation.

No school on probation will be considered for removal without raising student performance above the 15 percent level, although reaching that level does not guarantee a school will be removed from probation.

Although school officials expressed hope that schools on probation will show dramatic improvement, their failure to do so allows CPS broad powers of action, including removal of staff who fail to implement the School Improvement Plan. Other powers available to CPS under state law include calling for new LSC elections; reconstitution; intervention; or closure. Before taking any of those actions, CPS must hold a hearing.

CPS Chief Education Officer Lynn St. James said, "Probation will be an impetus for school administrators and staff to focus all of their energy and resources on student performance, and many principals will eagerly welcome that mandate. For those who don't, we hope to demonstrate to them that probation is an opportunity that will lead to a more productive school environment for everybody."

Included in that total 31 schools placed on remediation today are 4 high schools and 27 elementary schools. As with probation, schools are placed on remediation for poor academic performance, but school leadership is left more discretion to resolve the problems on their own. A remediation school that fails to improve may be placed on probation.

The Chicago Public Schools is the nation's third largest school district and the second largest employer in Illinois with more than 43,000 employees. The school system operates 557 schools and serves 413,000 students.

Chicago Public Schools, Office of Accountability

PROBATION ACTIVITIES UPDATE

October, 1997

Summary of Activities to Date:

- New probation school visits are nearly completed.
- An external partner fair was held for all new schools last week.
- The Illinois State Board of Education will be paying most of the costs of external partners for new probation schools.
- The ISBE has asked us to assist them with the process of bringing support to schools on the State's Warning List outside of Chicago.
- Three schools are on the State's List but not on probation or remediation. They are Anderson, Goodlow and Madison. They will be visited and put on remediation later this month.
- Four schools are eligible to be removed from remediation as they have exceeded the 20% standard and have been removed from the State's List. They are Copernicus, Darwin, Delano and Woodson North.
- Intervention has begun to visit all high schools to ensure that they are implementing the high school initiatives.
- School Business Manager Interns are being assigned to new probation schools.
- Probation managers have been assigned to all schools and have been trained. They are participating in the visits to their assigned schools.
- Enclosed is the monitoring tool we will use to report monthly progress to the Board. Separate sheets will monitor progress at probation and reconstitution schools.

Reconstitution Summary:

- Accountability continues to meet regularly with principals and probation managers in reconstituted schools.
- Principals have been struggling with the effects of BRACS at their schools. We were able to give them assistance with some positions.
- 75 teachers displaced from reconstituted schools have been hired at other schools.
- Intervention teams will be visiting these reconstituted schools to give us an evaluation of their current status. These visits should be completed in November.
- Representatives from the reconstituted schools have begun working with Intervention's Reading Specialist.
- There is evidence, through observations, of improved teaching and learning, improved school environments and improved leadership.
- On a personal note, I was visiting Phillips High School last week. During the hearings in June, a group of students spoke against reconstitution. They spoke eloquently and intelligently arguing that Phillips was a good school and reconstitution would be a terrible mistake. While there last week one of these young men came up to me and said that he just wanted to thank me. He said we should have done this years ago and that he now fully supported our efforts. He said that Phillips was a much better place!

PROBATION MANAGER'S SCHOOL UPDATE

Following is the report to be completed by the probation manager. The checklist of items to be monitored should be sent to the Department of Intervention by **November 7th**. Progress updates should be completed and brought to the probation managers' meetings on **December 9th**, **February 10th**, **March 10th**, **April 14th**, **May 12th** and **June 16th**. Please note, there is no November meeting planned.

Review the items listed below. Determine, through review of the SIPAAA/CAP which items your school will be concentrating on during this year. Beginning in December, please check all items "In-progress"/"Implemented". The first four items are mandates. **Results should be shared with the principal.**

PROBATION SCHOOL _____ DATE _____

PROBATION MANAGER _____

Area of Concern	Due 11/7	Due Monthly	Due Monthly
	Addressed in Your SIPAAA	In-Progress	Implemented
Work with external partner			
Work with Teacher Accountability			
Use CAS in classroom instruction			
Maintain record of implementation			
Increase staff development			
Improve attendance strategies			
Improve classroom management strategies			
Increase teacher collaboration			
Utilize test preparation strategies			
Improve classroom methodology			
Monitor/maximize instructional time			
Improve special education programs			
Improve bilingual programs			
Purchase books, materials and equipment			
Increase use of technology			
Provide reading improvement strategies			
Integrate reading into content areas			
Improve leadership skills			
Address LSC concerns			
Increase parental involvement			
Follow core curriculum (H.S.)			
Implement Junior Academy (H.S.)			
Implement Advisory (H.S.)			
Assure safety and security			

LIST CONCERNS ON THE BACK OF THIS FORM

CRITERIA FOR RECONSTITUTION

- **School on academic probation**
- **No upward trend in test data**
- **No improvement trend in attendance and graduation rates**
- **Failure to implement Corrective Action Plan**
- **Recommendation by Probation Manager, Region Officer, External Partner and/or Accountability Council**



FOR IMMEDIATE RELEASE

June 11, 1997

Contact: Tabrina L. Davis

773/ 535-3760 (Office)

312/ 349-7560 (Pager)

<http://www.cps.k12.il.us> (e-mail)

VALLAS RECOMMENDS RECONSTITUTING SEVEN HIGH SCHOOLS

Chicago Public Schools' Chief Executive Officer Paul Vallas today announced that he will recommend to the Chicago School Reform Board of Trustees that seven high schools be reconstituted for next year. The seven schools are Jean Baptiste Point DuSable, Englewood, William Rainey Harper, Martin Luther King, Rezin Orr, Wendell Phillips and Paul Robeson.

"These schools are simply not doing the job," said Vallas. "Failure has gone on for years, with no sign of improvement. For the sake of the children in these schools, we must take drastic action."

In making this recommendation, Vallas is invoking powers granted to the Chief Executive Officer in the 1995 school reform law. This allows him to recommend that the Board reconstitute any school that, after evaluation of the school's progress during probation, fails to show adequate improvement. Reconstituting a school means that all staff at the school can be replaced. Staff would have to reapply or seek positions elsewhere in the school system. Among the further actions which Vallas can recommend is removal of the principal.

These schools were selected for reconstitution based on several factors, including their low attendance and graduation rates, their poor performance on tests for several years and their failure to show significant improvement over time.

The schools recommended are the same as those recommended for reconstitution or intervention by the Board-appointed Chicago Academic Accountability Council, an independent review body, except for Marshall High School. "Marshall is not being recommended," said Vallas, "because under new leadership, improvements have taken place. Students are now in class, teachers are now teaching, there is a new atmosphere of respect and purpose in the school. The new principal, Donald Pittman, is making a real difference at Marshall."

No elementary schools are being recommended for reconstitution at this time, so that the school system can focus on the area of greatest need, the high schools.

-more-

Reconstitution, page 2

Although the Council recommended that some schools be made subject to intervention, Vallas is recommending the less severe process of reconstitution. When intervention is invoked, performance evaluations must be completed for all staff at the school and an implementation plan must be designed. This process would take several months simply to intervene in a single school. In order to move quickly on changing the schools and to be adequately prepared for the start of the new school year on Aug 28, Vallas is recommending that they be reconstituted.

Schools recommended for reconstitution will be given an opportunity to provide input to an independent hearing officer on the proposed recommendation to reconstitute. These hearings will be held next week. The findings and recommendations of the hearing officers will be presented to the trustees for their action at the June 25 Board meeting.

The first step in reconstituting these schools will be to either reappoint or replace the current principals. Patricia Harvey, Chief Accountability Officer noted that "the principal is the key to changing the culture of the school. In some cases, a new principal is needed to create a new culture. In others, the present principal may need the freedom to select a staff that shares his or her vision for the school." Principals who are reappointed will continue under the terms of their present contracts. New principals will be given interim appointments.

All teachers and other staff in these schools are eligible to apply for their old jobs or to seek new jobs within the Chicago Public Schools. The interim or reappointed principals — with assistance from the Office of Accountability and their probation managers — will select the staff for the school. This process will take place during the summer, so that the schools will be ready to open on August 28.

Lynn St. James, Chief Education Officer declared, "Reconstitution promises to give the students of these high schools the kind of education they need, and the high quality education to which they are entitled. We cannot in good conscience do less for them."

The new administration and staff in the reconstituted schools will develop educational programs to meet the needs of their students, based upon the newly adopted Chicago Academic Standards.

-more-

Reconstitution, page 3

Reconstituted schools will be given whatever assistance they need. The Office of Accountability will serve as liaison to these schools.

The Chicago Academic Accountability Council was created by the 1995 school reform law. It is an independent body charged with the responsibility "to develop a comprehensive system of review, evaluation and analysis of school performance within the Chicago Public Schools. . .to insure the continuous improvement in all schools operated by the Board." The Council is chaired by Leon Jackson. Its other members consist of Albert Bennett, Jae K. Choi, Michelle Collins, Mary Decker, Armando Gomez, Richard Morrow, Leslie Roman, and Lawrence B. Stanton.

: The Chicago Public Schools is the nation's third largest school district and the second - largest employer in Illinois, with more than 43,000 employees. The school system operates 557 schools and serves 424,000 students.



FOR IMMEDIATE RELEASE

June 23, 1997

Contact: Tabrina Davis

773-535-3760 (Office)

312-349-7560 (Pager)

Internet: <http://www.k12.il.us>

CPS EXTENDED-DAY PROGRAM IMPROVES TEST RESULTS

The Chicago Public Schools' extended-day program has helped increase the standardized test scores of at least 75 percent of the participating elementary schools in its first year of operation.

"This accomplishment helps prove the importance of after-school programs and shows the significant impact they have on our students," said Paul Vallas, CPS Chief Executive Officer. "We are excited about the progress of this program."

Of the 40 schools in the program, 30 showed gains in reading on the *Iowa Tests of Basic Skills* and 39 made improvements in mathematics compared to last year. In reading, the overall scores of participating schools increased by 36.1 percent and in mathematics by 41.7 percent.

Twenty-four schools improved in reading by at least 10 percent, eight schools improved by more than 50 percent, and some improved as high as 225 percent. In mathematics, 34 schools improved by at least 10 percent, 11 improved by more than 50 percent and some schools improved as high as 100 percent.

The extended-day program, which was introduced as part of the CPS' after-school initiatives this January, provides elementary students with an additional hour of instruction, and one hour of recreational activities coupled with a nutritious meal. About 12,000 students are involved in this program, which focuses on reading comprehension, math and problem solving skills.

The program was developed to provide assistance for schools on academic probation and boost student achievement through tutoring and help with homework assignments. Students receive individualized attention based on their instructional grade levels and academic abilities.

Among the schools involved in the program, 38 are currently on academic probation.

"We are happy to see that the program is accomplishing what it was created to do, improve our schools," said Blondean Davis, CPS Deputy Chief Education Officer.

more

Add 1/Extended-Day

Possible expansion of the extended-day plan will be determined if additional funding becomes available.

The Chicago Public Schools is the nation's third-largest school district and the second largest employer in Illinois with more than 43,000 employees. The school system operates 557 schools and serves 424,000 students.

Extended-Day Program Participants

Attucks
Beethoven
Beidler
Brown
Burns
Byrd
Carter
Chalmers
Colman
Donoghue
Doolittle West
Farren
Fuller
Fulton
Grant
Hammond
Hartigan
Henderson
Henson
Hope

Howland
Jungman
Kohn
Lafayette
Lathrop
McAuliffe
McCorkle
Medill Primary
Morse
Nash
Paderewski
Penn
Raymond
Sherman
Smyth
Terrell
Laura Ward
Williams
Wright
Yale

Chicago Public Schools

Progress Highlights

July 1, 1995 - Present

The Illinois General Assembly made school reform an agenda priority for the 1995 Spring session. The Assembly enacted sweeping legislation that changed the governance structure of the Chicago Public Schools. The Amendatory Act of 1995 replaced the 15-member Board of Education with a 5-member Chicago School Reform Board of Trustees. It also altered the Board's authority over budget and management decisions by consolidating funding sources into block grants.

On July 1, 1995 Mayor Richard M. Daley appointed the new Board of Trustees and management team to run the Chicago Public Schools. Mayor Daley took action based on a new state law granting him greater authority over the school system for the next four years.

Since then, the new CPS administration team has eliminated a \$1.3 billion four-year budget deficit, negotiated a four-year contract with the Chicago Teachers Union, developed a \$1.4-billion five-year Capital Improvement Plan and developed a set of "Children First" educational initiatives to raise academic achievement. Following is a recap of the new board's first two years:

July 1995

- New management discovered warehouse filled with furniture, classroom supplies and toilet paper that should have been issued to schools.

August 1995

- Budget balanced by eliminating \$150-million deficit first year and \$1.3 billion shortfall over four years, without increasing class size or compromising education services.
- Four-year contract with Chicago Teachers Union signed, avoiding strike threat and promoting long-term stability.
- Board approves first phase of Capital Improvement Plan with issuance of \$350 million in bonds. New construction and renovation begins immediately.

September 1995

- New policy adopted to create far-reaching code of ethics, prohibit nepotism.
- After-school programs of academic and recreational activities developed for students, community residents.

October 1995

- CPS began establishing new small schools or schools-within-schools.
- Uniform Discipline Code strengthened to include mandatory expulsion of students carrying firearms.
- New code supports "zero tolerance" policy for disruptive, inappropriate or violent behavior.

November 1995

- General contractors and property advisors retained for repair, maintenance, engineering, construction projects.

December 1995

- CPS sold \$45 million general obligation certificates, system's first direct securities offering in nearly 20 years for capital repairs.
- New spending guidelines approved for State Chapter 1 funds earmarked for schools with high concentrations of low-income families.
- Six-month leadership training and support programs started for new principals.

January 1996

- Local school councils required to consider implementing uniform or dress code policy to improve educational environment.

February 1996

- CPS unveiled comprehensive education plan to improve student achievement, and strengthen accountability.
- Alternative schools opened for dropouts and disruptive youth, providing specialized curriculum to meet at-risk students needs.

March 1996

- Three major bond rating agencies raised CPS credit rating to investment grade for the first time since 1979, improving efforts to finance the system's aggressive capital improvement plan.
- Long-standing social promotions eliminated.
- Spring deadlines for student enrollments and transfers approved to minimize fall staffing changes, cut student mobility.

April 1996

- CPS received bond insurance covering the system's capital improvement plan. Saves \$150 million in interest charges.
- Some 8,000 candidates attracted to local school council elections, more than in previous election three years earlier. Voter participation higher than in both prior elections.

May 1996

- Health care, insurance contracts changed for greater cost-effectiveness. Four year savings: \$115 million.
- Unscrupulous vendors banned from doing business with school system.
- New practices introduced to prevent overcharges.
- Ties with bus companies severed for not complying with tougher safety standards.

June 1996

- Reading and math scores increased at most elementary grade levels in Iowa Tests of Basic Skills.
- Policy passed to require daily homework assignments.
- Summer school programs underway for 100,000 students.
- Freshman academies authorized in 61 high schools to reverse declining test scores.

July 1996

- \$2.8 billion balanced budget plan approved. Includes expanding kindergarten services, programs to stimulate high schools' academic performance.
- Plans finalized to serve 5,000 additional children in pre-kindergarten programs.
- School lunches privatized to improve quality, variety of food for students.

August 1996

- Scores up in several areas of Illinois Goal Assessment Program (IGAP). Scores rose for American College Test (ACT) first time in five years.
- Math, science scores gain over 1995, out pacing statewide increases at almost every grade level. Third grade reading, math scores up.
- Schools on academic watch list drop from 148 in 1995 to 127. Expect further decline to 108 this fall.
- Trustees approve the creation of eight new small schools to downsize school population.
- The school promotion policy is revised requiring summer school for underachieving students in the third, sixth, eighth and ninth grades.

September 1996

- A system wide truancy initiative is launched which includes teams of parents and staff to work directly with truant students and includes an automated calling system and a 24-hour Truancy Hotline.
- 109 schools placed on academic probation (38 high schools and 71 elementary schools) after fewer than 15 percent of their students performed at grade level on ITBS or TAP reading tests. Another 31 schools were placed on remediation.

October 1996

- CPS reached out to a citywide contingency of interfaith clergy to help strengthen community ties and student achievement.
- Assessment teams began working with probation schools on reviewing student improvement programs and school budgets.

November 1996

- Trustees adopted resolution in support of National Education Day.
- Trustees strengthened 16-year-old residency policy requiring new employees to be residents of the City of Chicago.

December 1996

- Successful educators dispatched to probation schools to serve as probation managers.

January 1997

- Schools launched extended-day program in 40 schools to provide elementary school students with an additional hour of instruction, recreational activities and a nutritious meal.
- Trustees authorized the CPS to negotiate contracts with 10 organizations seeking to establish charter schools.

February 1997

- CPS developed character education curriculum for students.
- Trustees approved new standards for the retention and selection of new principals requiring at least five years of teaching experience, three years of administrative experience, a master's degree and a Type 75 State of Illinois Certificate.
- CPS expanded Phase II of the Capital Improvement Program to include 615 new projects at 432 schools and the issuance of \$500 million in new bonds to finance the project. Funded portion of the Capital Improvement Program now totals \$850 million.
- CPS lowered the mandatory school attendance age from seven to five.
- CPS began implementing high school restructuring plan by requiring two additional years of science, another of math and requirements of two years of foreign language study and career education.

March 1997

- CPS cracked down on tuition fraud from non-Chicago residents who enroll their children in the system while concealing their residency; CPS stands to recover nearly \$800,000 in lost tuition.
- New entrance and academic requirements instituted for high schools.

April 1997

- Reading and math scores among ninth and eleventh graders increased in most high schools in the Tests of Achievement and Proficiency; reading scores in both grades increased to its highest level since 1993.
- CPS earned an increase in its investment grade credit rating for the second time in the past two years; Standard & Poors A-, Moody's Baa3, Fitch Investors Service, Inc. BBB+.

May 1997

- Reading and math scores increased at most elementary grade levels in the Iowa Tests of Basic Skills; percentage of students scoring at or above national norm levels highest since 1990.
- Trustees adopted academic standards in core subject areas for all grades.

June 1997

- Board moves to reconstitute seven high schools, all school employees must reapply for their positions.
- Summer Bridge Program mandatory for 9th, 8th, 6th and 3rd graders failing to meet minimum promotion criteria.
- U.S. Department of Education, Office for Civil Rights found Chicago Public Schools to be in full compliance with meeting the needs of its children with disabilities.
- The Chicago Public Schools' extended day programs help increase the standardized test scores of at least 75 percent of the participating elementary schools.
- The Chicago School Reform Board of Trustees approves a contract with Kaplan Education Center to help Chicago public high school students prepare for the American College Test (ACT).
- Eleven Chicago public high schools, with the support from the business community, become career academies, integrating the new core curriculum with real life work experience.

July 1997

- CPS unveils \$3 billion budget for 1997-98 fiscal year.
- CPS establishes crisis fund for students and staff in need.
- Aggressive efforts to reduce truancy in the Chicago Public Schools over the past two years led to a decrease in the truancy rate and a significant increase in the average daily attendance rate.

August 1997

- 9th, 8th, 6th, and 3rd grade students not meeting end of year promotion criteria excel in summer bridge programs. 49% of students earn right to be promoted.
- Board of Trustees expand kindergarten classes from two-and-a-half hours to four in 20 schools, thus increasing instruction time by 60% and benefiting more than 2,200 students.
- Of the 109 schools placed on probation for the 1996-97 school year, 9 were removed, but 15 additional schools are placed on probation. (Schools assigned external partners, corrective action plan implemented. On probation: below 15% of students read at national norms; Off probation: at least 20% of students read at national norms.)
- New school year opens with a total of 241 new classrooms in 19 new or expanded schools.

September 1997

- The number of Chicago schools on state's "Watch List" drops from 148 for the 1995-96 school year to 93 for the 1996-97 school year.
- CPS introduces a television homework show as part of the 'Bridging The Gap' program, intended to assist students who were unable to meet the school system's promotion criteria last year.
- Mayor Daley proposes Public School Building and Improvement Fund to help continue hundreds of vital school construction projects around the city without increasing the property tax burden.
- For the 1996-97 school year, the Chicago Public School implemented After School Programs in 40 elementary schools, which increased standardized reading/math scores. Due to the success of the After School Program, it has been expanded to an additional 101 schools with contributions from Ronald McDonald House Charities, increased funding from the U.S. Department of Agriculture, and an increased commitment from the Chicago Public Schools.

CHICAGO PUBLIC SCHOOLS

Bridging the Gap

**Preparing Chicago's
Public School Students
for the 21st Century**

Introduction

During the past two years, the Chicago Public Schools has brought forth a number of initiatives to transform the school system. Financial stability has been restored, capital improvements are underway, and the *Children First* Education Plan has addressed a wide variety of educational problems. Results are already evident in the increase in student achievement scores throughout the Chicago Public Schools this year.

Nevertheless, the system must face the fundamental reality that large numbers of Chicago Public Schools' students continue to perform below grade level. These are the students who, if they continue to fall behind, will become part of the dropout population and have little opportunity for success as adults.

This system is committed to identifying these students, raising their achievement scores, and giving them the skills necessary for success at each grade level and in the world they will enter upon graduation. There are two major characteristics of this commitment.

First, all available resources and personnel are being allocated to supplement the basic education normally offered these students. Secondly, through the new promotion policy, unprecedented demands are being made of students, teachers, parents and administrators, who must dedicate themselves to raising the level of performance in every classroom.

The recognition of present achievement deficits and the resolve to eliminate them drive the initiatives described below. They represent the primary goal of the Chicago Public Schools - **BRIDGING THE GAP.**

The Summer Bridge Program

An Overview

The new promotion policy of the Chicago Public Schools has established minimum criteria for promotion at grades three, six, eight and nine. These include classroom performance, attendance and grade equivalent scores on the Iowa Test of Basic Skills. At the end of the school year, students who have not met the criteria are required to attend a six to seven week session called the SUMMER BRIDGE. Several prominent features of the Summer Bridge are:

- A standard curriculum, with the same high-quality instructional materials used in every school
- Common daily lesson plans based on the instructional materials, emphasizing skills development and test-taking preparation
- Instruction at grade level
- Small Class Size
- Teacher training on lesson plans and instructional materials
- Regular monitoring of classrooms to ensure adherence to the lesson plans

At the conclusion of the Summer Bridge, students are re-tested. Those who meet criteria at this time are promoted. Those who do not meet criteria are retained and given additional support.

Impact of the Summer Bridge on Student Achievement

The following Iowa Test of Basic Skills (ITBS) grade-equivalent scores reflect student progress after completion of the Summer Bridge. Scores of students who failed to achieve the promotion criteria posted the following gains in ITBS scores before in June and August of 1997.

3RD GRADE

	BEFORE THE BRIDGE	AFTER THE BRIDGE	AVERAGE GAIN	PROGRESS IN MONTHS
READING	2.03	2.47	0.44	4-5
MATH	2.29	2.98	0.68	6-7

6TH GRADE

	BEFORE THE BRIDGE	AFTER THE BRIDGE	AVERAGE GAIN	PROGRESS IN MONTHS
READING	4.41	5.11	0.70	7-8
MATH	4.58	5.20	0.62	6-7

8TH GRADE

	BEFORE THE BRIDGE	AFTER THE BRIDGE	AVERAGE GAIN	PROGRESS IN MONTHS
READING	5.88	6.87	0.99	8-12
MATH	6.25	7.04	0.78	7-8

9TH GRADE

	BEFORE THE BRIDGE	AFTER THE BRIDGE	AVERAGE GAIN	PROGRESS IN MONTHS
READING	6.32	7.79	1.48	14-15
MATH	6.69	8.03	1.34	13-14

Within only two months, students averaged between 4 and 12 months of progress. National norms for these tests are 3.8, 6.8 and 8.8, respectively.

Other Support Services

Extended Day Programs

During the regular school year, the most effective means for addressing academic deficiencies is to increase time on task through extended day programs. During the 1996-97 school year, over 460 schools implemented after-school programs to meet the educational, social, and emotional needs of students. These programs are as diverse as the schools which house them; some common traits include:

- *Tutorial Academies* - Adult volunteers and paid students offer tutoring in reading and mathematics.
- *Social Center* - Locally designed programs including academies, fine arts, sports and social activities.
- *State Chapter I Extended Day* - Schools use discretionary funds to extend the instructional day beyond a required 300 minutes.
- *After School Academies* - A program in all high schools and in 57 elementary schools. Students and community members contribute to educational programs, vocational training, social and cultural programs.

10,000 Tutors

The 10,000 Tutors Program strives to provide the following services to students across the city.

- *Tutor Training* - Chicago Public Schools regional facilitators train volunteers to tutor students on a one-to-one and small group basis.
- *Parent Referrals* - Parents requesting tutoring for children are matched with an appropriate, established local area tutoring program.
- *Recruitment of Corporate Human Resources* - Volunteers from outside corporations are recruited to work with Chicago Public Schools students.
- *College Intern Program* - College Junior and Senior education majors are assigned to Summer Bridge classrooms and to schools with significant numbers of retained students.

WITS

A college program employing retirees, college students, homemakers and corporate employees who work with at-risk students once a week.

The Lighthouse

The Lighthouse program is an Extended Day program geared primarily toward the improvement of student achievement in reading comprehension, mathematics problem solving and test taking skills. Daily meals are provided to students participating in this program. Additional program components include:

- 100 schools participating in the 1997-98 school year
- One hour of intense reading and math instruction
- One hour of social activities
- Career Education
- Recreational Activities
- Physical Education
- 20 week program
- Parental Involvement
- Flexible enough to be run for two or four days per week

Of the 40 schools involved in the program, 39 improved in mathematics and 30 improved in reading.

Institutionalizing Successful Programs

Bringing these successful programs to more children is one of our primary goals. Based upon the success of the Summer Bridge and the Lighthouse Programs, the Chicago Public Schools will focus more resources on expanding these services to larger numbers of underachieving students, including first graders. This initiative could require additional funding.

Expanding the Summer Bridge

Expansion of the Summer Bridge to include first grade students will require the following funds:

<u>10,000 students</u>	
500 teachers	\$2,280,000
Student Instructional Materials (\$50/student)	\$ 500,000
TOTAL	\$2,780,000

Expanding the Lighthouse

This successful program has been targeted at students in schools currently on probation. Expanding the Lighthouse to schools across the city, especially those which have retained significant numbers of students, will create opportunities for thousands of Chicago Public School students.

This successful program could be expanded to include, in addition to the 111 probation schools, all schools with large numbers of retained students.

The number of schools served could expand from 40 to as many as 400 schools, depending on available resources.

Proposed Expansion of the Lighthouse

<i>Participating Schools</i>	<i>Students Impacted</i>	<i>Cost</i>
100 schools	30,000	\$11,494,000
200 schools	60,000	\$22,989,000
300 schools	90,000	\$34,484,000
400 schools	120,000	\$45,978,000

The Chicago Public Schools are as diverse as the city itself. Our magnet schools annually post achievement scores which are the highest in the state, yet poverty and its attendant ramifications remain a vexing problem in many of our schools. Between these two extremes there is a gap. During the past two years, we have made encouraging progress, and now it is time to build upon this success and continue with increasing vigor to help our most needy students succeed in the most important endeavor of their lives - their bridging the gap.

ATTACHMENT # 1

BILINGUAL EDUCATION STUDENTS

Promotion for students in bilingual education programs is based on criteria found in the *Implementation Handbook for Bilingual Programs in the Elementary Schools*. If summer school is recommended, these students are placed in a bilingual summer program which meets their needs.

High school students in bilingual education programs must meet all promotion policy criteria, with the exception of the minimum TAP requirement.

SPECIAL EDUCATION STUDENTS

Students receiving special education services complete the curriculum to the maximum extent possible. Decisions regarding a student's need for instructional modification must be made and documented at the Individualized Education Plan (IEP) meeting. In promoting and graduating these students, the school shall use the objectives and instructional modifications documented in the students' IEPs. The promotion policy criteria, including participation in the Summer Bridge Program, should be applied to students receiving special education services, unless the IEP contains a modification to these criteria. Parents of special needs students should consult with the school counselor to determine the promotion criteria contained in their child's IEP.

CHICAGO SCHOOL REFORM BOARD OF TRUSTEES

Gery J. Chico, *President*
Norman R. Bobins
Tariq Butt, M.D.
Avis LaVelle
Gene R. Saffold

CHICAGO PUBLIC SCHOOLS

Paul G. Vallas, *Chief Executive Officer*
Cozette M. Buckney, *Chief Education Officer*
Phillip Jackson, *Chief of Staff*
Blondean Y. Davis, *Chief of Schools and Regions*
Carlos M. Azcoitia, *Deputy Chief Education Officer*
Lula M. Ford, *School Leadership Development Officer*
Sue Gamm, *Specialized Services Officer*
Philip Hansen, *Accountability and Instruction Officer*
Eva Nickolich, *Region 1 Education Officer*
Domingo Trujillo, *Region 2 Education Officer*
Hazel Steward, *Region 3 Education Officer*
Jose Rodriguez, *Region 4 Education Officer*
Garland Cleggett, *Region 5 Education Officer*
Sherye Garmony-Miller, *Region 6 Education Officer*

Chicago
Public
Schools

Parent Guide to the Chicago Public Schools Promotion Policy



Children First

The Chicago Public Schools adopted a new promotion policy to make sure that when students move up to a new grade they are ready to do the work in that grade. This policy eliminates the practice of social promotion, which allowed children to move up a grade each year, whether or not they were ready. This practice caused many children to fall further and further behind in school.

The new promotion policy sets definite standards that students must meet before they can be promoted. These standards are set at 3rd, 6th, 8th, and 9th grades and are explained in this guide. We are making every effort to help students meet the standards. If students do fall short of the promotion standards, we are offering several kinds of help to bring them up to the measure.

You can also help your child meet the promotion standards. See that your child gets to school every day, on time. Make sure that all homework is done. Talk often with the teachers so that problems can be dealt with early.

We are confident that the new promotion policy will help all students learn more and be more successful in school.

Decisions to promote or retain elementary school students should be based on successful completion of curriculum, attendance, and performance on the Iowa Tests of Basic Skills. Students at grades 3, 6, and 8 are subject to these special considerations:

-Minimum grade-equivalent score in Reading and Mathematics on the Iowa Tests of Basic Skills (ITBS)

-Grade 3: 2.8 (Grade Level is 3.8)

-Grade 6: 5.3 (Grade Level is 6.8)

-Grade 8: 7.2 (Grade Level is 8.8)

-Minimum report card grade requirements

-Passing final cumulative grade in Reading

-Passing final cumulative grade in Mathematics

-Minimum attendance requirement of not more than 20 days of unexcused absence caused by out-of-school suspension. (Students who score at or above grade level on both the Reading and Mathematics sections of the ITBS are exempted from this requirement.)

Students who do not meet all of these criteria will be required to attend a Summer Bridge Program. Students who successfully complete the Summer Bridge Program will be promoted at the end of summer. Third-grade and sixth-grade students who do not successfully complete the Summer Bridge Program will be retained. Eighth-grade students who do not successfully complete the Summer Bridge Program will be retained in their elementary school, or if they will reach 15 years of age by December 1, they will be assigned to a Regional Transition Center.

High school students who do not meet the promotion criteria applicable to their grade will be required to attend summer school. The promotion criteria for high school students are:

-Minimum units of credit required for promotion from:

-Grade 9: 5.0 units

-Grade 11: 17.0 units

-Grade 10: 11.0 units

-Minimum grade-equivalent score in Reading and Mathematics on the Tests of Achievement and Proficiency (TAP) - Grade 9: 8.0

-Minimum attendance requirement for Grade 9:

Not more than 20 days of unexcused absence, including absence caused by out-of-school suspension

Ninth-graders who do not meet these criteria and who fail to complete the summer program will be retained in a freshman division.

Can my eighth-grader participate in graduation exercises and activities if he/she does not meet the minimum criteria on the ITBS or successfully complete the eighth-grade curriculum?

No. Eighth-graders who must attend a Summer Bridge Program will not be able to participate in regular graduation exercises or graduation-related activities such as class trips, luncheons, or parties. A graduation exercise will be conducted for those students who successfully complete the requirements of the Summer Bridge Program.



ATTACHMENT # 2

ATTACHMENT # 3

ATTACHMENT # 4

ATTACHMENT # 5

UNIFORM DISCIPLINE CODE



CHICAGO PUBLIC SCHOOLS

STUDENT MISCONDUCT

This section describes a broad range of misconduct that is prohibited in school. Because the following sections listing acts of misconduct do not include all types of misconduct, the student who commits an act of misconduct not listed under the sections herein shall be subjected to the discretionary authority of the classroom teacher and the principal or designee.

All disciplinary actions for misconduct should include a conference between the teacher and/or principal or designee and the student, followed by notification to the parent(s) or guardian. The student, parent, or guardian who feels that the disciplinary action taken is unwarranted has the right to appeal to the principal. The next level of appeal is the region education officer. The disciplinary process is intended to be instructional and corrective, not punitive.

The policies and administrative procedures apply to actions of students during school hours, before and after school, while on school property, while traveling on vehicles funded by the Board of Trustees, at all school-sponsored events, and when the actions affect the mission or operation of the Chicago Public Schools. Students may also be subject to discipline for serious acts of misconduct which occur either off-campus or during non-school hours when the misconduct disrupts the orderly educational process in the Chicago Public Schools.

The Uniform Discipline Code shall be followed and enforced in the same spirit and manner throughout the school system. The range of actions is listed from the least severe to the most severe. Staff members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student. Mitigating circumstances include, but are not limited to, the following factors:

- ◇ age, health, maturity, and academic placement of a student
- ◇ prior conduct
- ◇ attitude of a student
- ◇ cooperation of parents
- ◇ willingness to make restitution
- ◇ seriousness of offense
- ◇ willingness to enroll in a student assistance program

ATTACHMENT # 6

ATTACHMENT # 7

ALTERNATIVE SCHOOLS EXECUTIVE SUMMARY

**Sue Gamm, Chief Specialized Services Officer
Renee Grant-Mitchell, Deputy Chief Officer**

October 24, 1997

STUDENT ENROLLMENT

- **There are 572 students enrolled in sites for students referred for disruptive behavior**
- **1,549 students are in sites for students who dropped out of school; of this number approximately 500 are in programs to complete the GED**
- **224 students were referred by principals to alternative schools for disruptive behavior during the 1996-97 school year**
- **171 students were expelled and were referred to alternative schools**
- **115 students transitioned back to Chicago Public Schools**
- **73% is average attendance rate from September 1996 to June 1997 for students who reenrolled in dropout programs during the 1996-1997 school year**
- **259 students graduated from the alternative dropout schools in the 1996-1997 school year**
- **110 students successfully completed the GED in the 1996-1997 school year**

STUDENT ASSESSMENT

- **921 students took the reading test and 914 took the math test from the alternative schools (except those offering GED preparation) were administered the TAP. This was accomplished in collaboration with the Office Of Accountability.**
- **Recent test results from the TAP reveal that 16.5% of the students in**

Alternative Schools performed at or above the national norm in reading comprehension and 15.9% were at or above national norm in math concepts and problem solving.

- **A computerized Student Performance Tracking System has been developed** where comprehensive student data such as test data over a five-year longitudinal span, attendance and graduation information, as well as other pertinent student facts can be entered and retrieved for analysis.
- **Each alternative school has identified Assessment Coordinators** to ensure the proper administration of CPS mandated standardized tests and for identifying additional alternative assessments that will measure student performance.
- **An Assessment Committee was established to investigate assessment measures** that will include critical components such as school-based problem solving and curriculum-based assessments. Committee recommendations are expected for September 1997 implementation.

ORGANIZATIONAL STRUCTURE AND SUPPORT

- **The Office of Specialized Schools assumed the management and coordination of the Alternative Schools** at the end of August 1996. The reorganized administration created a unit that administers both public and non public specialized schools as well as the alternative schools.
- **The Department of Specialized Schools has been reorganized** in order to provide consistent monitoring, on-going technical assistance, and linkages between the alternative schools and Chicago Public Schools (CPS).
- **Twelve case managers have been assigned** to provide the technical assistance and monitoring of the 22 sites serving students with disruptive behavior. Case managers make site visits weekly. Technical assistance is made available to staff on a school-wide, class, and on an individual student basis. This fosters a vehicle for effective collaboration and communication between the alternative schools and CPS. In addition, concerns from parents and/or students are immediately addressed and remediated through a monitored corrective action plan.
- **Six Transition and Placement Specialists**, one per region have been assigned to facilitate enrollment into alternative schools and the re-entry and transition of students into public schools.

- **Each Region has identified a Regional Liaison to the Alternative Schools.** Monthly meetings are convened which provides a vehicle for consistent communication and procedural development that works in the best interest of students and support for the public schools.
- **A Quality Review Team** comprised of personnel with diverse educational expertise has been established. This team will evaluate and identify those schools with effective instructional strategies and those that require significant improvement. The Quality Review Team will develop, implement, and monitor corrective action plans as appropriate as well as assist in the development of School Improvement Plans.
- **Monthly meetings are convened for the alternative schools directors and/or their designees.** On average, 60 participants attend where curricular resources and supports services are made available. Additionally, issues related to placement, transition, needed technical assistance, as well as policy and procedural guidelines are addressed.
- **An independent audit is required for each alternative school site.** These audits have been submitted and are currently being reviewed by the Office of Specialized Services-Department of Administrative Support.

MAINTENANCE OF STUDENT RECORDS AND INFORMATION

- **A School and Student Data System has been developed.** This computerized system provides information on identifying information, previous school data, current attendance, academic grades, number of credits earned in each subject area, special education data, and a five-year longitudinal view of standardized scores in reading and math. This systematic method of data entry and retrieval will allow quick and accurate sharing of data with public and non public schools, parents and students.
- Using a prescribed format for collection and submission, the alternative schools **are required to maintain records related to student academic and social/behavioral progress.** These data are collected and analyzed by CPS staff on a monthly and quarterly basis.
- Data related to student referrals, expulsions, attendance, student transition and student demographics, alternative school staff qualifications school accreditation are also collected and analyzed.
- **The referral process for students with disruptive behavior to alternative schools has been improved** to ensure that due process and the rights of

students and their parents are observed. Clear and precise guidelines for principals to follow have resulted in student placement being actualized within 5 school days and in most instances within three days after received from the Region Education Office. Students not approved for alternative placement are then able to access program modifications that will better meet their needs.

ATTACHMENT # 9



For more information contact:
CPS Communications Office
Telephone: 773.535-3760
Telefax: 773.535-7936

FOR IMMEDIATE RELEASE
May 28, 1997

PUBLIC SCHOOLS ADOPT CHICAGO ACADEMIC STANDARDS

The Chicago School Reform Board of Trustees adopted a policy that for the first time sets specific academic standards in the core subject areas for all grades, linked to the State Goals for Learning. Adoption of the standards is a crucial step in the administration's plan to give every child a high quality education.

The creation of the standards, entitled *EXPECTING MORE: Higher Standards for Chicago's Students*, responds to the national emphasis on academic standards. Endorsed by President Clinton and the Governors' Conference, the movement toward standards has been spearheaded by the professional educational organization.

These standards are the result of two years of work, involving many teachers, principals, parents and members of the Office of Accountability, the Chicago Teachers Union Quest Center, the Teachers Academy for Mathematics and Science, the University of Chicago, Northeastern University and Chicago State University.

"At last the Chicago schools will have clear, uniform standards," said Board President Gery Chico, "standards that tell parents, teachers, prospective employers and colleges what our students are expected to know and be able to do."

The Chicago Academic Standards replace the systemwide curriculum objectives developed in the past but which lacked specificity and were never implemented throughout the schools.

- more -

Academic Standards 2

Standards have been developed in English\Language Arts, Mathematics, Natural and Physical Science, and Social Sciences. Standards are specific for each grade, from Kindergarten through 12th grade.

Paul Vallas, Chief Executive Officer, has considered the creation of standards a vital step in improving the schools. "We need tough standards that challenge our students to do their best," he said. "We need standards that are uniform across the system so that students are ensured a quality education wherever they go. We need standards that prepare our students for higher education and for the workplace of the new century."

The Chicago Academic Standards become the cornerstone for school improvement. Schools will be expected to develop their local curriculums to achieve these standards. Teachers will have to devise and implement instructional strategies to help students meet the standards. Students will have to demonstrate mastery of the standards through end-of-course exams.

The school district is in the process of creating these new systemwide examinations, which will be used to determine how well schools are implementing the standards and how well students are meeting them. The Office of Accountability will also make available various testing material that teachers can use to determine students' progress throughout the year.

According to Patricia Harvey, Chief Accountability Officer, "The standards are about expecting more from our students. We know that high expectations lead to higher performance. Now everyone will know what is expected of them."

The Board policy requires teachers to use the standards as the basis of their instruction and obligates principals to monitor the classrooms to ensure that the standards are being addressed. They will also evaluate their teachers on effective implementation of the standards.

To help schools implement the standards, special coordinators will be designated in each school — one in each of the subject areas — to serve as the "standards champions." During the summer, the Office of Accountability will provide special training to these coordinators. The Office will continue to work with the coordinators during the next school year to help with implementation problems.

The Chicago Public Schools is the nation's third largest school district and the second - largest employer in Illinois, with more than 43,000 employees. The school system operates 559 schools and serves 424,000 students.

ATTACHMENT # 10

ATTACHMENT # 11

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



**The Warren Bacon
Presidential Lecture
in Urban Education**

**Chicago Public Schools:
A Progress Report**

By Gery J. Chico
President
Chicago School Reform
Board of Trustees

September 10, 1997

CLINTON LIBRARY PHOTOCOPY

THE WHITE HOUSE AT WORK

Tuesday, October 28, 1997

PRESIDENT CLINTON PRAISES RAISING STANDARDS AND INCREASING ACCOUNTABILITY AS KEYS TO IMPROVING PUBLIC SCHOOLS

"Chicago has shown us that having high expectations for our children, setting high standards and holding students accountable for them, and above all, making sure we stay at it, systematically, school by school, child by child, Chicago has shown us that this works."

-- President Clinton, October 28, 1997

President Clinton visited Oscar Mayer Public Elementary School in Chicago, and witnessed Chicago's successful school reform efforts in action. The President challenged schools across America to follow Chicago's lead by taking decisive steps to turn around low-performing schools and raise standards.

Raising Standards And Performance. More than a decade ago, the Chicago school system was singled out as one of "the worst in America." But today, Chicago's schools are vastly improved. The City took a number of steps to bring about this progress, including: instituting tough new discipline policies; placing the school system under the control of the Mayor; and improving the school system's financial footing with a new financial management team. And the Chicago Public Schools have also taken action to insure success, including: strengthening the curriculum; expanding participation in preschool and kindergarten programs; creating after-school programs to expand learning time; and providing parents with training to help them succeed as their children's first teachers. Chicago's efforts have paid off. There have been significant increases in test scores over the past two years and academic achievement is improving.

A Model of Accountability: Ending Social Promotion and Intervening in Failing Schools.

President Clinton praised Chicago's tough accountability system, which holds both students and educators accountable for learning.

Chicago has ended social promotion, requiring instead that students meet academic standards at grades 3, 6, 8, and 9 before moving to the next grade level. Students who need extra help to meet the standards, have access to tutoring, and other kinds of academic help through extended day programs.

Chicago holds schools to tough accountability standards and takes decisive action when schools are failing. For example, schools in which fewer than 15 percent of the students meet the standard for reading are placed on probation. Once on probation, these schools are reviewed by a team of outside experts and a corrective action plan is developed -- which the school must follow. In addition, schools on probation receive additional assistance and their performance is closely monitored. If academic performance fails to improve, the Chicago Public Schools system can require the principal and teaching staff to compete again for their jobs, remove the principal or close the school.

President Instructs Department of Education to Promote Successful Education Reform Efforts -- Like Chicago's -- Across the Nation. President Clinton directed the U.S. Department of Education to share promising local efforts to improve performance in troubled schools, like those he saw in Chicago today, with communities across America. The President also directed the Education Department to develop a plan to help local school districts use existing federal education programs and resources to transform schools that are not performing -- into world class learning centers.

THE WHITE HOUSE

WASHINGTON

97 OCT 27 PM 3:18

October 27, 1997

EDUCATION EVENT

DATE: October 28, 1997
LOCATION: Oscar Mayer School
BRIEFING TIME: 8:15 am - 8:35 am
EVENT TIME: 9:00 am - 10:00 am
FROM: Bruce Reed/Michael Cohen

I. PURPOSE:

To demonstrate your commitment to high academic standards for students, and highlight your support for Chicago's efforts to end social promotions and intervene in failing schools. You will announce that you are directing the Department of Education to issue guidelines to all school districts on effective approaches to turning around failing schools.

II. BACKGROUND:

You will be addressing an audience of 150 parents, teachers, students, community leaders and educators from the Oscar Mayer School community. The Oscar Mayer School serves students from K-8 and has a very racially and economically diverse student body. The school has one of the lowest mobility rates in Chicago and has very active parental involvement.

You will announce that you are directing the U.S. Department of Education to produce and disseminate guidelines on effective approaches to turning around failing schools. These guidelines will be based on the experience's of cities such as Chicago, San Francisco, New York, and Philadelphia, as well as on lessons from business and from education research. You will also direct the Department to develop a plan for helping local school districts use existing federal education programs and resources, such as Title 1, the Charter Schools Program, America Reads, and the 21st Century Schools program, to improve or close down failing schools, and to provide the students from those schools with the extra help they need to catch up academically.

Since the enactment of legislation placing the Chicago school system under the control of Mayor Daley two years ago, the Chicago Public Schools have developed and implemented a comprehensive set of reforms, including a policy to end social promotions and hold students and schools accountable for student achievement. The new promotion policy requires students at grades 3, 6, 8, and 9 to meet academic and attendance standards and

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Principal Robert Blitstein will make welcoming remarks and introduce Rep. Blagojevich.
- Rep. Blagojevich will make remarks and introduce Mayor Daley.
- Mayor Daley will make remarks and introduce Teacher Maggie Sullivan.
- Teacher Maggie Sullivan will make remarks and introduce Parent Mary Medina and Evaline Medina.
- Parent Mary Medina will make remarks and 4th Grade Student Evaline Medina will introduce you.
- You will make remarks and then depart.

VI. REMARKS

To be provided by June Shih in Speechwriting.

VII. ATTACHMENTS

- Presidential Memorandum to the Department of Education.
- Background on Chicago Public Schools.

**REMARKS FOR MAYOR RICHARD M. DALEY
OSCAR MAYER SCHOOL EVENT WITH PRESIDENT CLINTON
TUESDAY, OCTOBER 28, 1997**

Acknowledgments:

- President Clinton
- Rep. Rod Blagojevich
- Robert Blitstein, Principal, Oscar Mayer School
- Maggie Sullivan, Teacher, Oscar Mayer School
- Gery Chico, Chairman, Chicago Public School Reform Board
- Paul Vallas, CEO, Chicago Public Schools
- Cozette Buckney, Chief Education Officer, Chicago Public Schools
- Alderman Pat O'Connor
- Alderman Charles Bernardini

First of all, I want to thank Principal Blitstein for all of his hard work here at the Oscar Mayer School. This is just one of many examples of commitment and hard work that can be witnessed at Chicago Public Schools.

I want to thank President Clinton for coming to Chicago to talk about the single most important subject facing our nation — the future of our public schools.

Improving public education is the only way to solve the biggest problems facing our country. Education is the only way to cut down on gang membership, drug abuse and welfare dependency -- and the only way to ensure that we have a growing, healthy economy.

In Chicago, we have faced this reality and we are working together to turn our schools around.

We have been willing to look at ourselves in the mirror and admit what is wrong. We have set higher standards -- and we have put everyone on notice that those standards will go even higher.

Over the past two years, several important steps have been taken.

We ended the policy of social promotions.

Third, sixth, eighth and ninth grade children -- who do not perform at minimum levels -- are now required to go to summer school before being promoted.

We had about 90,000 students in mandatory summer school this year. And it made a difference. Across the board, reading and math scores improved significantly, with many months worth of improvement coming in less than six weeks.

2

Ending social promotions is one of the most important steps the Chicago Public Schools has taken. And next year, it will be expanded to include tenth grade students as well.

The school board also took other important steps to improve student performance.

Curricula at all city high schools was streamlined and upgraded. National standardized tests were emphasized.

A mandatory homework rule was passed. Now every student in the Chicago Public Schools has homework every day.

And the Chicago Public Schools also took a bold and needed step by putting schools on academic probation.

Probation shows our commitment to improving every school, starting with the weakest and offering them the needed assistance.

The Chicago Public Schools still have a long way to go. But everybody understands that the status quo is not good enough.

Higher standards are the answer, because we will leave no school and no child behind.

President Clinton, we are gratified by your commitment to public education, and we are very happy to welcome you back to Chicago.

Now I would like to introduce someone who is working day by day to help the students of Oscar Mayer Elementary.

Besides ^{being} ~~being~~ an accomplished 6th grade math teacher, Maggie Sullivan is a mentor to other teachers at this school. She is a great example to all Chicago Public School teachers — and to all Chicagoans.

###

earn passing grades in reading and math in order to be promoted to the next grade. Those who are not promoted are required to attend the Summer Bridge program, a 5-6 week highly structured summer school. Students are retested at the end of the summer program, and are promoted only if they meet the standard. (Note: While this is a tough policy deserving the praise it has received, the academic standards that anchor it are not especially challenging. The standards are simply minimum scores students must earn on the Iowa Test of Basic Skills, reported as grade level equivalents, which are often a full year or more below grade level.)

In the past school year, the average promotion rates of 3rd, 6th and 8th graders throughout the city were as follows: approximately 75% met promotion by the end of the school year in June, an additional 12% met the standards after completing the summer program, and approximately 13% were retained. The Oscar Mayer School was ahead of the city averages with only six students (approximately three percent) who were retained because they did not meet the standards after the Summer Bridge program.

The averages were significantly worse for 9th graders. Only 54% of 9th graders met the standards initially, and only 67% by the end of the summer. Accordingly, nearly a third of the 9th graders were held back.

In addition to holding students accountable, Chicago schools are also held to tough accountability standards. Schools with fewer than 15% of their students meeting the national norms in reading are placed on probation. These schools are reviewed by an external team, which helps develop a corrective action plan. If the school does not follow the plan or if the test scores fail to improve, the school district can take additional steps such as removing the principal and teaching staff.

III. PARTICIPANTS:

Briefing Participants:

Sylvia Mathews

Rahm Emanuel

Michael Cohen

Event Participants:

Congressman Blagojevich

Mayor Richard Daley

Principal Robert Blitstein, Principal of the Oscar Mayer School

Teacher Maggie Sullivan, 6th Grade Teacher at the Oscar Mayer School

Parent Mary Medina, Parent of a 4th Grade Student at the Oscar Mayer School

Evaline Mary Medina, 4th Grade Student at the Oscar Mayer School

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule of the President for Monday, October 27, 1997, Final Schedule (partial) (4 pages)	10/27/97	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

Chicago Trip [1]

2012-0160-S
ry1210

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

WASHINGTON, D.C.
CHICAGO, ILLINOIS
MONDAY, OCTOBER 27, 1997

SCHEDULE OF THE PRESIDENT

FOR

MONDAY, OCTOBER 27, 1997

FINAL SCHEDULE

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4033

[001]

EVENT COORDINATOR:
(DLC Speech)

AVIVA STEINBERG

HOME:

P6/(b)(6)

OFFICE:

202-456-2920

WHCA PAGER:

4022

TRIP COORDINATOR:

KAREN FINNEY

HOME:

P6/(b)(6)

OFFICE:

202-456-7951

WHCA PAGER:

4216

PRESS DESK:

ANNE EDWARDS

HOME:

P6/(b)(6)

OFFICE:

202-456-2921

WHCA PAGER:

4208

ADVANCE LEAD:
(DLC Speech)

JIM LOFTUS

HOME:

P6/(b)(6)

OFFICE:

202-456-6410

WHCA PAGER:

4447

ADVANCE LEAD:
(Chicago, IL)

AL RUTHERFORD

STAFF OFFICE:

32220

CELL PHONE:

P6/(b)(6)

WHCA PAGER:

5155

**SCHEDULE OF THE PRESIDENT
FOR
MONDAY, OCTOBER 27, 1997
FINAL SCHEDULE**

NOTE:	The First Lady will depart the White House for Chicago, Illinois at 7:00 am.
--------------	---

9:00 am- **MEETING**
9:30 am **OVAL OFFICE**
Staff Contact: Stephanie Streett

9:30 am- **MEETING**
9:45 am **OVAL OFFICE**
Staff Contact: Erskine Bowles

9:45 am- **BRIEFING**
10:00 am **OVAL OFFICE**
Staff Contact: Sandy Berger

10:00 am- **BRIEFING**
10:15 am **OVAL OFFICE**
Staff Contact: Sandy Berger

10:15 am- **MEETING**
10:20 am **OVAL OFFICE**
Staff Contact: Stephanie Streett

10:20 am- **BRIEFING**
10:30 am **OVAL OFFICE**
Staff Contact: Mike McCurry

10:30 am- **MEETING**
11:00 am **OVAL OFFICE**
Staff Contact: Mike McCurry
CLOSED PRESS

11:10 am-
11:20 am

**1996 PRESIDENT'S COMMITTEE ON EMPLOYMENT FOR
PEOPLE WITH DISABILITIES AWARD WINNERS' PHOTO
OPPORTUNITY**

OVAL OFFICE

Staff Contact: Maria Echaveste

WHITE HOUSE PHOTO ONLY

Note: There will be 7 award recipients.

11:25 am-
11:30 am

BRIEFING

OVAL OFFICE

Staff Contact: Daniel Wexler

11:30 am-
11:35 am

MEET AND GREET

BLUE ROOM

Staff Contact: Daniel Wexler

Event Coordinator: Setti Warren

WHITE HOUSE PHOTO ONLY

Greeters: Ms. Pat Summitt, Head Coach, University of Tennessee
Basketball Team
Mr. Lute Olson, Head Coach, University of Arizona Men's
Basketball Team

11:35 am-
11:50 pm

NCAA BASKETBALL EVENT
EAST ROOM

Remarks: Laura Capps
Staff Contact: Daniel Wexler
Event Coordinator: Setti Warren

OPEN PRESS

- Off stage announcement of **the President**, the Vice President, Ms. Pat Summitt, and Mr. Lute Olson.
- The Vice President makes brief remarks and introduces **the President**.
- **The President** makes brief remarks and introduces Ms. Pat Summitt and Mr. Lute Olson.
- Ms. Pat Summitt makes brief remarks and invites a player tbd to present a gift to **the President** and the Vice President.
- Mr. Olson makes brief remarks and invites a player tbd to present a gift to **the President** and the Vice President.
- **The President** and the Vice President pose for a group photo with the Basketball Teams and proceed to the Blue Room.

11:50 am-
12:15 pm

PHOTO RECEIVING LINE

BLUE ROOM

Staff Contact: Daniel Wexler
Event Coordinator: Setti Warren

WHITE HOUSE PHOTO ONLY

Note: There will be approximately 130 guests in attendance.

12:20 pm-
12:50 pm

BRIEFING FOR DEMOCRATIC LEADERSHIP COUNCIL SPEECH

OVAL OFFICE

Staff Contact: Craig Smith

12:55 pm

THE PRESIDENT departs the White House via motorcade en route the Omni Shoreham Hotel
[drive time: 10 minutes]

1:05 pm

THE PRESIDENT arrives at the Omni Shoreham Hotel

Greeters: Al From, Democratic Leadership Council
Senator Joe Lieberman, DLC Chairman
Will Marshall, Progressive Policy Institute
Sanford Robertson, Robertson, Stephens and Company
Jeanne Robertson

1:10 pm-

1:50 pm

SPEECH TO THE DEMOCRATIC LEADERSHIP COUNCIL

REGENCY BALLROOM

Omni Shoreham Hotel

Remarks: Michael Waldman

Staff Contact: Craig Smith

Event Coordinator: Aviva Steinberg

OPEN PRESS

-- Off stage announcement of **the President**, Al From, Senator Joe Lieberman, Will Marshall, and Sanford Robertson.

-- Sanford Robertson introduces **the President**.

-- **The President** makes remarks.

-- Al From will present a DLC Declaration on "Fast Track" to **the President**.

-- **The President** works a ropeline and departs.

1:55 pm-

2:05 pm

MEET AND GREET

VIP ROOM

Omni Shoreham Hotel

Staff Contact: Craig Smith

Event Coordinator: Aviva Steinberg

OFFICIAL PHOTO ONLY

-- **The President** will do a receiving line with 15 people.

2:10 pm

THE PRESIDENT departs the Omni Shoreham Hotel via motorcade en route the White House

[drive time: 10 minutes]

2:20 pm

THE PRESIDENT arrives the White House

WASHINGTON, D.C.
CHICAGO, ILLINOIS
MONDAY, OCTOBER 27, 1997

2:20 pm- **LUNCH AND PHONE AND OFFICE TIME**
3:00 pm **OVAL OFFICE**

3:00 pm- **FOREIGN POLICY MEETING**
4:00 pm **CABINET ROOM**
Staff Contact: Sandy Berger
CLOSED PRESS

4:00 pm- **PHONE AND OFFICE TIME**
6:30 pm **OVAL OFFICE**

6:35 pm **THE PRESIDENT** departs the White House via motorcade en route the Reflecting Pool
[drive time: 5 minutes]

6:40 pm **THE PRESIDENT** arrives at the Reflecting Pool

PLEASE CONSULT THE BACK OF THE TRIP BOOK FOR ALL AIRCRAFT MANIFESTS.
--

6:45 pm **THE PRESIDENT** departs the Reflecting Pool via Marine One en route Andrews Air Force Base
[flight time: 10 minutes]

6:55 pm **THE PRESIDENT** arrives Andrews Air Force Base

7:05 pm **THE PRESIDENT** departs Andrews Air Force Base via Air Force One en route Chicago O'Hare International Airport, Chicago, Illinois
[flight time: 1 hour, 45 minutes]
[time change: - 1 hour]

WASHINGTON, D.C.
CHICAGO, ILLINOIS
MONDAY, OCTOBER 27, 1997

7:50 pm CST

THE PRESIDENT arrives Chicago O'Hare International Airport,
Chicago, Illinois
CLOSED PUBLIC
OPEN PRESS

Greeters: Colonel John Hughes, Commander of O'Hare International
Airport, Air Reserve Station
Mrs. Ellen Hughes

STAFF NOTE: There will be vans to take staff members not manifested on the helicopters to the Chicago Cultural Center.

8:05 pm

THE PRESIDENT departs Chicago O'Hare International Airport via
Marine One en route Meigs Field
[flight time: approximately 10 minutes]

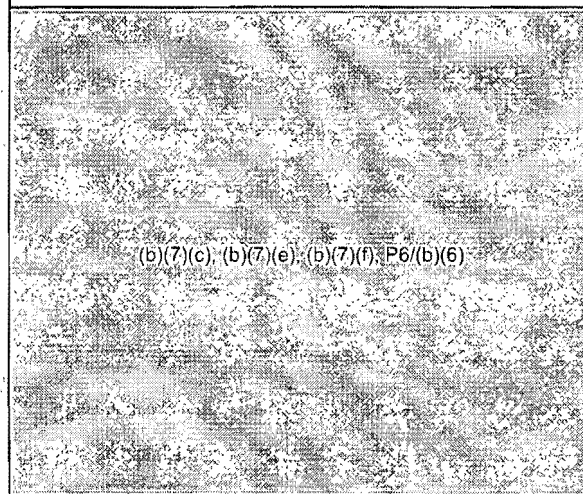
8:15 pm

THE PRESIDENT arrives at Meigs Field

8:25 pm

THE PRESIDENT departs Meigs Field via motorcade en route the
Chicago Cultural Center
[drive time: 10 minutes]

MOTORCADE MANIFEST



[001]

8:35 pm **THE PRESIDENT** arrives at the Chicago Cultural Center

Greeters: none

-- **The President** proceeds to hold.

8:40 pm **THE PRESIDENT** greets the First Lady upon her arrival at the Chicago Cultural Center

-- **The President** and the First Lady proceed to hold (optional).

8:45 pm-
8:55 pm **HOLD**
 COMMISSIONER'S OFFICE
 Chicago Cultural Center

8:55 pm **THE PRESIDENT** and the First Lady proceed to the Theater

Greeters: Mayor Richard Daley
 Maggie Daley
 Lois Weisberg, Commissioner, Chicago Cultural Center

WASHINGTON, D.C.
CHICAGO, ILLINOIS
MONDAY, OCTOBER 27, 1997

9:00 pm-
TBD

**BIRTHDAY PARTY FOR THE FIRST LADY
GAR HALL**

Chicago Cultural Center

Remarks: none

Staff Contact: Patti Solis-Doyle

Event Coordinator: Karen Finney

POOL PRESS (For remarks only)

- Bagpipes play.
- Off stage announcement of **the President**, the First Lady, Mayor Bill Daley, and Mrs. Maggie Daley
- Mrs. Maggie Daley makes remarks.
- Mayor Richard Daley makes remarks.
- **The President** makes remarks.
- The First Lady makes remarks.
- Surprise guest leads "Happy Birthday."
- The First Lady is presented with the birthday cake.
- **The President** and the First Lady proceed to Yates Hall for a buffet dinner.

ELEVATOR MANIFEST

(b)(7)(c), (b)(7)(e), (b)(7)(f), P6(b)(6)

[001]

- Upon the conclusion of dinner, **the President** and the First Lady have the option to proceed to dancing.

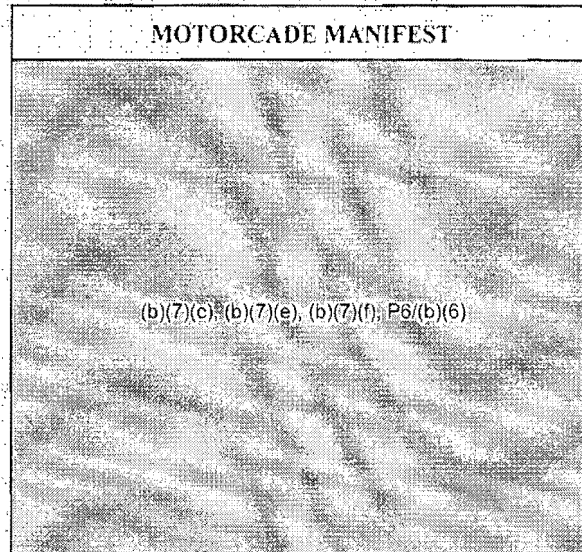
Note: There will be approximately 1,000 guests in attendance.

October 26, 1997 (9:12am)

WASHINGTON, D.C.
CHICAGO, ILLINOIS
MONDAY, OCTOBER 27, 1997

TBD

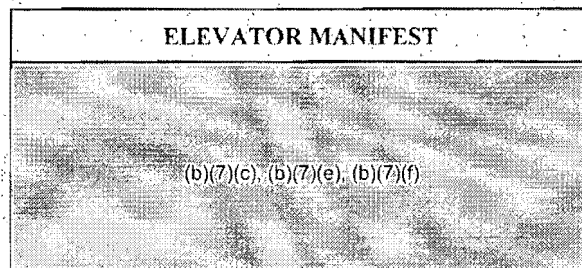
THE PRESIDENT and the First Lady depart the Chicago Cultural Center
via motorcade en route the Ritz Carlton Hotel
[drive time: 10 minutes]



[000]

TBD

THE PRESIDENT and the First Lady arrive at the Ritz Carlton Hotel



BC AND HRC RON

THE RITZ CARLTON HOTEL
CHICAGO, ILLINOIS

STAFF RON

THE REGAL KINCKERBOCKER HOTEL
CHICAGO, ILLINOIS

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

002. schedule	Schedule of the President for Tuesday, October 28, 1997, Draft Schedule (partial) (1 page)	10/28/97	P6/b(6)
---------------	---	----------	---------

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

Chicago Trip [1]

2012-0160-S
ry1210

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

CHICAGO, ILLINOIS
WASHINGTON, D.C.
TUESDAY, OCTOBER 28, 1997

SCHEDULE OF THE PRESIDENT

FOR

TUESDAY, OCTOBER 28, 1997

DRAFT SCHEDULE

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4033

[002]

TRIP COORDINATOR:

KAREN FINNEY

HOME:

P6/(b)(6)

OFFICE:

202-456-7951

WHCA PAGER:

4216

PRESS DESK:

ANNE EDWARDS

HOME:

P6/(b)(6)

OFFICE:

202-456-2921

WHCA PAGER:

4208

ADVANCE LEAD:

AL RUTHERFORD

STAFF OFFICE:

32220

CELL PHONE:

P6/(b)(6)

WHCA PAGER:

5155

WEATHER:

CHICAGO, IL

WASHINGTON, D.C.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	Schedule of the President for Tuesday, October 28, 1997, Draft Schedule (2 pages)	10/28/97	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

Chicago Trip [1]

2012-0160-S
ry1210

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or
financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President
and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of
personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed
of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C.
2201(3).

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of
an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial
information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of
personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement
purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of
financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information
concerning wells [(b)(9) of the FOIA]

CHICAGO, ILLINOIS
WASHINGTON, D.C.
TUESDAY, OCTOBER 28, 1997

**SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, OCTOBER 28, 1997
DRAFT SCHEDULE**

*** **STAFF NOTE:** BAGGAGE CALL IS 6:00 AM. PLEASE REFERENCE THE HOTEL ADVISORY FOR SPECIFIC DIRECTIONS.

STAFF NOTE: There will be an escort to the Ritz Carlton Hotel departing from the Lobby of the Regal Knickerbocker Hotel at 8:00 am.

STAFF NOTE: There will be vans departing for the airport from the Regal Knickerbocker Hotel at 9:00 am for all staff not manifested for the event.

*** 8:00am - LOBBY of Knickerbocker to walk to Ritz Carlton
8:15 am - BRIEFING FOR EDUCATION EVENT
8:35 am DINING ROOM
The Ritz Carlton Hotel
Staff Contact: Bruce Reed, Michael Cohen

8:40 am **THE PRESIDENT** departs the Ritz Carlton Hotel via motorcade en route the Oscar Mayer Public School
[drive time: 10 minutes]

MOTORCADE MANIFEST

(b)(7)(c), (b)(7)(e), (b)(7)(f), P6/(b)(6)

[003]

October 26, 1997 (9:12am)

8:50 am

THE PRESIDENT arrives the Oscar Mayer Public School

Greeters: Mayor Richard Daley
Congressman Rod Blagojevich
Robert Blitstein, Principal, The Oscar Mayer Public School
Paul Wallace
Cozette Buckney
Gay Chiro > *1st Run*

9:00 am-

10:00 am

EDUCATION EVENT

GYMNASIUM

The Oscar Mayer Public School

Remarks: June Shih

Staff Contact: Bruce Reed

Event Coordinator: Karen Finney

OPEN PRESS

- Off stage announcement of **the President**, Congressman Rod Blagojevich, Mayor Richard Daley, Robert Blitstein, Person tbd, and Person tbd.
- Robert Blitstein makes welcoming remarks and introduces Congressman Rod Blagojevich.
- Congressman Rod Blagojevich makes brief remarks and introduces Mayor Richard Daley.
- Mayor Richard Daley makes brief remarks and introduces Person tbd.
- Person tbd makes brief remarks and introduces Person tbd.
- Person tbd makes brief remarks and introduces **the President**.
- **The President** makes remarks.
- Upon the conclusion of his remarks, **the President** works a ropeline and proceeds to the cafeteria.

NOTE: Mayor Daley will depart at approximately 9:45 am.
--

CHICAGO, ILLINOIS
WASHINGTON, D.C.
TUESDAY, OCTOBER 28, 1997

10:05 am-
10:20 am

DROP BY WITH STUDENTS

CAFETERIA

The Oscar Mayer Public School

Staff Contact: Bruce Reed

Event Coordinator: Karen Finney

PRESS TBD

-- **The President** works a ropeline with 1ST and 2ND grade students.

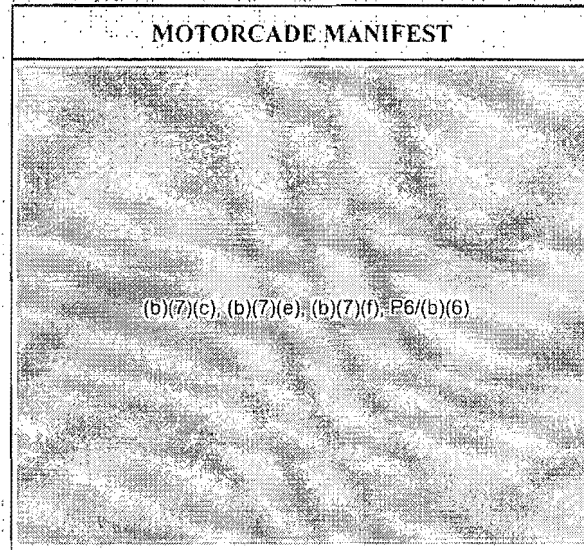
-- **The President** proceeds to the motorcade.

NOTE:

The other students from the school will greet the President upon departure from the school.

The President will also do police and motorcade driver photos upon his departure from the school.

10:25 am **THE PRESIDENT** departs The Oscar Mayer Public School via motorcade
en route Meigs Field
[drive time: 15 minutes]



[003]

10:40 am **THE PRESIDENT** arrives Meigs Field

**PLEASE CONSULT THE BACK OF THE TRIP BOOK FOR ALL AIRCRAFT
MANIFESTS.**

10:55 am **THE PRESIDENT** departs Meigs Field via Marine One en route Chicago
O'Hare International Airport
[flight time: 10 minutes]

11:05 am **THE PRESIDENT** arrives Chicago O'Hare International Airport
CLOSED PUBLIC
OPEN PRESS

11:20 am **THE PRESIDENT** departs Chicago O'Hare International Airport, Chicago,
Illinois via Air Force One en route Andrews Air Force Base
[flight time: 1 hour, 35 minutes]
[time change: +1 hour]

1:55 pm EST **THE PRESIDENT** arrives Andrews Air Force Base

2:10 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine One en route the Reflecting Pool
[flight time: 10 minutes]

2:20 pm **THE PRESIDENT** arrives the Reflecting Pool

2:30 pm **THE PRESIDENT** departs the Reflecting Pool via motorcade en route the White House
[drive time: 5 minutes]

2:35 pm **THE PRESIDENT** arrives at the White House

2:45 pm-
3:00 pm **MEETING**
 OVAL OFFICE
 Staff Contact: Erskine Bowles

3:00 pm-
4:30 pm **BRIEFING FOR THE CHINESE STATE VISIT**
 CABINET ROOM
 Staff Contact: Sandy Berger

4:30 pm-
5:30 pm **PHONE AND OFFICE TIME**
 OVAL OFFICE

5:30 pm-
6:00 pm **BRIEFING**
 OVAL OFFICE
 Staff Contact: John Hilley

6:00 pm-
6:45 pm **CONGRESSIONAL MEETING**
 OVAL OFFICE
 Staff Contact: John Hilley
 CLOSED PRESS

9:00 pm-
10:00 pm **MEETING**
 RESIDENCE
 Staff Contact: Sandy Berger

EVENING OFF

BC AND HRC RON

THE WHITE HOUSE
WASHINGTON, D.C.