

**CEO  
The Chicago Public Schools**

**From: Gilbert J. Grossi  
Independent Hearing officer**

Board of Education  
City of Chicago

In Re: Matter of the Proposal  
To Close  
Lyman Trumbull  
Elementary School

At 5:30 p.m. on Friday, April 26, 2013, a hearing was held at the Board of Education of the City of Chicago, 125 South Clark Street, Chicago, Illinois. The purpose of the hearing was to allow the appointed Hearing Officer to hear public comments from concerned persons, including representatives of the CEO of the Chicago Public Schools, members of LSCs, parents, members of the staff, students, Chicago Teacher's Union representatives and interested members of the public and community concerning the CEO's proposal that Lyman Trumbull Elementary School, located at 5200 North Ashland Avenue, be closed at the end of the current school year and that its enrollment of approximately 389 students be assigned to one of three schools, either James B. McPherson Elementary School at 4728 North Wolcott Avenue; John T. McCutcheon Elementary School at 4865 North Sheridan Road; or Eliza Chappell Elementary School at 2135 West Foster Avenue. A Certified Court Reporter transcribed the hearing. Applicable law and Guidelines are attached to the end of the report.

SUMMARY OF THE EVIDENCE  
April 24, 2013 Public Hearing..

A. Speakers on behalf of the Chicago Public Schools

1. Gabriela Brizuela: Deputy General Counsel, Chicago Board of Education, who summarized the evidence to be presented at the hearing and presented a binder of evidence in connection with the Chief Executive Officer of the Chicago Public School's proposal. She presented evidence of Notice, Illinois Law, CBOE Policy, Guidelines, and Procedures, transcripts of the prior community meetings on April 9, 2013 and April 12, 2013, and affidavits of CPS witnesses.
2. James Dispensa: Senior Manager of Business Optimization in the Facilities Department for the Chicago Public Schools. He explained evaluation of Trumbull School under the CEO's Guidelines for School closure and the CPS Space Utilization Standards. He detailed how Trumbull's enrollment efficiency range is between 576 and 864 students, while Trumbull's actual enrollment for 2012-2013 is 389 students. Therefore, Trumbull is underutilized by CPS Space Utilization standards. He also analyzed the enrollment efficiency ranges for the three receiving schools. The enrollment efficiency range for Chappell School is 552-828 students. The projected total enrollment of Chappell for 2013-2014, when combined with Trumbull students is 601, which is within Chappell's enrollment efficiency range. Regarding McPherson, he found that its enrollment efficiency range is 888-1,332, students. The projected total enrollment for McPherson, when

combined with Trumbull students , for 2013-2014, is 818, which is just below its efficiency range. Regarding McCutcheon, its enrollment efficiency range is 504-756 students. He projects the total enrolment for McCutcheon ,when combined with Trumbull students for 2013-2014 is 461 students, which falls just below its efficiency range.. He recommends closure of Trumbull based on its being underutilized and that all three receiving schools have the space to accept Trumbull students.

3. Craig Benes: Chief of Schools for the CPS, Ravenswood - Ridge Elementary Network. He Reaffirmed that Trumbull fits the CEO's Guidelines for closure because it is underutilized based on CPS Space Utilization Standards. He also confirmed that the three receiving schools have space for the incoming Trumbull students. He further explained that Trumbull is a Level 3 school based on its performance, while Chappell is a Level I school while McCutcheon and McPherson are both Rated Level 2 .Therefore, Trumbull students will be attending higher levels schools. He also described the supports which Trumbull students will be receiving from CPS to aid in the transition. These include safety measures which the CPS Office of Safety and Security will be take ,in conjunction with the Chicago Police Department and local community groups, including Safe Passage supports. He also listed academic supports, including two Principal Transition Coordinators, tutors and instructional coaches. He further described the social and emotional supports which will be provided ,such as intervention groups and peer juries, focusing on individualized attention.. He recommends closure of Trumbull because it is underutilized, and all three receiving schools have space for incoming Trumbull students and are all higher level schools

4. Markay Winston: Chief Officer of Diverse Learning Supports and Services, CPS.. She described the role that her office will play in conjunction with receiving schools to aid in the transition of students who are in special education programs at Trumbull..She stated that the 135 students with disabilities at Trumbull will be welcomed at McPherson or McCutcheon. She related plans for training, meetings, equipment and any necessary efforts by herself and her staff to assist the students and families of these students.

## B. Speakers and Written Evidence from the Public

### 1. Written Evidence

- \* Letter from the Legal Assistance Foundation discussing the smaller size of special education classes and objecting to not including them in the utilization numbers
- \* Article on Increasing Capacity for Multiple use Facilities.
- \* Article on Calculating School Capacity
- \* Illinois School Report Cards and Performance on State Assessments for the schools involved.
- \* Letter from Anderson Development Corporation describing Trumbull's impact on the community..
- \* Document for Mark Miller, Director of Friends of Trumbull "Errors Made by CEO in Proposal to Close Trumbull." Highlights are: I. Special Ed classes not interested in utilization rate; "blunt instrument" used by CPS is inappropriate measure. II. Not

counting ancillary classrooms is discriminatory to Trumbull: III. Trumbull's actually being used at 82%.; IV. CEO's plan does not offer Trumbull higher performing schools Since McPherson and Chappell don't provide assessments to students with disabilities. Plan does not satisfy needs of special needs students There are no facts to support conclusion that the receiving schools are better performing for special needs students:

V. Plan violates Illinois Human Rights Act; by limiting special education students to McCutcheon and McPherson, and not including the level 1 school of Chappell

VI A new and unauthorized space utilization standard was applied to Trumbull by CPS at a meeting on 4/22/2013 ; VII : also refers to an unlawful "Plan B" involving colocation of Trumbull into the Stockton facility.

\* Binder entitled "The Case for Lyman Trumbull Trumbull School" .Highlights are:

I. Challenging CPS space utilization as not including special ed. and ancillary classrooms, claims actual utilization rate is 82%; II. Cites ISAT scores for relevant school, claims Trumbull compares favorably; III. Receiving schools provide less or equal ADA compliance as Trumbull; IV. Letters of support from the community and news articles on impact of school closings; V. Letters from Trumbull 3<sup>rd</sup> grade students; VI. Refers to proposed Plan B involving co-location with Stockton facility.

## 2. Post-Hearing Emails

- \* Article about problems school closings will have with utilization and overcrowding in receiving schools.
- \* Two emails from LeRoy Blommaert-community member claiming that underutilization and smaller classes have actually helped education at Trumbull; also questions \$ 16.3 million dollar figure to maintain and update Trumbull, says don't need A/C or elevators

## 3. Other Written Documents

Summary and Transcript of 4/9/2013 Community Meeting

Summary and Transcript of 4/12/ 2013 Community Meeting

Transcript of 4/26/2013 Public Hearing

## 4. Public Speakers

Approximately 118 people attended the public meeting, with some 35 speaking publicly, including some repeat speakers

There were several concerns, topics and proposals raised by the speakers: First: Trumbull's utilization rate is inaccurate. It is actually 82% or even 88% when special ed. and ancillary classrooms are considered.;

Second: Trumbull is a diverse school with great teachers. Its performance and scores are on the rise; Third: Safety and security concerns about neighborhoods getting to receiving schools.;

Fourth: No one cares about the children, whose needs aren't really being considered:

Fifth: ADA accessibility of Trumbull is at least as good as the three receiving schools;

Sixth: Don't believe level 3 designation of the school properly considers all of Trumbull's gains listed in the school progress reports, test scores and increases in reading and math;

Seventh: Trumbull is a vital part and anchor of the community.

\* Hearing Officer Note;

In an attempt to clear up my role in this proceeding, I am only authorized under 5/34-230 to determine whether the CEO's proposed closure complies with the requirements of that section and the CEO's Guidelines. I do not have the jurisdiction, power or authority to find that the Guidelines, Standards and Procedures set out by the CEO and CPS violate any other laws or to tell them what those Guidelines, Standards and Procedures should be, as I am being asked to do in the documents submitted at and after the hearing. I was informed at the hearing that an appeal was made to the CEO and CPS regarding their not including special ed. classrooms in the calculation of utilization at Trumbull. I have not been informed of the outcome of that appeal. In the event that the appeal is successful, I will file an amended report accordingly. However, I am constrained to report my findings and recommendations based on the evidence available at the writing of this report.

#### STATEMENT OF FINDINGS

1. Proper notice of the hearing was given as required by Illinois law, Chicago Public School Policy and Procedures on school closings to the Principal, staff, parents, LSC, Chicago



Teachers Union, Public Officials, and the interested public.

2. On April 26, 2013, a public hearing was held at the Board of Education, 125 South Clark.
3. There have been two other opportunities for public comments at the community meetings of April 9, 2013 and April 12, 2013.
4. The CEO of the Chicago Public Schools has recommended closure of Lyman Trumbull Elementary School.
5. Trumbull's enrollment for 2012-2013 is 389 students. That number is below its enrollment efficiency range of 576-864 students. Trumbull, therefore, is underutilized based on CPS Space Utilization Standards.
6. On this basis, Trumbull meets the CEO's Guidelines and criteria for closing, and is subject to closure.
7. Chappell Elementary School is willing to accept the Trumbull students. The total projected enrollment of Chappell, combined with Trumbull students for 2013-2014 is 601 students. This falls within the enrollment efficiency range of Chappell, of 552-828 students. Chappell, therefore, has sufficient space for Trumbull students.
8. McPherson Elementary School is willing to accept Trumbull students. The total projected enrollment for McPherson, combined with Trumbull students for 2013-2014 is 818. This falls short of McPherson's enrollment efficiency range of 888-1,332 students. This means, however, that McPherson has sufficient space for Trumbull students.
9. McCutcheon Elementary School is willing to accept Trumbull students. The total projected enrollment, for McCutcheon, combined with Trumbull students for 2013-2014 is 461

students .This falls below McCutcheon's enrollment efficiency range of 504-756 students. This, however, means that McCutcheon has sufficient space for Trumbull students.

10. Trumbull is a Level 3 school based on the Performance Guidelines. Chappell received a Level 1 rating, while McCutcheon and McPherson both received Level 2 ratings.

So Trumbull students will be attending higher performing schools, which is required under the transition plan.

11. Trumbull students will be provided academic supports from CPS to aid in the transition, including two Principal Transition Coordinators, tutors and instructional coaches, among other services.

- 12..Security measures will be taken for Trumbull students by the CPS Office of Safety and Security,.in conjunction with the Chicago Police Department and community groups. This will include Safe Passage supports for students.

13. Social and emotional supports will also be provided to Trumbull students, such as intervention groups, peer circle, and meetings, fostering individual attention for students.

14. Special attention will be given to students with special needs by the CPS Office of Diverse Learner Supports and Services, including training, counseling and meetings with parents.

15. Several concerns, topic and proposals were suggested by the public. These concerns were passionate and thoughtful..These concerns, however, are effectively dealt with by the

CEO's proposals, transition plans and supports, and do not weigh against the fact that the CEO's proposal complies with 5/34-230 and the Guidelines.. I also found the following testimony from the community meeting of April 12 significant in this regard.:

Joel Piotrowski- asst. principal of McCutcheon- his school is safe, diverse, with knowledgeable teachers.

Jenn Farrell-principal of McCutcheon-it is a great , safe school, with caring teachers, parents are partners, and has a great special ed. program.

Agnes Green- security guard at McCutcheon- school is safe with no gangs.

Julia Nichols- teacher at McCutcheon - it is "a place where you belong"

And from the April 9, 2012 Community Meeting:

Mike Carlson -head of the LSC at McPherson- McPherson school is deeply committed to autism Its special ed. teachers are beyond comparison and they have wonderful teachers at the school

16. I am not in a position nor do I have the power to decide some of the issues presented in the public comments and documents, such as the CEO or CPS not: using special education and ancillary classrooms to calculate utilization rate; deciding whether the Standards and Guidelines the CEO and CPS are arbitrary or violate other laws besides 5/34-230 ; and telling the CEO and CPS what Guidelines and Standards they should use .. Some of these questions need to be directed to the CEO and CPS directly.

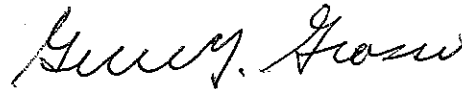
Also I have heard no evidence concerning this proposed "Plan B" concerning Stockton School mentioned in the public documents , referred to in the CEO's proposal , plan or

documents in any evidence before me from the CEO or CPS.

### RECOMMENDATION

With appropriate consideration to the passion, emotion, time, and effort put in on both sides of this issue, finding that the CEO's proposal complies with 5/34-230 and the Guidelines, the Hearing Officer recommends, in accordance with the CEO's proposal, that she recommend to the Board , and the Board approve, the closure of Lyman Trumbull Elementary School.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Gilbert J. Grossi".

Gilbert J. Grossi, Judge, Retired  
Hearing Officer

Effective: August 22, 2011

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)

School Action and Facility Master Planning

→→ 5/34-230. School action public meetings and hearings

§ 34-230. School action public meetings and hearings.

(a) By November 1 of each year, the chief executive officer shall prepare and publish guidelines for school actions. The guidelines shall outline the academic and non-academic criteria for a school action. These guidelines, and each subsequent revision, shall be subject to a public comment period of at least 21 days before their approval.

(b) The chief executive officer shall announce all proposed school actions to be taken at the close of the current academic year consistent with the guidelines by December 1 of each year.

(c) On or before December 1 of each year, the chief executive officer shall publish notice of the proposed school actions.

(1) Notice of the proposal for a school action shall include a written statement of the basis for the school action, an explanation of how the school action meets the criteria set forth in the guidelines, and a draft School Transition Plan identifying the items required in Section 34-225 of this Code for all schools affected by the school action. The notice shall state the date, time, and place of the hearing or meeting.

(2) The chief executive officer or his or her designee shall provide notice to the principal, staff, local school council, and parents or guardians of any school that is subject to the proposed school action.

(3) The chief executive officer shall provide written notice of any proposed school action to the State Senator, State Representative, and alderman for the school or schools that are subject to the proposed school action.

(4) The chief executive officer shall publish notice of proposed school actions on the district's Internet website.

(5) The chief executive officer shall provide notice of proposed school actions at least 30 calendar days in advance of a public hearing or meeting. No Board decision regarding a proposed school action may take place less than 60 days after the announcement of the proposed school action.

(d) The chief executive officer shall publish a brief summary of the proposed school actions and the date, time, and place of the hearings or meetings in a newspaper of general circulation.

(e) The chief executive officer shall designate at least 3 opportunities to elicit public comment at a hearing or meeting on a proposed school action and shall do the following:

- (1) Convene at least one public hearing at the centrally located office of the Board.
  - (2) Convene at least 2 additional public hearings or meetings at a location convenient to the school community subject to the proposed school action.
- (f) Public hearings shall be conducted by a qualified independent hearing officer chosen from a list of independent hearing officers. The general counsel shall compile and publish a list of independent hearing officers by November 1 of each school year. The independent hearing officer shall have the following qualifications:
- (1) he or she must be a licensed attorney eligible to practice law in Illinois;
  - (2) he or she must not be an employee of the Board; and
  - (3) he or she must not have represented the Board, its employees or any labor organization representing its employees, any local school council, or any charter or contract school in any capacity within the last year.
  - (4) The independent hearing officer shall issue a written report that summarizes the hearing and determines whether the chief executive officer complied with the requirements of this Section and the guidelines.
  - (5) The chief executive officer shall publish the report on the district's Internet website within 5 calendar days after receiving the report and at least 15 days prior to any Board action being taken.
- (g) Public meetings shall be conducted by a representative of the chief executive officer. A summary of the public meeting shall be published on the district's Internet website within 5 calendar days after the meeting.
- (h) If the chief executive officer proposes a school action without following the mandates set forth in this Section, the proposed school action shall not be approved by the Board during the school year in which the school action was proposed.

#### CREDIT(S)

Laws 1961, p. 31, § 34-230, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011.

#### HISTORICAL AND STATUTORY NOTES

Sections 97 of P.A. 97-474, approved and effective Aug. 22, 2011, provided:

"Section 97. Control over other Act. Senate Bill 620 of the 97th General Assembly passed both houses on May 31, 2011. Thus, this amendatory Act of the 97th General Assembly (Senate Bill 630) is the one last acted upon by the General Assembly. If Senate Bill 620 becomes law and this amendatory Act (Senate Bill 630) becomes law, then this amendatory Act (Senate Bill 630) controls as provided in Section 6 of the Statute on Statutes (5 ILCS 70/6).

P.A. 97-473 and P.A. 97-474 added identical versions of this section.

105 I.L.C.S. 5/34-230, IL ST CH 105 § 5/34-230

Current through P.A. 97-615 of the 2011 Reg. Sess.

**GUIDELINES FOR SCHOOL ACTIONS<sup>1</sup>**  
**2012-2013 SCHOOL YEAR**  
**("Guidelines")**

Chicago Public Schools' ("CPS") Chief Executive Officer ("CEO") publishes the following Guidelines to help the public and all interested stakeholders understand the criteria for school actions. CPS is committed to providing every child in every community with access to a high quality education that prepares them for college and career. To that end, CPS must take every step possible to focus our resources on investments that will improve schools for all students. School action proposals will be presented to the Chicago Board of Education ("Board") to help CPS meet this commitment to all its students so that they may access higher quality school options. All proposals presented to the Board for consideration will reflect a commitment to provide impacted students with the option to enroll in a higher performing school.

For the 2012-2013 school year, the CEO will consider the criteria specified below when recommending any of the following school actions:

- closure,
- consolidation,
- reassignment boundary change,
- phase-out, or
- co-location.

**I. CRITERIA**

**A. Criteria for Closure, Consolidation, Reassignment Boundary Change, or Phase-Out**

The CEO may propose a closure, consolidation, reassignment boundary change or phase-out using the criteria outlined below.

**1. Space Utilization or Grade Alignment**

*Space Utilization*

A school may be considered for a closure, consolidation, reassignment boundary change, or phase-out if it is underutilized or overcrowded based on CPS' Space Utilization Standards and student enrollment numbers recorded on the 20<sup>th</sup> attendance day for the 2012-2013 school year.

*Grade Alignment*

A school may be considered for a closure, consolidation, reassignment boundary change, or phase-out if two elementary schools, sharing some part of each other's attendance area, individually offer less than Kindergarten through eighth grades and can be reconfigured to a single Kindergarten through eighth grade school.

**2. Constraining Factors**

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<sup>1</sup> Issuing these Guidelines is consistent with the Illinois School Code (105 ILCS 5/34-230) requiring that the CEO publish guidelines outlining the criteria for school actions.

The CEO may only propose a closure, consolidation, or reassignment boundary change if:

- (a) the students impacted by a closure, consolidation, or reassignment boundary change have the option to enroll in a higher performing school; and,
- (b) the resulting space utilization after closure, consolidation, or reassignment boundary change will not exceed the facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards.

The CEO may only propose a phase-out if the resulting space utilization after considering a closure, consolidation, or reassignment boundary change would exceed the contemplated receiving facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards.

### **3. Additional Information to Consider**

In determining whether to propose a closure, consolidation, reassignment boundary change, or phase-out, the CEO may consider other information including, but not limited to: safety and security, school culture and climate, school leadership, quality of the school facility, school type and programming, family and community feedback received throughout the school year independent from the process described below, analysis of transition planning costs, neighborhood development plans, whether the school has recently been affected by any school actions, changes in academic focus or actions taken pursuant to 105 ILCS 5/34-8.3, or proximity, capacity and performance of other schools in the community.

#### **B. Criteria for Co-location**

The CEO may propose a co-location of two schools within the same facility if:

- (1) the combined projected enrollment is within the facility's enrollment efficiency range as defined by the CPS' Space Utilization Standards; and
- (2) the facility can support the academic programming of both schools.

Furthermore, in determining whether to propose a co-location, the CEO may consider other information, including, but not limited to: safety and security, school culture and climate, school leadership, quality of the facility, and an analysis of transition planning costs.

## **II. NOTICE AND SCHOOL TRANSITION PLANS**

Notice of any proposed school action will be provided to the principal, staff, local school council, parents or guardians, Illinois State Senator, Illinois State Representative, and Alderman for the school or schools that are subject to the proposed school action. Notice will include the date, time, and place of public meetings being held to elicit public comment on the proposal.

Along with notice of the CEO's proposal, the CEO will issue a draft school transition plan dependent on the unique circumstances of the proposed school action. The draft school transition plan will include, but is not limited to, the following: (1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety



issues; (2) options to enroll in higher performing schools; (3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and (4) the provision of appropriate transportation where practicable.

### **III. DEFINITIONS**

“Closing” or “closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

“Co-location” means two separate, independent schools with their own school leader(s) co-existing within a Chicago Public School facility.

“Consolidation” means the consolidation of two or more schools by closing one or more schools and reassigning the students to another school.

“Higher performing school” means:

- (1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
- (2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:
  - for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
  - for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or
- (3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
- (4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

“ISAT composite” means the score of the combined ISAT reading, math and science tests.

“EPAS” stands for Educational Planning and Assessment System and includes the EXPLORE test for freshmen, the PLAN test for sophomores, and the ACT test for juniors.

“Performance Policy” means the Board of Education of the City of Chicago’s School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years.

The score and status are determined by evaluating key indicators that assess a school's current performance, trend over time and student growth.

"Phase-out" means the gradual cessation of enrollment in certain grades each school year until a school closes or is consolidated with another school.

"PSAE" stands for Prairie State Achievement Examination.

"Reassignment boundary change" means an attendance area boundary change that involves the reassignment of currently enrolled students.

"School action" means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at:

[http://www.cps.edu/About\\_CPS/Policies\\_and\\_guidelines/Documents/SpaceUtilizationStandards.pdf](http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf), establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

"Value Added" means the metric that assesses school effects on students' academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, special education status and bilingual education status), grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

END OF DOCUMENT

**Effective: November 30, 2012**

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)

School Action and Facility Master Planning

**5/34-225. School transition plans**

§ 34-225. School transition plans.

(a) If the Board approves a school action, the chief executive officer or his or her designee shall work collaboratively with local school educators and families of students attending a school that is the subject of a school action to ensure successful integration of affected students into new learning environments.

(b) The chief executive officer or his or her designee shall prepare and implement a school transition plan to support students attending a school that is the subject of a school action that accomplishes the goals of this Section. The chief executive must identify and commit specific resources for implementation of the school transition plan for a minimum of the full first academic year after the board approves a school action.

(c) The school transition plan shall include the following:

(1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, homeless students, and English language learners; and support to address security and safety issues;

(2) options to enroll in higher performing schools;

(3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and

(4) the provision of appropriate transportation where practicable.

(d) When implementing a school action, the Board must make reasonable and demonstrated efforts to ensure that:

(1) Affected students receive a comparable level of social support services provided by Chicago Public Schools that were available at the previous school, provided that the need for such social support services continue to exist; and

(2) Class sizes of any receiving school do not exceed those established under the Chicago Public Schools policy regarding class size, subject to principal discretion.