2023-2024 CPS CALENDAR ELEMENTARY AND HIGH SCHOOLS



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30	15				- 29	- 10	39			.29	10				29	10	- 31		
LEGEND	End of Quarter Teacher Institute Days School Improvement Days Holiday Day of non-attendance for students Anticipated Window for Summer Programs No students or teachers in school							ESI HS	17 Schools dooed — salary past except as provided by budgetary action 18 Elementary and High School Parent Teacher Conference Day 18 Elementary Parent Teacher Conference Day 18 High School Parent Teacher Conference Day 2 Emergency day action in session if student days fall below state requirement 1 Each school is provided 4 professional development days 1 Each school is provided 4 professional development days 2 Emergency day action 1 1 1 1 1 1 2 Emergency day action 1 1 1 1 3 Each school is provided 4 professional development days 3 1 1 1 4 1 1 1 5 1 1 6 1 1 7 1 8 1 9 1										
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Reference and Information Services Melissa A. Wong, Laura Saunders, 2020-05-04 This revised and updated sixth edition of Reference and Information Services continues the book s rich tradition covering all phases of reference and information services with less emphasis on print and more emphasis on strategies and scenarios Reference and Information Services is the go to textbook for MSLIS and i School courses on reference services and related topics It is also a helpful handbook for practitioners Authors include LIS faculty and professionals who have relevant degrees in their areas and who have published extensively on their topics The first half of the book provides an overview of reference services and techniques for service provision including the reference interview ethics instruction reader s advisory and services to diverse populations including children This part of the book establishes a foundation of knowledge on reference service and frames each topic with ethical and social justice perspectives. The second part of the book offers an overview of the information life cycle and dissemination of information followed by an in depth examination of information sources by type including dictionaries encyclopedias indexes and abstracts as well as by broad subject areas including government statistics and data health and legal information This second section introduces the tools and resources that reference professionals use to provide the services described in the first half of the text **Board of Education of the City of Chicago V. Illinois Educational Labor Relations Board**, 2014 50 Myths and Lies That Threaten America's Public Schools David C. Berliner, Gene V Glass, 2014 Two of the most respected voices in education and a team of young education scholars identify 50 myths and lies that threaten America's public schools With hard hitting information and a touch of comic relief Berliner Glass and their Associates separate fact from fiction in this comprehensive look at modern education reform They explain how the mythical failure of public education has been created and perpetuated in large part by political and economic interests that stand to gain from its destruction They also expose a rapidly expanding variety of organizations and media that intentionally misrepresent facts Many of these organizations also suggest that their goal is unbiased service in the public interest when in fact they represent narrow political and financial interests Where appropriate the authors name the promoters of these deceptions and point out how they are served by encouraging false beliefs This provocative book features short essays on important topics to provide every elected representative school administrator school board member teacher parent and concerned citizen with much food for thought as well as reliable knowledge from authoritative sources Berliner and Glass are long time critics of wrong headed education reforms 50 Myths and Lies continues their record of evidence based truth telling Joined by 19 young scholars in identifying 50 of the worst ideas for changing our nation s schools they are able to sort through the cacophony of today s all too often ill informed debate Anyone involved in making decisions about today s schools should read this book Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University This book is true grit It's the gritty reality of hard data It's the irritating grit that makes you shift in your seat And

it s the grit that sometimes makes you want to weep Well argued well written whether you agree or disagree with this book if you care about the future of public education you must t ignore it Andy Hargreaves professor Thomas More Brennan Chair in Education Lynch School of Education Boston College 50 Myths and Lies is a powerful defense of public education and a discerning refutation of the reckless misimpressions propagated by a juggernaut of private sector forces and right wing intellectuals who would gladly rip apart the legacy of democratic schooling in America It is a timely and hard hitting book of scholarly but passionate polemic The teachers of our children will be grateful Jonathan Kozol educator author of Fire in the Ashes What do you get when two world class scholars and a team of talented analysts take a hard look at 50 widely held yet unsound beliefs about U S public schools Well in this instance you get a flat out masterpiece that by persuasively blending argument and evidence blasts those beliefs into oblivion Required reading You bet W James Popham professor emeritus UCLA David C Berliner is an educational psychologist and bestselling author He was professor and dean of the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University Gene V Glass is a senior researcher at the National Education Policy Center and a research professor in the School of Education at the University of Colorado Boulder Their Associates are the hand picked leading PhDs and PhDs in training from their respective institutions Slide Karl Alexander, Sarah Pitcock, Matthew C. Boulay, 2016 This book is an authoritative examination of summer learning loss featuring original contributions by scholars and practitioners at the forefront of the movement to understand and stem the summer slide The contributors provide an up to date account of what research has to say about summer learning loss the conditions in low income children's homes and communities that impede learning over the summer months and best practices in summer programming with lessons on how to strengthen program evaluations The authors also show how information on program costs can be combined with student outcome data to inform future planning and establish program cost effectiveness This book will help policymakers school administrators and teachers in their efforts to close academic achievement gaps and improve outcomes for all students Book Features Empirical research on summer learning loss and efforts to counteract it Original contributions by leading authorities Practical guidance on best practices for implementing and evaluating strong summer programs Recommendations for using program evaluations more effectively to inform policy Contributors Emily Ackman Allison Atteberry Catherine Augustine Janice Aurini Amy Bohnert Geoffrey D Borman Claudia Buchmann Judy B Cheatham Barbara Condliffe Dennis J Condron Scott Davies Douglas Downey Ean Fonseca Linda Goetze Kathryn Grant Amy Heard Michelle K Hosp James S Kim Heather Marshall Jennifer McCombs Andrew McEachin Dorothy McLeod Joseph J Merry Emily Milne Aaron M Pallas Sarah Pitcock Alex Schmidt Marc L Stein Paul von Hippel Thomas G White Doris Terry Williams Nicole Zarrett A comprehensive look at what s known about summer s impact on learning and achievement It is a wake up call to policymakers and educators alike Jane Stoddard Williams Chair Horizons National Provides the reader with everything they didn t know about summer learning loss and also provides information on

everything we do know about eliminating summer learning loss Do your school a favor and read this book and then act upon what you have learned Richard Allington University of Tennessee The Strategic School Karen Hawley Miles, Stephen Frank, 2008-05-29 How you spend your resources really does speak to the ethics morals and values about what is important I use these ideas each day to help schools leverage their resources in strategic and creative ways to meet students needs Mary Nash Assistant Superintendent Boston Public Schools MA A powerful new lens for looking at school resources by fundamentally changing the question from How much money do schools need to succeed to How well are resources being used to ensure student success Richard Murnane Economist and Professor Harvard Graduate School of Education Strategically reorganize school resources to support instructional and performance priorities How can schools best use the resources they already have That question is at the heart of this inspiring book for school and district administrators challenged with increasing student performance without additional funding Exploring the link between purposeful resource allocation and academic achievement Karen Hawley Miles and Stephen Frank demonstrate how educational leaders can develop successful and strategic schools by assessing how well they use all available resources people time and money and by creating effective alternatives to meet goals The authors use their extensive research with urban schools and districts to present case studies of schools that successfully reorganized resources to implement the Big 3 Guiding Resource Strategies improving teaching quality creating individual attention and maximizing academic time The Strategic School offers planning guides checklists worksheets and strategies aligned with ISLLC standards to help leaders Assess current resource use in new ways that go beyond the typical budget review Organize resources more creatively and flexibly Craft a master schedule that works Connect resource allocation to student and school performance Promoting Your School Carolyn Warner, 2009-01-27 Novice and experienced school leaders will find this updated edition of a bestseller packed with techniques for delivering a school s message effectively to internal and external constituencies and strengthening the partnership between schools families the community and the private sector Based on examples from successful schools this comprehensive guide provides strategies insights and practical tools for successfully communicating school goals successes challenges and educational priorities The third edition offers updated strategies within each chapter and new chapters on using technology and gaining support for public schools Readers will find Information on media relations crisis management team building and parent involvement Coverage of school and community resources to build a support base of human material and financial capital Forms sample documents handouts and checklists for developing a customized school communications program Promoting Your School serves as an ideal coach on how to be an articulate advocate for your own school and develop a supportive constituency to help advance school goals Publisher's website N.E.A. Bulletin .1922

Chicago Tribune Index ,1995 School Libraries 3.0 Rebecca P. Butler,2015-06-18 This textbook for school library administration courses is written by a professor who has taught this course at least once a year for the past twenty years

Technology is interwoven throughout the book and not listed as a separate chapter or book section This is because the school librarian of today and certainly the school librarian of tomorrow is working in an environment of web resources multimedia mixed methods and varying programs and services Major chapters cover the various roles of the school librarian curricular standards and guidelines policies and procedures budgeting facilities personnel services programming ethics advocacy and evaluation Sample policies procedures and plans make this book valuable to both new and experienced school librarians

The American City Arthur Hastings Grant, Harold S. Buttenheim, 1922 **Kids First** David Kirp, 2012-07-10 Smart sharp and clear about what we need to do to lift the kids who need help the most Diane Ravitch Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1968 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December Expanded Learning Time and Opportunities Helen Janc Malone, 2011-11-15 Expanding the learning day is gaining national momentum as an important school improvement and whole child development strategy This issue focuses on school community partnerships that provide a seamless longer learning day that best meets the academic Expanded Learning Time or ELT and developmental Expanded Learning Opportunities or ELO needs of high poverty students in resource poor communities First it draws attention to the importance of ELOs and offers contours of the ELT ELO partnerships through research evidence and policy analysis It then covers both in practice and features a spectrum of ELT ELO partnerships from less to more integrated models. The issue pays close attention to The central role ELOs play in ELT schools The changing safeguards for community based organizations Ways in which current education policy is shaping the approach of schools and community partners to learning and development This is the 131st volume of New Directions for Youth Development the Jossey Bass quarterly report series dedicated to bringing together everyone concerned with helping young people including scholars practitioners and people from different disciplines and professions Private Metropolis Dennis R. Judd, Evan McKenzie, Alba Alexander, 2021-06-22 Examines the complex ecology of quasi public and privatized institutions that mobilize and administer many of the political administrative and fiscal resources of today s metropolitan regions In recent decades metropolitan regions in the United States have witnessed the rise of multitudes of shadow governments that often supersede or replace functions traditionally associated with municipalities and other local governments inherited from the urban past Shadow governments take many forms ranging from billion dollar special authorities that span entire urban regions to public private partnerships and special districts created to accomplish particular tasks to privatized gated communities to neighborhood organizations empowered to receive private and public funds They finance and administer public services ranging from the prosaic garbage collection and water utilities to the transformative economic development and infrastructure Private Metropolis demonstrates that this complex ecosystem of local governance has compromised and even eclipsed democratic processes by moving important policy decisions out of public sight The quasi public institutions of urban governance generally escape the budgetary and

statutory restraints imposed on traditional local governments and protect policy decisions from the limitations and vagaries of electoral politics Moving major policy decisions into a privatized and corporatized realm facilitates efficiency and speed but at the cost of democratic oversight Increasingly the urban electorate is left debating symbolic issues only tangentially connected to the actual distribution of the resources that affect people s lives The essays in Private Metropolis grapple with the difficult and timely questions that arise from this new ecology of governance What are the consequences of the proliferation of special authorities privatized governments and public private arrangements Is the trade off between democratic accountability and efficiency worth it Has the public sector with its messiness and inefficiencies but also its checks and balances ceded too much power to these new institutions By examining such questions this book provokes a long overdue debate about the future of urban governance Contributors Douglas Cantor California State U Long Beach Ellen Dannin Pennsylvania State U Jameson W Doig Princeton U Mary Donoghue Peter Eisinger New School Steven P Erie U of California San Diego Rebecca Hendrick U of Illinois at Chicago Sara Hinkley U of California Berkeley Amanda Kass U of Illinois at Chicago Scott A MacKenzie U of California Davis David C Perry U of Illinois at Chicago James M Smith U of Indiana South Bend Shu Wang Michigan State U Rachel Weber U of Illinois at Chicago Acme Markets, Inc. V. Callanan ,2008

The Ambitious Elementary School Elizabeth McGhee Hassrick, Stephen W. Raudenbush, Lisa Rosen, 2017-04-21 The challenge of overcoming educational inequality in the United States can sometimes appear overwhelming and great controversy exists as to whether or not elementary schools are up to the task whether they can ameliorate existing social inequalities and initiate opportunities for economic and civic flourishing for all children This book shows what can happen when you rethink schools from the ground up with precisely these goals in mind approaching educational inequality and its entrenched causes head on student by student Drawing on an in depth study of real schools on the South Side of Chicago Elizabeth McGhee Hassrick Stephen W Raudenbush and Lisa Rosen argue that effectively meeting the challenge of educational inequality requires a complete reorganization of institutional structures as well as wholly new norms values and practices that are animated by a relentless commitment to student learning They examine a model that pulls teachers out of their isolated classrooms and places them into collaborative environments where they can share their curricula teaching methods and assessments of student progress with a school based network of peers parents and other professionals Within this structure teachers school leaders social workers and parents collaborate to ensure that every child receives instruction tailored to his or her developing skills Cooperating schools share new tools for assessment and instruction and become sites for the training of new teachers Parents become respected partners and expert practitioners work with researchers to evaluate their work and refine their models for educational organization and practice. The authors show not only what such a model looks like but the dramatic results it produces for student learning and achievement The result is a fresh deeply informed and remarkably clear portrait of school reform that directly addresses the real problems of educational inequality

The School Journal ,1903 Teaching, Bearing the Torch Pamela J. Farris, Patricia L. Rieman, 2013-12-12 Teachers are torchbearers leaders who impart knowledge truth or inspiration to others Pamela Farris joined by Patricia Rieman in the latest edition of this exceptional foundations text clearly demonstrates how teachers bear the torch The authors well researched approach provides both positive and negative aspects of education trends Their generous use of examples shows how teaching and schooling fit into the broader context of U S society and how they match up with other societies throughout the world Farris and Rieman's lively writing style instills teacher education candidates with a lucid understanding of such topics as philosophy and history of education national trends requirements of becoming a teacher teachers salaries how schools are governed and funded demographic changes and expectations for the future differences in rural and urban schools and use of technology Detailed lists of a variety of websites provide additional resources Anecdotes of professionals in the field authentic voice narratives with frank insights into real world teaching experiences punctuate the text Boxed scenarios concentrate on important issues and educators energize readers interest and stimulate proactive thinking Other outstanding features are the book s affordability and versatility Instructors can easily assign all or a portion of the chapters to fit course needs The Journal of the National Education Association National Education Association of the United States, 1922 The Journal of the National Education Association ,1922

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