

In the Matter of:

The Public Hearing to Elicit Public Comment on the

Proposal to Co-locate Disney II Magnet School with

Thurgood Marshall Middle School in a Shared Facility

Located at 3900 North Lawndale Avenue

Before

) Hon. Francis J. Dolan (Ret.)

) Independent Hearing Officer

2013

I. Introduction

Notice of the hearing was served on the parents, staff members, principals, and members of the local school councils via U.S. Mail and/or personal service through CPS Mail. Notice of

the Hearing was served upon the public by newspaper publication in the *Chicago Sun-Times* newspaper. A certified Court Reporter transcribed the hearing.

Pursuant to the directives provided in 105 ILCS §34-230 (School Action Public Meetings and Hearings) and the document entitled "Procedures for Hearings on Proposed School Closings, Consolidations, Attendance Area Boundary Changes or Reconstitutions" the undersigned summarizes below the input received at the Public Hearing.

II. Relevant Statutory Provisions and Board Policies/Procedures

A. Illinois School Code (105 ILCS):

1. §34-18. Powers of the board

“The board shall exercise general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

“7. To apportion the pupils to the several schools;

“24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district.

“The specifications of the powers herein granted are not to be construed as exclusive but the board shall also exercise all other powers that they may be requisite or proper for the maintenance and the development of a public school system, not inconsistent with the other provisions of this Article or provisions of this Code which apply to all school districts.”

2. § 34-200. Definitions

For the purposes of Sections 34-200 through 34-235 of this Article:

“Space utilization” means the percentage achieved by dividing the school's actual enrollment by its design capacity.

“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.

3. § 34-232. Proposed school action announcement and notice

“The following apply for school actions proposed during the 2012-2013 school year:

“(1) On or before March 31, 2013, 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 published under Section 34-230 of this Code.

“(2) On or before March 31, 2013, the chief executive officer shall publish notice of the proposed school actions.

“(3) The chief executive officer shall provide notice of proposed school actions at least 15 calendar days in advance of a public hearing or meeting.

“All other provisions of Section 34-230 of this Code that do not conflict with this Section must be followed when proposing school actions.”

4. § 34-230. School action public meetings and hearings

“(a) ...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...

“(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....

“(c) ...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 web-site.

“(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...[who]... shall have the following qualifications:

“(l) ...must be a licensed attorney eligible to practice law in Illinois;

“(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.

“(g) Public meetings shall be conducted by a representative of the chief executive officer....

“(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.

5. § 34-225. School transition plans

“(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....

B. Board Policies/Procedures:

**1. GUIDELINES FOR SCHOOL ACTIONS¹
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:

- co-location.

I. CRITERIA

B. Criteria for Co-location

¹ 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 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

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

“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,
establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

2. CHICAGO PUBLIC SCHOOLS SPACE UTILIZATION STANDARDS - December 28, 2011

I. Executive Summary

A. Rationale and Importance for Space Utilization Standards

1. Education

“It is important for CPS to codify space utilization standards so that it can clearly define what is adequate teaching and learning space within all of the school facilities it operates. These standards will help to ensure that all students have equal access to a learning environment that effectively supports strong instructional programs. At the early childhood, primary, intermediate, middle and high school levels, the foundation for success is a facility where the amount of existing space and its utilization enables the broad array of instructional programs available and is sufficient to accommodate superior new programs.

“CPS is focused on introducing a capacity and space utilization methodology that principals, parents and guardians and community stakeholders can understand. Rather than narrowly prescribe the manner of classroom use, the standards were developed to promote flexibility and to ensure that the space can be programmed to fit student needs.”

2. Operations

“In an effort to achieve its educational goals, the space utilization standards will also help ensure that each school facility is utilized in a manner that improves efficiency, thereby ensuring that the district’s limited resources are deployed and operated in an effective manner. Optimizing efficiency can only be accomplished when the district, in partnership with families, local school council members, and community agencies, can rely upon a comprehensive set of measurable indicators that portray the availability and usage of classrooms spaces.”

B. Summary of P.A. 097-0474

“On August 22, 2011, Governor Quinn signed Public Act 097-0474, amending the Illinois School Code by adding requirements for School

Action and Facility Master Planning. Public Act 097-0474 requires that the Chicago Public Schools (“CPS”) publish space utilization standards by January 1, 2012. Space utilization standards shall include:

“(1) the method by which design capacity is calculated, including consideration of the requirements of elementary and secondary programs, shared campuses, after school programming, the facility needs, grade and age ranges of the attending students, and use of school buildings by governmental agencies and community organizations; (2) the method to determine efficient use of a school building based upon educational program design capacity; (3) the rate of utilization; and (4) the standards for overcrowding and underutilization.

105 ILCS 5/34-205 (a) (1)-(4).

“CPS must also publish a space utilization report for each school building operated by CPS by December 31 of each year.”

C. Summary of Standards

“For elementary schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent school building. Each elementary school building is allotted a number of dedicated general education homeroom classrooms, equaling approximately 76% of the total classrooms available. Each elementary school building is also allotted a number of ancillary classrooms equal to approximately 24% of the total classrooms available. As an elementary school’s enrollment increases above the efficiency range, a school may be considered overcrowded as programming options are reduced and/or compromised. As an elementary school’s enrollment decreases below the efficiency range, a school may be considered underutilized as classrooms are unused and/or poorly programmed making the use of limited resources less effective.

II. Core Concepts

A. Elementary Schools - Definitions

The proposed changes to the way the district calculates space utilization and capacity provides a greater level of detail and will allow principals to better align instructional programming to physical capacity. The new space utilization standards rely upon both familiar defined concepts from the historical methodology and new concepts defined below.

Maximum Capacity is defined as the number of classroom spaces designed as such in a given facility multiplied by 30.

Allotted Dedicated General Education Homerooms Classrooms (“*Allotted Homeroom Classrooms*”) is defined as the number of classrooms spaces required for homeroom use derived as a consistent and adequate proportion of the total number of classrooms present in a given facility.

Allotted Ancillary Classrooms is defined as the number of classrooms spaces required for non-homeroom uses, such as science labs, computer labs, art rooms, music rooms, resource rooms, special education rooms, governmental agencies and/or community organization special programs, after school programs, and other appropriate uses.

Ideal Program Enrollment is defined as allotted homerooms multiplied by 30².

Enrollment Efficiency is defined as an enrollment range defined as Ideal Enrollment less 20% to Ideal Enrollment plus 20%.

Overcrowded status is defined as an enrollment range greater than Enrollment Efficiency.

Underutilization is defined as an enrollment range less than Enrollment Efficiency.

The proposed space utilization standards for elementary school essentially creates a range of efficiency based primarily upon a school facility’s total number of classrooms, estimated requirements for dedicated homeroom use, and estimated requirements for ancillary, non-dedicated homerooms use.

B. Elementary Schools - Calculations

The baseline efficiency ranges are derived from the district’s new construction prototype schools.

The prototype new construction school elementary school contains 39 classrooms: 30 dedicated general education homeroom classrooms and 9 ancillary classrooms. The 9 ancillary classrooms are generally programmed—though not required to be used—as 1 science room, 2 music/art rooms, 1 technology lab, 3 specialized education rooms, and 2 specialty classrooms.

The proportion of homeroom classrooms to ancillary classrooms in this example is roughly 3-to-1; 76.9% of total classrooms are allotted for homeroom use with remainder allotted to ancillary use.

² See Board of Education of the City of Chicago Policy on Class Size 10-0615-PO1

The district will apply this proportion of homeroom-to-ancillary room use model to all elementary schools effective 2011-12 school year and plans to publish annually a list of all elementary schools with associated space use statistics referenced above by December 31 of each school year.

CPS finds this methodology to be consistent with approaches used by other K-12 school districts and resembles calculation strategies referenced by the Council of Educational Facility Planners International (CEFPI)³.

III. Other Circumstances

Sharing Space

A co-location is where two or more school units co-share a single facility. In co-location facilities, efficiency is achieved when each elementary school has access to the appropriate number of allotted homerooms and ancillary classrooms as determined by its enrollment. For high schools efficiency is achieved when each high school has access to the appropriate number of total classrooms as determined by its enrollment. Identification of schools' room uses in co-location facilities is required by the Shared Facility Policy (05-0126-PO1).

This is accomplished by assigning to each school the appropriate proportion of total classroom spaces available according to the proportion of students enrolled. For example, in a 50-classroom facility shared by two schools where School A's enrollment is 600 and School B's enrollment is 300, the total number of classrooms available to School A is 33 and the total number of classrooms available to School B is 17. Homeroom and ancillary classroom allotments are then established in accordance with the existing methodology.

IV. Space Utilization for Each School Building

A list of the space utilization assessments for each school will be provided once enrollment data for the 2011-2012 school year has been finalized.

V. Conclusion

The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities compared to school enrollment, will better enable principals, community members, and district leadership to render solid decisions

³ Calculating School Capacity: Local, State & National Perspectives, CEFPI Workshop, October 6, 2007

concerning the allocation of building space to meet all schools' instructional program needs.

3. SHARED FACILITY POLICY - (Policy Manual Section 410.7, Board Report 05-0126-PO1) February 23, 2005

I. Purpose and Goals

The Chicago Board of Education has expressed its intention to create more small schools through the transformation of some existing CPS school buildings and the limited construction of new buildings. Many of CPS existing school facilities were constructed during a different era, one in which the prevailing model for schools was large scale buildings intended to accommodate large student populations and classroom sizes. As the Board moves forward with the creation of more and better small school options, the need to house more than one school in a facility and therefore, the need for the Board to articulate a common vision and plan for shared facilities has arisen.

The Shared Facility Policy builds upon the extensive experience CPS has had in creating small schools and providing opportunities and support for small schools to share one facility. The Policy is guided by six essential principles for successful building sharing which stem from that experience:

- (1) A commitment to the equitable use of facilities to accrue the greatest benefits of schools sharing buildings.
- (2) The establishment and maintenance of strong relationships among school leaders in a shared facility.
- (3) Strategic thinking about physical space and visual cues in a shared building so as to foster the maintenance of distinctive identities of each individual school.
- (4) The development of a detailed and thoughtful Memorandum of Understanding and Sharing Agreement to memorialize all agreements between individual schools related to the shared facility arrangement.
- (5) A conflict resolution process that enhances the legitimacy of the agreements made between individual schools and provides an efficient means for resolving any conflicts.
- (6) The capitalization on the benefits of building sharing through the pooling of resources in order to better serve the students in each individual school.

II. Definitions

A “Shared Facility” is a CPS building (owned or leased by the Chicago Board of Education) that houses more than one CPS school, each of which is autonomous, have their own school leader(s), their own governing body and CPS identification number. A CPS building may become a Shared Facility in one of four ways:

- (1) A Host School that previously occupied a CPS building alone may be joined by one or more additional schools...

A “Host School” is a school that welcomes another individual school into the CPS school building that it has occupied alone prior to the building becoming a Shared Facility.

III. Application of Policy

The fact that a Host School previously occupied an entire CPS building alone and later becomes a Shared Facility does not give that school any preferential treatment under this Policy. Each autonomous school within a Shared Facility shall have equal status.

IV. Identification of Potential Shared Facility Opportunities

It is in the best interest of the Board, students and the community CPS serves to identify the CPS buildings that are not being utilized at full capacity and to improve the use of those facilities. One potential use for underutilized buildings is transformation from a single school facility to a Shared Facility by bringing one or more additional schools into the building.

Each year, prior to the release of a Request for Proposals under the Renaissance 2010 Initiative, the CEO or his designee will perform an assessment of the underutilized buildings owned by the Board. This assessment will be conducted by the Department of Demographics and Planning and the results shall be provided to the CEO or his designee. The results shall be reviewed to determine whether there are any buildings appropriate for conversion into a Shared Facility.

V. Comprehensive Space Analysis

Once the Board conducts a preliminary analysis and identifies a building as a potential Shared Facility and prior to the building’s occupation by two or more schools, the CEO or his designee shall commission the preparation of a comprehensive space analysis of the facility. The comprehensive space analysis shall be conducted in consultation with the Department of Operations, the New Schools Development Department,

outside facilitators or consultants and whenever possible, representatives from the individual schools that will be located in the facility.

In addition, any proposal submitted to CPS to open a school in a Shared Facility shall include an explanation of how the school intends to utilize the space within a building and a proposal for the allocation and use of shared space given the school's specific programmatic needs.

The comprehensive space analysis shall consider both short and long term projections for the utilization of space in the facility based upon the optimal use of the building by two or more schools. The analysis shall also include a review of the proposals submitted by individual schools regarding the utilization and allocation of space within a building as well as a school's specific programmatic needs. The analysis shall also include an assessment of improvements that should be performed to support the occupation of the facility by two or more autonomous schools.

VIII. Capital Improvements to Accommodate Shared Space

The Board has embraced the Small School philosophy through the passage of its Resolution on Small Schools (1995), the Small Schools Policy, 02-0424-PO03, and again with the adoption of the Renaissance 2010 Initiative. An important aspect of the small school philosophy is for each school in a Shared Facility to have its own identity and community with a shared vision and goals. Accordingly, where reasonable and appropriate, the Board will approve requests for capital improvement projects intended to make a CPS building more suitable for use as a Shared Facility.

A. Set Up Renovations. At a minimum, prior to the opening of a CPS building as a Shared Facility, the Board shall perform certain set up renovations. Those set up renovations may include:

1. Construction of separate administrative offices for each individual school at a Shared Facility
2. Construction of necessary barrier walls with doors to separate individual schools
3. Installation of basic technological infrastructure to support individual schools
4. Development of separate entrances through installation of individual signage and separate locks
5. Installation of separate public announcement and/or bell systems

Where doing so would not pose an unreasonable financial burden, the central office shall cover the costs of set up renovations performed at a Campus.

B. Additional Renovations to Accommodate Shared Space.

Any individual school at a Shared Facility may submit a request to the Chief Administrative Officer or his designee that additional renovations be performed to accommodate shared space. These additional renovations may include the installation of metal detectors in high schools, the construction of separate laboratory classrooms or upgrades to the gymnasium or other school spaces.

Any additional renovations performed at a Shared Facility shall either be funded through the Department of Operations capital improvement program or by the individual schools.

4. THE CHICAGO PUBLIC SCHOOLS OFFICE OF THE CHIEF EXECUTIVE OFFICER PROCEDURES FOR PUBLIC HEARINGS ON PROPOSED SCHOOL CLOSURE, CONSOLIDATION, CO-LOCATION, PHASE-OUT, OR REASSIGNMENT BOUNDARY CHANGE

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be closed, consolidated, co-located, phased-out, or subject to reassignment boundary change, an independent hearing officer shall be appointed consistent with 105 ILCS 5/34-230(f) to conduct a public hearing.

- a. The hearing will commence and conclude at the time designated in the notice of hearing;
- b. The hearing will be transcribed; and
- c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.

2. Chief Executive Officer's Presentation

- a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
- b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.

3. Public Participation

- a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m.,

if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).

- b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
 - i. Registration must be made in person by the individual who will be commenting on the proposal; and
 - ii. An individual may not sign in to speak on behalf of another person.
- c. The number of individuals in each hearing room will be limited based on room capacity.
- d. The hearing officer will determine the order of speakers.
- e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
- f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
- g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
- h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.

4. Hearing Officer's Written Report

- a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
- b. The hearing officer's report will also determine whether the Chief Executive Officer complied with the requirements of 105 ILCS 5/34-230 and the Chief Executive Officer's Guidelines for School Actions.

**5. APPROVE AND DENY CALL FOR QUALITY SCHOOLS
PROPOSALS FOR CHARTER, CONTRACT, AND DISTRICT
SCHOOLS WITH 2013 OPENINGS
FINAL 12-1219-EX3 December 19, 2012 (*Adopted in Part)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE
FOLLOWING DECISION:

That the Board approve the Call for Quality Schools school proposals identified in Appendix A and deny the Call for Quality Schools school proposals identified in Appendix B.

DESCRIPTION:

In accordance with Section 27A-8(c) of the Illinois Charter Schools Law, in June 2012 the Board made available the Call for Quality Schools to solicit responses from parties interested in starting schools or providing turnaround services. School proposals were submitted on August 13, 2012. Proposals were evaluated pursuant to the standards set forth in the Call for Quality Schools. At this time, the Office of New Schools is only evaluating the 14 applicants with proposals for Charter, Contract, and District Schools with 2013 openings.

A Public Hearing to review these school proposals was held on December 13, 2012. The school proposals indicated in Appendix A are hereby approved and the school proposals indicated in Appendix B are hereby denied.

CONTINGENT APPROVAL: Final authorization of any proposals approved herein is contingent upon the school operator meeting benchmarks identified by the Office of New Schools including, but not limited to, the identification of a school site. These benchmarks will be communicated to the school operators in a formal Letter of Conditions with all deadlines to be met by April 15, 2013. The Office of New Schools will oversee the enforcement of these deadlines; failure to meet these deadlines may, at the option of the Board, result in the rescission of the authority granted herein.

AUTHORIZATION: For the charter school proposals with 2013 openings received under the 2012 Call for Quality Schools process, authorize the Executive Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder. For charter school proposals with 2013 openings being denied, authorize the Executive Director to notify applicants of their right to appeal decisions to the Illinois State Charter School Commission.

**APPENDIX A: CALL FOR QUALITY SCHOOLS PROPOSALS TO
BE APPROVED (*Adopted in Part)**

Name	Type	Grades	#of Schools	Expected Opening
Chicago Collegiate *Adopted	Charter	4-12	1	Sept 2013
Foundations Deferred	Charter	6-12	1	Sept 2013
Intrinsic School *Adopted	Charter	6-12	1	Sept 2013
Orange Deferred	Charter	K-8	1	Sept 2013
Frazier Prep *Adopted	Charter Conver- sion	K-8	1	Sept 2013
Camelot *Adopted	Alterna- tive Con- tract	9-12	1	Sept 2013
<i>Disney II Magnet</i> <i>*Adopted</i>	<i>Addition of Grades 9-12</i>	<i>K-12</i>	<i>1</i>	<i>Sept 2013</i>
MMSA – Military *Adopted	Addition of Grades 7-8	7-12	1	Sept 2013
Rickover *Adopted	Addition of Grades 7-8	7-12	1	Sept 2013

III. HEARING

Lucille A. Blackburn, Assistant General Counsel of the Board of Education, presented the CEO's proposal. She submitted the following evidence in support of the proposal.

EXHIBITS PRODUCED:

Documentary submissions were received and included the following:

A. CEO's Compiled Exhibit 1

Notices of Hearing

- Tab 1 Notice Letter to Parents or Guardians of Students at Thurgood Marshall Middle School and Disney II Magnet School dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
- Tab 2 Notice Letter to Administrators, Faculty, Staff, and Local School Council Members at Thurgood Marshall Middle School and Disney II Magnet School dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
- Tab 3 Affidavit of Jeff Broom, Performance Data Analyst for Chicago Public Schools Regarding Mail and/or Personal Delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of Disney II Magnet School with Thurgood Marshall Middle School on or about March 21, 2013
- Tab 4 Affidavit of Leonard Langston, Chief of Staff, Office of Public and Community Affairs for Chicago Public Schools Regarding Electronic Mail Delivery of Notice Letters to Elected Officials on or about March 21, 2013
- Tab 5 Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) a list of independent Hearing Officers and Draft Guidelines for School Actions on or about October 31, 2012, (b) Guidelines for School Actions on or about November 30, 2012, (c) Proposals on or about March 21, 2013, and (d) Summaries from Community Meetings on or about April 15, 2013 and April 19, 2013
- Tab 6 Public Notice of Hearing and Community Meeting by Newspaper Publication in the *Chicago Sun-Times* on April 3, 2013

Relevant Legal and Procedural Documents

- Tab 7 105 ILCS 5/34-18 (“Powers of the Board”), effective July 13, 2012.
- Tab 8 105 ILCS 5/34-200 (“Definitions”), effective July 13, 2012
- Tab 9 105 ILCS 5/34-225 (“School Transition Plans”), effective November 30, 2012
- Tab 10 105 ILCS 5/34-230 (“School Action Public Meetings and Hearings”), effective August 22, 2011
- Tab 11 105 ILCS 5/34-232 (“Proposed School Action Announcement and Notice; 2012-2013 School Year”), effective November 30, 2012
- Tab 12 Chicago Board of Education Shared Facility Policy (Policy Manual Section 410.7, Board Report 05-0126-PO1)

Tab 13 Chicago Public Schools Space Utilization Standards (Issued December 28, 2011)

Tab 14 Guidelines for School Actions, 2012-2013 School Year (Issued November 30, 2012)

Tab 15 Chief Executive Officer's Procedures for Public Hearings on Proposed School Closure, Consolidation, Co- location, Phase-Out, or Reassignment Boundary Change

Tab 16 Board Report 12-1219-EX3- Approve and Deny Call For Quality Schools Proposals For Charter, Contract, and District Schools with 2013 Openings, effective December 19, 2012

Documents and Written Evidence in Support of the Proposal

Tab 17 Transcript of the April 10, 2013, Community Meeting regarding the Proposed Co-location of Disney II Magnet School with Thurgood Marshall Middle School

Tab 18 Summary of the April 10, 2013 Community Meeting regarding the Proposed Co-location of Disney II Magnet School with Thurgood Marshall Middle School

Tab 19 Transcript of the April 15, 2013, Community Meeting regarding the Proposed Co-location of Disney II Magnet School with Thurgood Marshall Middle School

Tab 20 Summary of the April 15, 2013, Community Meeting regarding the Proposed Co-location of Disney II Magnet School with Thurgood Marshall Middle School

Tab 21 Written Statement of James Dispensa, Senior Manager of Business Optimization in the Facilities Department for the Chicago Public Schools

Tab 22 Written Statement of Patricia Taylor, Chief Officer of Facilities and Operations, Department of Operations for the Chicago Public Schools

Tab 23 Presentation Accompanying Patricia Taylor's Written Statement

B. Public Comment Documents

Ex. 2 Murphy School Community Petition for Inclusion in the Process for Disney Magnet High School at the Thurgood Marshall Middle School Building

Ex. 3 Written statement of Diana Davis

Ex. 4 Written statement of Jeqanne Prete

Ex. 5 Written statement of Lynn Ankney

- Ex. 6 Written statement of Maria Hurtado with Petition to have 7th and 8th grades at Patrick Henry School
- Ex. 7 Documents submitted by Dorothy Barrett during her verbal comments at hearing
- Ex. 8 Written statement of Heather Aitken
- Ex. 9 Written statement of Mary Ann Munozmaciel
- Ex. 10 Written statement of Socorro Rubio (Translated from Spanish)
- Ex. 11 Written statement of Shannon Kemp Passero
- Ex. 12 Written statement of Chris Vassalotti
- Ex. 13 Written statement of John Robert Aitken
- Ex. 14 Written statement of Nicole Seidlitz and James Pierce
- Ex. 15 Written statement of Selma Wise Burley
- Ex. 16 Written statement of Fred and Kristin Albert
- Ex. 17 Written statement of Elisa Alicea
- Ex. 18 Written statement of Molly and Chris Dimick
- Ex. 19 Written statement of Kathryn Barnaby
- Ex. 20 Written statement of Jennifer and Taylor Nicks
- Ex. 21 Written statement of Rev. Amanda Olson

It was announced at the public hearing that the record would be kept open until Monday, April 22, 2013, at 5:00 p.m., to allow those parties who were unable to attend the hearing, or for any other reason, to submit written testimony or any documents relating to the CEO's proposals that they would want made a part of the record of proceedings. The public was given the option to either hand deliver the documents to the CPS Law Department Office located at 125 S. Clark Street, Suite 700, Chicago, or send via email addressed to: "qualityschools@cps.edu." The

documents that were received are listed below and identified as Supplemental Exhibits. Unless specified otherwise, all Supplemental Exhibits were received via email.

Supplemental Exhibits

Group

Ex. 22 A total of 149 letters were received via email. The subject matter of these letters is identified as follows:

113 letters are in support of the CEO's proposal to Co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility Located at 3900 North Lawndale Avenue;

27 letters are in opposition to the CEO's proposal to Co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility Located at 3900 North Lawndale Avenue because of overcrowding at Belding Elementary School;

9 letters are in opposition to the CEO's proposal to Co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility Located at 3900 North Lawndale Avenue because of overcrowding in other area schools.

TESTIMONY PRODUCED:

A. CPS Witnesses:

Name

Affiliation

James Dispensa

**Senior Manager of Business Optimization
in the Facilities Department**

My name is James Dispensa. I am the Senior Manager of Business Optimization in the Facilities Department for the Chicago Public Schools. My responsibilities include undertaking school demographic studies, enrollment projections, and monitoring the space utilization of the public school facilities throughout Chicago. I have been working in this capacity since 1998.

I have been asked to appear at this hearing today to convey to you, the parents, and the community as well as interested members of the public in attendance information regarding the space utilization of the 3900 North Lawndale Avenue facility with respect to the proposal to co-locate Disney II Magnet School, or Disney II, with Thurgood Marshall Middle, or Marshall Middle.

A co-location is when schools share space in the same facility or on the same campus but operate independently from each other. According to the Chief Executive Officer's

Guidelines for the 2012-2013 school year, the CEO may propose a co-location of 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 the schools. I will discuss the first factor while my colleague, Patricia Taylor, will discuss the second factor.

Marshall Middle is currently located at 3900 North Lawndale Avenue. Marshall is a middle school that currently serves approximately 431 students in grades 7th and 8th.

Disney II is currently located at 3815 North Kedvale Avenue. Disney II is an elementary school that serves approximately 415 students in grades kindergarten through 6th including its pre-kindergarten program. Disney II is expected to add a 7th grade next school year and an 8th grade the following school year. Further, in December 2012, the Board of Education approved the expansion of Disney II's grades such that the school will be adding grades 9 through 12. Disney II will phase in these grades one grade at a time, starting this fall. The Board's report approving these expanded grades is in your binder at Tab B16.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards.

The enrollment efficiency range is plus or minus 20 percent of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76 to 77 percent of the total classrooms available.

A typical elementary school building has a total of 39 classrooms; therefore, the number of allotted homerooms, approximately 76 to 77 percent of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900. Finally, the enrollment efficiency range is plus or minus 20 percent of 900 which is 720 through 1,080.

There are 42 total available classrooms within the 3900 North Lawndale Avenue facility.

At this point, I would like to point out that beyond the 42 available classrooms, the district currently leases seven classrooms at this facility to Kid Watch, an infant/toddler day care program. We expect that lease to continue beyond the upcoming 2013-2014 school year; and, for clarity, we are not factoring those seven classrooms into our analysis for the purposes of the proposed co-location.

Approximately 76 to 77 percent of the 42 available classroom number is 32, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility which is 960. As such, the enrollment efficiency range of the 3900 North Lawndale Avenue facility is 768 through 1,152 students.

The CEO's proposal involves co-locating Disney II Magnet School's projected 7th and 9th grade students in the 3900 North Lawndale Avenue facility. The projected enrollment of

Disney's 7th and 9th grade is 250. Eventually, within three years, Disney II Magnet's enrollment for grades 7 through 12 is projected to reach a maximum of 800 students.

The 2013-2014 projected enrollment for Marshall Middle is 285 students, and the 2014-15 projected total enrollment for Marshall Middle is 150. The projected decrease in Marshall Middle's enrollment is related to a separate proposal to adjust Marshall Middle's attendance boundary.

The combined 2013-2014 projected enrollment for both schools is 535 which is well below the enrollment efficiency range of the building.

The combined 2016-17 projected enrollment for both schools is 950 which is within the enrollment efficiency range of the building.

Thus, there's enough space within the facility for both schools.

Initially, to accommodate the enrollment of both schools in year one of the co-location, approximately 18 classrooms would be assigned to Disney II and approximately 24 classrooms would be assigned to Marshall Middle. This classroom allocation is sufficient to accommodate both schools' enrollment in year one.

Over time, as Disney II's enrollment is projected to increase while Marshall Middle's enrollment is projected to decline, the classroom allocations will be adjusted to ensure that at all times each school is provided with a sufficient amount of space to support each school's program.

Patricia Taylor

Chief Officer of Facilities and Operations

My name is Patricia Taylor. I am the Chief Officer of Facilities and Operations for the Chicago Public Schools. I have been in this position for four years. In this role, I am responsible for the maintenance and renovation of existing facilities and the construction of new facilities which provides me with knowledge of CPS facilities and how the facilities supports the academic programming of a school.

The Chief Executive Officer, or CEO, has asked me to appear before you today at this hearing to convey to you and to the parents, staff members, and Local School Council members as well as interested members of the public in attendance, information relevant to the proposal to co-locate Disney II Magnet School, or Disney II Magnet, with Thurgood Marshall Middle, or Marshall Middle.

As stated in the Board's 2005 Shared Facility Policy, CPS believes that it is in the best interest of the students and communities to identify facilities that are not being utilized at their full capacity and to improve the use of those facilities. One potential way to accomplish this is to transform an underutilized facility from a single school facility to a shared facility by bringing one or more additional schools into the facility. I will now

speaking about how the 3900 North Lawndale Avenue facility can support the academic programming of both Marshall Middle and Disney II Magnet.

Marshall Middle School is located in the Chicago's north/northwest side at 3900 North Lawndale Avenue. The facility was originally constructed in 1924. The current main entrance to the facility is on the corner of Byron Street and Lawndale Avenue. Minimal staff and visitor parking is located just to the north of the facility off of Ridgeway Avenue.

The facility is a four-story, U-shaped structure. Currently much of the administrative space is located on the ground level along with the two auditoriums. The floors above contain numerous classrooms, offices, a gymnasium, and library. The lunchroom is located in the basement of the facility.

The 3900 North Lawndale Avenue facility has sufficient space to accommodate the needs of both Marshall Middle and Disney II Magnet for academic courses, lunch, physical education, administrative offices, and other programming. If this proposal is approved, a specific Memorandum of Understanding to allocate space between the two schools will be drafted in accordance with the Board's 2005 Shared Facility Policy. At this time, I will outline our recommendation as to how these two schools can allocate the space to ensure that the needs of both schools are met. Kid Watch, a CPS lessee, maintains a presence on the first floor and will not be impacted with the proposed co-location other than relocating their main entrance.

I understand that Marshall Middle needs a total of 24 classrooms and that Disney II Magnet needs a total of 18 classrooms. To fulfill Marshall's needs, it could occupy primarily the third and fourth floors of the facility. To fulfill Disney II Magnet's needs, it could occupy the second floor.

Both schools need administrative office space. Disney II Magnet could occupy the main office on the southeast side of the building. Marshall Middle could then have its own main office located on the 4th floor. While Marshall Middle's primary administrative space will be on the 4th floor, it could also maintain a reception, security presence on the first floor in the form of two small offices across from the Disney II Magnet office.

Both schools need to maintain separate school identities while still sharing certain common areas. So we have identified separate entrances for each school to access the facility. Marshall Middle could use the entrance on the southwest side of the building and Disney II Magnet could have its entrance on the southeast corner of the building. Kid Watch could then use the northwest entrance. Additionally, each school will have access to its own auditorium. Marshall Middle will use the auditorium in the eastern wing of the building and Disney II Magnet will use the auditorium on the south side of the building.

To meet other needs of these two schools, we propose that they share the large lunchroom, gymnasium, and library. The specific details of how these facilities will be used and scheduled between schools will be defined in the Memorandum of Understanding.

If this proposal is approved, CPS will work with both schools to develop a Memorandum of Understanding confirming all dedicated and shared spaces and scheduling use of each space.

If this co-location proposal is approved, the Department of Operations will propose the following facility improvements to the 3900 North Lawndale Avenue facility for the benefit of all Marshall Middle and Disney II Magnet students and staff:

- Convert non-classroom spaces to provide additional capacity for a new Marshall Middle main office space;
- Provide signage that reflects newly allocated spaces;
- Add independent telecommunication and intercom systems so that each school maintains separation;
- Provide window AC units for all classrooms;
- Provide selective interior cosmetic improvements as needed;
- Upgrade and/or provide required labs;
- Provide Americans with Disabilities Act, or ADA, accessibility upgrades in accordance with ADA Titles I and II compliance requirements.

The Department of Operations anticipates that these improvements will cost approximately \$9.5 million.

To conclude, these two schools can fit within the 3900 Lawndale Avenue facility; and, if the co-location is approved by the Board, CPS will work to develop a Memorandum of Understanding that outlines all dedicated and shared spaces.

B. Public Comments:

Christine Zelenka

Principal of Murphy Elementary School

My name is Christine Zelenka and I am the principal of Murphy Elementary School, a school located about two blocks from the building currently housing Thurgood Marshall Middle School and Kid Watch Plus. This is Penny Shultz, a member of our neighborhood and school community.

We are here today representing our school community's interests as members of active Murphy groups such as our Local School Council, our parent teacher organization, and the over 350 signatures that we have here on these petitions that we want to share our view points. We want our view points to be heard. Our overarching message is that neighborhood schooling is at the core of public education and demands equity, voice, and support for its essential work creating citizens of tomorrow. I appeal to you as a good citizen giving of your time and energy today to further analyze the space utilization impact of Thurgood Marshall's building changing at this time in this area. Careful capital planning from early childhood through college can be a powerful tool for economic recovery for our city.

Penny Shultz

**Member of the Murphy Community and
Thurgood Marshall Middle School
Community**

I am Penny Shultz. I am a member of the Murphy community and a member of the neighboring community of Thurgood Marshall Middle School. I would like to state that many of us are angered and concerned over the recent decisions made regarding the future of this building.

CPS has not been forthright or wise about how this change will affect our community for generations. We have not been asked nor have all of our children in this surrounding community been considered. We've made it clear in past meetings and proposals that if CPS must take over this building for the Disney II, we would like you to have the following considerations: 7th and 8th grade should stay at the current Disney II location as proposed in their original school design when they opened four years ago. Why is it they don't have space now? And they need a lunchroom when we have been, at Murphy School, we have had our children eating lunch in classrooms for over 20 years - and many of the schools in the surrounding areas have the same situation.

Why is it that they still hold a tuition-based preschool claiming they don't have space for the 7th and 8th grade, yet they will plan to squeeze out Kid Watch Plus which has been in our community for many years, probably, I'm guessing, about 30 years? That is our neighborhood early childhood center. Kid Watch Plus should remain in its current location within this building. This is a vital asset to our area.

If the Disney II High School must be placed in the neighborhood, we would like to ask a priority for the students that live in our community to be included in their lottery. To assure community involvement in the school and population would reflect our neighborhood.

We are reaching out for you to support our efforts to protect and honor our community, your Honor, and its children. Having a school without investment from the surrounding neighbors can be harmful to the social engineering of our community.

Diana Davis

Kid Watch Plus

My name is Diana Davis from Kid Watch Plus. 53 years ago, I told my father that I either wanted to be a stewardess or a teacher. Today, I stand before you making my father proud. I'm a Christian, a child hunger advocate, a child education coordinator for the Northern Illinois Conference of the United Methodist Church as well as a lay servant and speaker. And that's just in my spare time. I am reminded of a quote by John Wesley, Do all the good you can by all the means you can and all the ways you can and all the places you can at all the times you can to all the people you can as long as you ever can. I believe that what we do in our life is never about us. It's about others and the community. The question is how do we serve one another?

I believe that keeping Kid Watch in a community would fulfill the need of the community and that the lease agreement should extend beyond 2015. I am honored and privileged to stand before you this day as an employee of Kid Watch Plus. I have been an employee there for eight years. The positions I have held at Kid Watch Plus are food service manager, classroom teacher, music teacher, and the list continues.

I truly believe that when you do what you do and you love what you do, there are no boundaries. You may ask a question, why do so many things at one location? Again, I repeat, it's all about community and relationship. Together, we, as teachers and staff, we do not exclude the children from this which is our main reason that we are here. We are here because it is home, a place where we are all welcome, and I'm astonished on a regular basis when we see people walk up to the building and say that I went to school there. It's something concrete that you can grasp.

Kid Watch is the same. Our children know the mailman. They know the fire engine that passes in our community. They know the park. They know Sam, the dog. They know the Three Bears which is the community.

Jeanne Prete

Executive Director of Kid Watch Plus

My name is Jeanne Prete. I am the Executive Director of Kid Watch Plus, and I'm here today in support to support our position to this transition and to be an advocate for the renewal of our lease beyond June 2015. For the record, Kid Watch leases approximately a little over 10,000 square feet which includes space consisting of nine classrooms, an office, kitchen, bathrooms, laundry space and hallways, and our lease is with the Chicago Public Schools. Kid Watch has been servicing our community for 30 years and we are truly a neighborhood school. Our programs include childcare for children six weeks through 12 years.

Kid Watch is licensed by the City of Chicago, the State of Illinois, DCFS, and we are nationally accredited by the National Association for the Education of Young Children, otherwise known as NAEYC. Evidence of our quality program can be demonstrated by the results of our annual NAEYC parental satisfaction survey where Kid Watch consistently receives a rating of over 95 percent or greater. It is my hope that Kid Watch has the opportunity to continue to service the community and to renew its lease for many more years to come.

I would also like to take this time to request to be a part of the planning process for this proposal as any changes you make to our facility can impact the quality and the security of the Kid Watch programs. As a director of this program, I am very concerned about the security and the safety of our children. Therefore, I request that our bathrooms remain private and that our hallway space remain restricted. I understand that there are capital improvements planned for Thurgood Marshall Middle School. I am concerned on how the construction and renovation projects planned for this building will affect us. Kid Watch is a 12-month program. We have a summer camp that is already filled to its capacity for this

summer. I want to make it clear that Kid Watch is in the building during the summer months when renovations begin.

Michael Webber

President of the West Walker Civic Assoc.

My name is Michael Webber. I am the president of the West Walker Civic Association founded in 1912. West Walker is the oldest neighborhood civic association in Chicago. West Walker neighborhood is in close proximity to the proposed Disney II High School. Our neighborhood is bounded by Irving Park to Montrose and Central Park to Pulaski. We are very excited about Disney II Magnet School coming to our neighborhood. The northwest side of Chicago needs more good schools.

However, we realize there's limited parking available by Disney II High School and that there will be an increase in traffic congestion and the proposed use of our park, Independence Park.

To help resolve these problems and enable more students to walk to school in conjunction with our neighborhood association, GIPNA, we propose first for the Disney II expansion and Disney II proximity lottery for grades 7 and 9 should run at 75 percent of the seats within a 1.5 surrounding radius indefinitely. Second, the deadline for applications to Disney II is December 14, 2013, but the Disney II expansion was not announced until later that month at the December CPS Board meeting. Families in our community had no opportunity to know of these three critical factors: First, Disney II was opening 50 additional seats for the 7th grade; two, admission to the 7th grade guaranteed admission to Disney II Magnet High School; and, three, that the 7 to 12 grade campus would be located within our neighborhood. More families would have applied had they known the above before the application deadline. Therefore, second in conjunction with our neighborhood association GIPNA, we also propose that the current wait list be opened for application for the remaining 50 seats by lottery.

Jennifer Bohrer

**Concerned Parent and LSC chairperson of
Belding Elementary**

My name is Jennifer Bohrer. I'm a parent and the LSC chairperson of Belding Elementary. I have been to several of these meetings and I'm getting very frustrated. All I hear about is how great Disney II is and what a wonderful program they have. It is only right that they should continue the program into high school. I don't care if they have a high school. I don't care where CPS is proposing, but I do care where CPS is proposing to place it.

What is clear in the O'Hare Network is that we are overcrowded for neighborhood space. We only have two underutilized schools in our area. One is a charter that is failing, ASPIRA Haugan, and the other is Thurgood Marshall. That's why it's being fought over so desperately. CPS apparently is not paying attention to the O'Hare Network. We are a successful neighborhood network. Our neighborhood schools are looked at as places that you can go to and have no worries about choice. We don't want choice. We want to be able

to go to our neighborhood schools. We need more neighborhood schools, and that's what we are proposing.

It is not unprecedented, and it has been done before. In the Edison Park area when they got too overcrowded, the neighboring schools, they asked Edison Gifted to move so they could take back their neighborhood school. That is what happened. Edison moved to a different area, a better school and that is what I'm suggesting, Disney II Magnet to get a better school in a different location and to give us back our neighborhood schools so that we can grow our neighborhood network.

Anthony McHale

Concerned Parent

My name is Anthony McHale. I am the father of two Disney II students and a resident of Old Irving Park. Five years ago I had the opportunity to meet a great leader, a person who not only had the tactical skills and knowledge to start up an elementary school in six months, but the amazing strategic vision to believe that the prescribed path of public education in Chicago was not and is not the best way to educate our children. In a very short time, Mrs. Chkoumbova, our principal, has challenged three different groups, our faculty, our parents and, most importantly, our students to look at education differently. She has recruited an incredible faculty that is beyond generous with their time and talent. They bring an energy to the classroom that inspires the students to challenge themselves daily and not be satisfied with what they learn between the bells.

Mrs. Chkoumbova has pushed our parent groups to put aside petty disagreements and ask before anything, how does this benefit the children? When our parents ask why, she has prodded and demanded that we ask, why not. Most importantly, Mrs. Chkoumbova has become a hero to our students. She is the person they most want to impress with their academic progress, their latest project or athletic achievement.

The success of Disney II should not be attributed to the fact that we are located in the O'Hare Network. We are home to families from every corner and community of this city. Our students come from every socioeconomic, early childhood development, and ethnic background. Our per student funding has often given us fewer rather than more resources compared to neighborhood schools. Instead, our success should be attributed to Mrs. Chkoumbova who has everyone from the most tenured teacher to the youngest student pulling the rope in the same direction.

I would ask that the Board financially support the Disney II expansion proposal that it has already approved and allow Mrs. Chkoumbova and her team to build an education model that can be implemented across the city, a model that will create great schools, not just more schools. If we continue to do what we have always done, we will always get what we've always got.

In closing, I would ask you this question: If not Mrs. Chkoumbova, who? And if not now, when?

Lauren Ross

Member of the Old Irving Park Community

My name is Lauren Ross, and I'm not a member of GIPNA, Belding, Disney II, Marshall Murphy, Kid Watch or Walker. I'm just a member of the Old Irving Park community. I'm also the mother of two elementary school children. I've read the transcripts, and from what I hear, many are saying that Marshall, who has room in their school for a new high school, is a great location as long as my kids or our students get in but, otherwise, find a new location.

Let me say, I think co-locating with Marshall is the ideal location for the new Disney II High School. Instead of complaining, we should thank them for their hours and times to a put quality solutions on the northwest side of Chicago and for those of us looking to raise our kids in the area. More seats is more seats for any of us and confident that the numbers that CPS presented spoke for themselves.

CPS is run like a business, and any other school could have put forth a business proposal to help their schools meet the challenge and obstacles they face. The fact that no other school did so and only speaking up now should not defer CPS's track to put the school and resources needed for the Disney II High School off track. It's like moving close to an airport and then complaining about the noise. We all knew the challenges of CPS when we moved into the community and D-II was not even an option.

I have also heard security and traffic is a concern. We live directly across the street from Schurz, and we have never had any issues. Sure, we have students parking on our street, but that's no different. We're the third largest metropolitan city in the country, and it is no different than people taking the Metro and parking on our streets.

As a community member, I encourage CPS to provide the support, improvements, and funding to ensure this new high school, which is an asset to our community, stays at Marshall and immediately receives the resources for success.

Bogdana Chkoumbova

Principal of Disney II Magnet School

My name is Bogdana Chkoumbova. I am the principal of Disney II Magnet School. I am here today to express my support for the expansion of the school with the proposed location at 3900 North Lawndale Avenue. I support this plan as an educator. I am very excited to extend our curriculum and programs for grades pre-K through 12 and to offer the first nonselective academic center model in the city.

I support this plan as a parent. I have two daughters. "K" is a sophomore at a selective enrollment high school, and "Y" is a junior at a parochial high school. Apparently the public high school option acceptable for my family is very limited, and this is the case for thousands of Chicago families. I commend the parents from GIPNA, West Walker, and other communities for advocating for their children and requesting access to Disney II. This is what all parents should do.

I support this plan as a citizen. During this difficult financial time, we can only invest in models that have proven record of success. Disney II has been a model for urban education, and my team and I, we have the instructional and operational capacity to start up a school. The co-location presents challenges, and I understand the frustration from my colleagues from Marshall Middle School. I am asking CPS to share all the details about the plans and involve both faculties and parent communities in the forward development of those plans.

I support this plan as a school leader. I support unconditionally the neighborhood schools. Every time the picture of overcrowded classroom is painted, I'm deeply troubled, and I urge the district to work with each school community to resolve overcrowding. Finally, as a school leader, I have strong sense of urgency. Our students can be placed on hold while we are continuing the educational debate and throwing additional proposals. Our children deserve access to high quality programs now and Disney II is ready to role the plan. I have lead my team and parent community through the appropriate process to expand the school, and I am only proud of this accomplishment.

Paul Flaherty

**Interim principal of Thurgood Marshall
Middle School**

My name is Paul Flaherty. I am currently the interim principal of Thurgood Marshall Middle School sharing the facility at 3900 North Lawndale with Kid Watch Plus. I have been doing that since 1991. We have an excellent educational program for 7th and 8th grade students. Although we only have two years to increase our student achievement to grade level, we achieve significant growth for more than 60 percent of our students to close the gap.

Given the need for more space for neighborhood elementary students in our network and in our area, we provide a valuable resource. We educate the whole child, four days of after-school programming, partnerships with Innervation Dance, Merit Music, Europe, Loyola University, the committee's and school's youth guidance providing social emotional support as well as arts programming. I am very happy to hear the wonderful testimony about the excellent academic program at Disney II. I look forward to the opportunity to work with them and Principal Chkoumbova.

The proposal, however, presents some serious logistical challenges to accommodate all three partners, and to fully support Disney II's expansion will inevitably result in pushing the two current partners out of the space. Mr. Dispensa testified to the support for academic programming. He did not mention any additional social or sports programming. Alvernia High School used this space and educated 1200 students at a time, but the staff lived in the adjacent building in the community. So there were no parking problems. The girls worked in the cafeteria for a penny a minute off their tuition. Sports programming were three sports, girls' volleyball, girls' softball, and girls' basketball.

I'm surprised that the Board is considering the proposal in its current form that provides space for an excellent magnet program but at the cost -- significant cost investments and the eventual pushing out of the two current partners in the facility.

Mary Ann Siegel

Concerned Parent and CPS Teacher

I am Mary Ann Siegel. Currently, my daughter is a participant in Kid Watch and my son will be in the fall. I am also a CPS teacher. The decisions that are being made now will ensure whether or not I will be a CPS parent. Like so many parents of the Independence Park neighborhood, my husband and I have had to consider overcrowding and waiting lists and high tuition costs only at the day care level. Kid Watch has been such a find, affordable, safe, located near the train, near the park, and near the local elementary schools. Its quality care and experienced teachers assures that families are prepared to participate in the neighborhood schools. If you do not make assurances to extend Kid Watch's lease, you will be removing an anchor in the community. You will actually be removing a program that should be replicated in many CPS schools to invest families in their local schools.

Taking a wider view, instead of ensuring that Kid Watch feeds into well-funded elementary schools with reasonable class sizes and supportive teachers, you are funding a high school that segregates through an application process, a lottery, and bears the name of a man who had connections to Leni Riefenstal, DaBoom (phonetic) in the McCarthy era.

This administration needs educated, dedicated, active families like those of Kid Watch. We do not need you to play lottery games with what should be our children's free public education. Learning is not just fun. It is a community responsibility, a personal mandate much too important to be left to a corporation and its tinkler bell.

Rose Anne Dennler

Teacher at Marshall Middle

My name is Rose Anne Dennler. I am a teacher at Marshall Middle. The proposed co-location with Disney II is not in the best interest of anyone, not even Disney II. It will not alleviate the tremendous overcrowding that exists in the O'Hare Network. Neighborhood schools are forced to have classes in bathrooms and closets. Instead of addressing this dire need, the expansion of Disney II will only serve the needs of a few students.

Instead, I propose that Marshall be allowed to relieve overcrowding as a neighborhood middle school. This co-location will not serve the needs of Disney II. The teachers and parents of Disney do not realize how inadequate and outdated our building really is especially when it comes to technology. Our building's problems cannot be fixed in eight weeks. And no matter how much money you get, there is no, and there will never be, any outdoor space.

Disney II has enough room to house its 7th graders next year. I urge the Board to reject this proposal and wait until a more suitable building can be found. Thurgood Marshall once asked, what is the quality of your intent? Is it the Board's intent to serve the majority

of its students' needs or to cater to a select group of lottery winners? Students in the O'Hare Network should not have to win a lottery in order to have adequate classroom space. We have the space at Marshall to serve the community. Let us continue to serve as we have served since 1991. Our intent has quality. The Board's does not.

Caroline Bilicki

Concerned Parent

My name is Caroline Bilicki. I am the parent of three children at Disney II Magnet and have been involved with the school in some way, LSC, PTA, and fund-raising since it opened in 2008. I am also a ten-plus-year homeowner and resident of the Independence Park neighborhood.

I am here to reiterate my support of the district's plan to co-locate Disney II expansion with Thurgood Marshall Middle in the Alvernia building while acknowledging the limitations that the district has, the difficult decisions it must make, and the overall shortage of seats in the O'Hare Network. That Disney II will expand is not a question for this hearing. The district approved this expansion in December 2012 indicating that it understands the need for additional high quality lottery-based high school options. Thank you.

I would, however, like to ask the district to fully fund the expansion and co-location of Disney II. As Disney II showed in its expansion proposal and its budgeting throughout the past three to five years, it is a careful steward of the funds entrusted to it. Our students are thriving with a per pupil budget of \$7,424, according to public numbers available on cps.edu. Compare that to Belding, \$7,850; Murphy's \$8,522; and Thurgood Marshall Middle's \$9,493 per student. If every neighborhood school had the resources that Disney II does what could they achieve?

Finally, as a resident of Chicago, I want to point out that Independence Park, like all Chicago parks and all Chicago libraries and all Chicago streets, is a public, publicly funded resource open to everyone.

Dorothy Barrett

Concerned Parent

My name is Dorothy Barrett. I am a parent from Old Irving Park. In the fall of 2011, I became a part of a group called Options for Northwest Chicago. We were a group of parents united in our desire to create more quality school options for our kids on the verge of entering the CPS system. We were tired parents meeting late at night long after our children were in bed. We did it because we knew something needed to be done and CPS just wasn't doing it.

By early 2012, we had conducted a survey to learn more about the educational priorities and concerns of parents in or bordering the O'Hare Network. Nearly 250 parents responded to the survey. When asked whether they intended on sending their children to their neighborhood school, 48.6 percent answered no. In an open-ended question asking why, the most frequent answers given were "overcrowding" and "large class sizes". On

February 16, 2012, representatives from our group presented our findings, which I have here, to Oliver Sicut, former Chief Portfolio Officer, and Jamika Rose, former Community Engagement Specialist which specifically identified Thurgood Marshall Middle as a potential site for a new elementary school. He agreed that the data supported the need for more neighborhood schools, completely disregarded our proposal for Thurgood Marshall, and gave us his blessing to find our own location and funding for a new charter school.

Last June, we met with Board of Ed President David Vitale and Commissioner of the Department of Housing and Economic Development, Andrew J. Mooney, amongst others. They did us the courtesy of listening. My point is this, we didn't suddenly become up in arms over Thurgood Marshall because Disney II wants the space. This isn't an issue of sour grapes. This was brought to the attention of CPS officials well over a year ago long before Disney II High School was even proposed. The fact that none of these officials is still with CPS speaks to why things never get done. Communities get forgotten and our kids get forgotten.

Recently the word hypocrite has been used to describe anybody who opposes the location of a Disney II High School at Thurgood Marshall. Old Irving Park has never proposed a proximity overlay as our neighbors to the east have done. We have never proposed a shrinking of the proximity boundaries as the neighbors to the east are now doing. We are simply asking that the needs of the community be the priority. The unnatural haste with which this is all happening is disturbing. The plan is flawed. Thurgood Marshall is not the right fit for a Disney II High School and it's obvious. We are trying to fit a square peg in a round hole.

Lynn Ankney

Old Irving Park Resident

My name is Lynn Ankney. I live in old Irving Park, and I am here to advocate for my neighborhood school Belding Elementary.

By now, you may be familiar with the CPS numbers that Belding is 39 percent overcrowded, but I want to set that in a context so everyone can understand what that really means. At our school, that's 182 students. That is six classrooms of 30 kids or 7 plus classrooms of 25 kids. Take a minute to visualize that number at your own school if you haven't been to Belding. 182 is a lot of kids. Despite having this extra, we will call them, 182 students, Belding is an asset to our community, and I am so thankful that it is my children's neighborhood school.

Our principal and her team is everything that you would want. They are professionals, strategic, passionate. Our teachers are dedicated; and in a city that is often painfully segregated, our school represents one of the best things in the northwest side of the city. We have a diverse community. We have over 40 home languages spoken at our school, and we span the spectrum of race, religion, and economic prosperity. Despite our many differences and our astronomical growth, Belding remains a tight-knit culture unified for our children for whom we all care. And, again, isn't this all about them?

In addition to serving on the LSC for the past six years, I am co-founder and current president of Friends of Belding. You may be aware of similarly parent led groups. We do a lot of fund-raising and fill a lot of gaps that CPS leaves. One thing we can't do is build more schools. That's where you, CPS, must step up and figure out a solution to our neighborhood schools.

I'll leave you with this: If you fail to act, you are speaking volumes about the priorities CPS places on neighborhood schools. You are slapping the faces of hard-working, tax-paying teachers and parents. You are telling us that we at our neighborhood schools are on our own and we are suckers for not leaving for the suburbs.

Susan Johnson

**Concerned Parent and Old Irving Park
Resident**

My name is Susan Johnson, a parent from Belding and a community member of the Old Irving neighborhood. I have been living in the Old Irving neighborhood for over 15 years, nine doors around the corner from Thurgood Junior High for nine years, and currently I live in the Belding boundaries for the last six years.

I want to take this opportunity to support a plan that encourages Chicago Public Schools to repurpose Thurgood Marshall and/or ASPIRA Haugan charter or some other location as a new grade school in the area. Many schools in the O'Hare Network are overcrowded and, more specifically, five overcrowded schools right in the area are overcrowded by close to a thousand students. This number of students would quickly fill up an underutilized school.

My husband and I are very concerned about the overcrowding in our neighborhood school, Belding, and all of the other neighborhood schools in the O'Hare Network that are also overcrowded. My husband and I had made a very difficult decision to transfer our oldest daughter out of Belding due to overcrowding. She was in a class of 37. She was also in a kindergarten class of 35 as well. We have two other daughters at Belding and hope they can continue there.

We love Belding School, a fantastic school full of hard-working and caring teachers and staff. We felt forced to make this difficult decision to take our third grader out of Belding, a heart-breaking decision as we are firm believers in neighborhood schools. Neighborhood schools are the backbone of public education. We should not have to feel forced to transfer our daughter out of Belding due to overcrowding in the O'Hare Network nor should any parent in the future have to make this difficult decision.

Chicago Public Schools need to do the responsible thing and support our neighborhood schools. Open up or repurpose new schools in the area that serve grade school students as that is what is in need in our area.

Barbara Brodsky

Teacher at Marshall Middle School

My name is Barbara Brodsky. I am a third-year non-tenured science teacher at Marshall Middle School. I am speaking today not in the hopes of saving my position but in the hopes that the Board will remember whom it really serves, the students. Even in the early 1800s, senator and activist Horace Mann advocated that all children should learn together in a common public school. Let us remember his vision and embrace that ideal.

Marshall is a successful school. We have above average growth with a combined average of just over 64 percent growth during the two years that students attend Marshall. Even with this growth, the Board feels it is necessary to close our school through backdoor methods.

The two Board proposals for Marshall include the co-location of Disney Magnet High School and also the redrawing of the attendance boundary for approximately 70 percent of our students. These two actions, in effect, close Marshall within two academic years and negatively impact the level of education that our remaining students will receive. With a decrease in the student numbers for the fall 2013-2014 school year, the staff will also decrease to almost one-third of our current staff. Our after-school enrichment programs and sports programs and other services that are offered will most likely cease at the end of this school year.

Co-location with Disney II is not in the best interest of the neighborhood where we are located. No school should be operating like we have heard at over 129 percent capacity, like many of our neighboring schools are. The common sense answer is to use the space at Marshall to help alleviate the overcrowding at the neighboring schools.

As a side note, I'm also a parent for a child at Kid Watch. And I am concerned for my son who attends there. The change in the entryway that I saw this morning is disheartening and alarming. The space that the Kid Watch uses in the hallway will be where the Marshall students will now enter to go up to their auditorium. It is not safe given the size difference between the small toddlers and the 12-year-olds.

I'm appalled that the Board focuses on the closing of schools and the relocation of unnecessary attendance boundaries instead of focusing on the real issues that the students face in our area, overcrowding and a lack of resources for our students.

Maria Hurtado

**LSC president of Patrick Henry
Elementary School**

My name is Maria Hurtado. I am the LSC president of Patrick Henry Elementary School, and I am here to speak on behalf of the principal of Patrick Henry. We are here to express our concern regarding the future of our children. As you may know Patrick Henry goes only up to 6th grade and has Marshall Middle school as the neighborhood for 7th and 8th grade. We are aware that you are proposing to change attendance boundaries for Falconer and Barry students to transfer out from Marshall Middle School to Ames Middle School.

Our concern is if you approve such proposal, what is going to happen with our children once they finish 6th grade? Will Patrick Henry and Haugan students continue their location at Marshall? If so, for how long? We deserve and demand an answer now.

CPS is taking actions without consulting or informing us, the parents, where our children will be affected by your proposals. We will not stay in the dark. As a mother, I will not allow my children to take the bus off to another school. Patrick Henry deserves a better education, and I don't want my children, the only option to be ASPIRA Middle school. What is your proposal?

Our teachers, students, administration have worked very hard to make Patrick Henry School a Level 1 school. We are requesting to have 7th and 8th grade.

Student A

6th Grader at Henry School

Thank you for giving us the opportunity to speak today. I am a 6th grader at Henry School. I am planning to go to Marshall Middle School for 7th and 8th grade. But with your plans of the use of Marshall's building for next year, I am worried about my education and my future. I don't know if Marshall will continue open. Please don't make me worry about this matter when I need to focus on my education.

If Marshall is to slowly be closed into a small number of students from Patrick Henry and Haugan will remain, when will this happen? I don't want to be forced to transfer to ASPIRA Haugan Charter School as my only option to finish my 7th 8th grade. And I don't want that for my sister who will be in 5th grade next year either.

If this were the case, we are here to request that our Henry School can have 7th and 8th grade with the resources my classmates and I need to be successful. Patrick Henry was on probation, but each one of us at Patrick Henry worked hard to save the school. We, at Patrick Henry, have not heard anything from you. Consider all the students that are getting affected by your plans on the use of Marshall's building.

I ask you, CPS, to please keep us all informed about our future before you make any decision on your neighborhood school, Marshall.

Student C

5th Grader at Patrick Henry School

I am a fifth grader at Patrick Henry School. I have heard that you plan to transfer Falconer and Barry students out from Marshall to Ames Middle School. We, at Patrick Henry, are having trouble understanding what your plan is for us knowing that Patrick Henry goes up to 6th grade only. Will we still be able to go to Marshall for 7th and 8th grade?

My sister graduated from Marshall and I want to go to Marshall, too. Patrick Henry is a great school. Only if CPS plans on eliminating Marshall, I would like to have 7th and 8th grade at Henry. And think about it, if you were a student like me who has been in Henry since 3rd grade and had many friends, you would like to be here. However, please don't ignore us. We count, too.

Please remember my question. Will my classmates and I attend Marshall School? All I want to know is where am I going to go for 7th and 8th grade.

Susan Strong-Dowd

Independence Park Resident

My name is Susan Strong-Dowd. I am a resident of the Independence Park, a lifetime member of GIPNA, Greater Independence Park Neighborhood Association, a retired educator, and I have a history of working with students living in poverty. I'm going to speak from the heart today.

I have been to two previous hearings about this, and I feel very strongly that there are a number of issues here, and I feel like all the chatter at the meetings and all the stuff on the Internet is bringing us down to the people down on the ground: the neighborhoods, the students, the parents, the educators. We are all quibbling amongst each other. And as a citizen of the City of Chicago, we have never, never had the political will to adequately fund our schools, and that includes finding space for all the students that are in this city, especially those who are challenged by poverty and their immigration status, having been new immigrants here and not having English.

I have also a very personal self-interest in welcoming Disney II but also seeing that that's going to put a great strain on our neighborhood with extra parking difficulties, a strain on our neighborhood park, extra traffic, lots more people coming into a very small community. We would like to see the kids in our neighborhood have a priority of getting into that school if that school is put in there. Again, that's a personal interest, okay.

Susan Ryan

**Independence Park Resident
and CPS Employee**

My name is Susan Ryan. I am a resident of the Independence Park neighborhood as well as a CPS employee and had tried to stay on the side lines, but I want to advocate that we did propose a school for Thurgood Marshall as 6th through 12th international baccalaureate school about four years ago. So we have been seeking high quality seats.

Ideally, we would love a neighborhood school, but if we can get a magnet school and get our children into it, that serves our need as well. That's why I am advocating a 1.5 radius for the lottery. Disney II is proposing it's a K through 12 school, not an elementary school, high school, so I think the 1.5 would work. At Von Steuben, there's over 900 kids on their proximity lottery. So it's not a great deal when you have 2.5 mile, you don't have much chance of getting in.

Second, I would love for Kid Watch to stay. It is a dear asset in our community. It serves infants which is terribly hard to find in our area. And right now, it looks like they can co-share fine, but in four years when the schools grow, I just want to make sure that we keep Kid Watch there because we need it as a community.

And third, I would like to redo the 7th grade lottery. As it is, there is a wait list, but that was generated, those applications were due, before we even knew the school was going to come. So people didn't know to apply. They didn't know there was going to be 50 seats. They didn't know that there was going to be automatic entrance to a high quality high school or that it was going to be in their neighborhood. So those are my three considerations.

Heather Aitken

Affiliation Unstated

My name is Heather Aitken. I would like to begin to acknowledge and appreciate CPS. Their position is challenged and, therefore, I empathize with your position here today and throughout all the other 162 meetings you had over the course of the last ten days.

I want to leave a school proposal with CPS. This proposal supports D-II Magnet School coming into our neighborhood, and it's also a suggestion from the alderman, Alderman Arena, that it's an attempt to unite voices throughout the community and the surrounding area of stakeholders. The three components of the proposal are: As you heard recently, D-II Magnet draws from a 1.5 mile radius, 75 percent of its capacity and the remaining 25 percent throughout the city. Redo the 7th grade lottery as it was done unfairly and it wasn't transparent as we all know CPS likes to be. Keep our valued successful preschool Kid Watch Plus program where they have been for 30 years helping not only our community but the surrounding areas.

I hope you see the merits of our proposal and understand that we want to make education in Chicago for our children a priority. Therefore, we are reaching out to you for support in our efforts to protect and honor our community and its children.

Katherine Smith

**Special Education Teacher at Thurgood
Marshall Middle School**

I am a special education teacher at Thurgood Marshall Middle School. By now I understand the possible futility of stating of my opposition to the current proposal of the co-location of Disney II at Marshall. I understand that CPS has proposed to send over half of our enrollment to another school seemingly to make room for Disney II HS.

What I refuse to do is stand idly by as CPS makes proposals that will negatively impact my students and other students in the O'Hare Network. After all, that's what I do. I advocate in the best interest of all students, not just my own. I would like to clearly state for the record that this is not an opposition to Disney II. Their continued success is no doubt a product of a committed staff and involved parents. They will run an impressive high school. My opposition is towards CPS for poor planning and a foolish proposal. Again, we know this high school will happen, but I ask why here and why now and at what cost?

Instead of using a vacant space or building a new modern facility, you choose to displace students. Surely, the expense of capital improvements at 3900 North Lawndale could be better used for a new building.

GIPNA is worried about traffic, but what about the high level of construction traffic to demolish the asbestos-ridden convent just to create an additional 20 parking spots? The assumptions made by people who have never set foot in my building are skewed. Just because it used to be a girls' Catholic high school does not mean it will be a good 21st Century high school.

I have been in the Disney II building and there is room for their 7th graders next year. I urge the Board to reconsider the location of D-II HS, keeping in mind the dire need for more neighborhood elementary seats and the negative impact it will have on many students and neighborhood schools and the benefit the extra time and planning will provide.

Vincent Tiptre

Teacher at Marshall Middle School

My name is Vincent Tiptre. This is my seventh year as a CPS teacher and I'm a current employee at Marshall Middle School. I have a very unique position. I grew up my entire life across the street from Independence Park. I went to Murphy as a student, then Marshall as a student, then I went to Lane Tech High School. I worked at Independence Park. My mother was head of the advisory council. I worked as a teacher at Murphy, now at Thurgood Marshall. I still live in the neighborhood two blocks from Disney II. I even published a memoir about growing up in the neighborhood.

With all that being said, I know the community just as well as anyone, and I know that the work being done by Marshall teachers is top of the line. We would like the proposal to be put on hold for a few years while we can all figure out what is in the best interest of all in our community, not just Disney II who make up a very small percentage of those affected. Schurz, a fully equipped high school, has room for the Disney II High School expansion and is only a few blocks from Disney II. Common sense would lead Disney II to gain a section of Schurz for their high school and keep their current 7th and 8th graders at their current facility which they do have room for. Then Marshall could use the open space to relieve overcrowding of Belding, Riley, and other schools in dire need in our community.

Stephanie Bester

Teacher at Marshall Middle School

My name is Stephanie Bester. I am a teacher at Marshall Middle School very proudly. My message this morning is simply, wait, think first. Public school is just that, for the public, not a select few.

This is the fourth meeting in the past week concerning my school that I have attended. Please take my emotion not as weakness but as anger and disappointment. Excuse me. The Board of Education should be ashamed. This entire proposal is insulting to me, my students, my parents, my colleagues, and, most important, the neighborhood schools who

are busting at the seams. Belding teachers, principals, and parents have spoke about the conditions that they have to work in. Bathrooms? Bathrooms for our kids? Ridiculous. This proposal is not best for all of us. It's best for a select few.

Lastly, co-locating? That's ridiculous. That's by label only. This is frankly a way to remove our low-income students so they can move us less few. The utilization proposal that was shown on the screen at the beginning of this meeting -- insulting. I have worked there for five years. Now the front door is their door? And we have to walk through the side door? I have worked there for five years. The name above the door says Thurgood Marshall. We all know who Thurgood Marshall was. If you don't, I'm a history teacher, the first African-American of the Supreme Court.

This is not just. I say to you, shame, shame.

**Zachary Patrick Crain-Davis LSC Member and Special Education Teacher
at Marshall Middle School**

My name is Zachary Patrick Crain-Davis, which is just Zachary Patrick. I am a LSC member as well as a special education teacher at Marshall Middle. I am here with much concern for the fact that we do have four feeder schools, and our population and the teachers that are here today are trying to represent the needs of those students. Haugan, Henry, Falconer and Barry are all at risk as the changes take place in Marshall Middle.

My concern being in the special education classroom and looking at the proposal today is what happens to my students? As we've heard, many of these classrooms are turning out to be in the hallway or in a lunchroom, in an auditorium at schools like Belding. If we become capacity -- if we hit capacity at Marshall Middle School and my students are forced to be in the hallway, on top of the fact that we have so many high need students, where are we doing counseling sessions that are private for these students? Where are we holding speech lessons? Where are we taking the time to work with OT and PT needs?

In looking at the utilization plan that's proposed, we simply have room for classrooms of 30. As a special education teacher and ELL teacher, we don't have classrooms of 30. So I'm concerned that this doesn't take into account the needs of all of our students. Again, what happens in the future two years from now when Henry and Haugan don't have a place to go and (as students have spoken to) their only option becomes a failing charter school? We spoke to the fact we have growth, we have developed growth, and we continue to move forward.

If \$9.5 million was put into CPS to increase technology, provide extra services, place extra aides in our classroom, support after-school programs for parents, what would that look like for our students at our school today?

Mary Munoz Maciel

Lead Literacy Teacher at Henry School

My name is Mary Munoz Maciel. I am a lead literacy teacher at Henry. The primary purpose for today is to determine the state in which our students at Henry will continue on to 7th and 8th grade at Marshall Middle. The Henry School parents and community propose that our students continue their education as 7th and 8th graders at Patrick Henry with the necessary resources and funds provided to assist with the expansion of these grades.

With the positive changes in leadership and dedication of the staff and community since 2010, Henry School was taken off probation and is currently a Level 1 school. The overall composite ISAT score in 2010 was 72.3 percent and rose to 87.4 percent in 2012. Our student growth targets on the NWEA were ranked number 1 in the O'Hare Network, number 5 in the entire district, and we received a 2012 Illinois Honor Roll. The school culture and climate is ranked well-organized and, according to the 2012 My Voice My School Survey, an average of 8.7 out of 10 recommend Henry School.

Once students leave Henry, many attend Marshall Middle or ASPIRA. While we respect the hard-working staff at these two schools, we believe our students will benefit greatly from staying at Henry School for 7th and 8th grades to provide them with stability and establish supports already in place for their continued academic growth.

With the upgrades that are being provided for the Disney II and with the Disney II transition, how long will our students be attending and benefiting from those upgrades? Will both schools be able to coexist for four years from now when Disney II High School is in full expansion?

We, at Patrick Henry, know the needs of our students and have proven that we have successfully provided the education needed for them to succeed. We propose our pre-K to 6th grade expand to 7th and 8th grades with the necessary resources for our rigorous education.

Penny Shultz

**Member of the Murphy Community and
Thurgood Marshall Middle School
Community**

My name is Penny Shultz. I have already spoken. I would just like to reiterate that our neighborhood, our network, we all care for our children. We all care for quality education. We all would like equity in education. We would like space, adequate space for our children and like CPS to consider that before they rush through any proposals that are at the detriment of so many of the children in our neighborhood.

Annrena Kim

Concerned Parent

I am a parent of two students at Disney II. First of all, I would like to thank the Board for approving the expansion of Disney II to now include grades 9 through 12.

I think we can all agree that by most measures that we have been successful. Make no mistake about it. This is not by chance or random luck. The success of Disney II is very much due to the outstanding leadership of our principal, Mrs. Chkoumbova, the talent and determination of the teachers, the commitment from our families, all combined with the high expectations of the students.

But key elements to our school success are adequate resources and improvements from CPS. Now that we have been approved to expand to a high school, it is imperative that our school's leadership be provided with a working budget so they can procure the necessary resources which include not only key personnel but also ancillary materials and items needed to prepare for the upcoming school year which is just four months away. We're willing to do the work, but we need your support.

I would also like to request that Disney II be provided with access to fields or space which would be utilized for our high school athletic programs.

I appreciate your attention to these issues. Again, I just want to reiterate my support and extreme gratitude for the approved expansion as well as the proposed co-location.

IV. Statement of Determinations

I make the following determinations regarding the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility Located at 3900 North Lawndale Avenue:

1. Compliance with the provisions of §34-230 (a) requiring the CEO to prepare, publish and submit for public comment “guidelines for actions” has been had. (*Tab 10*)
2. Compliance with the provisions of §34-232 (1), (2) and (3) and §34-230 (c) (1) through (4) requiring “notice” has been had. (*Tabs 1 through 5*)
3. Compliance with the provisions of §34-225 requiring “school transition plans” has been had. (*Tabs 1 through 5*)

4. Compliance with the provisions of §34-230 (d) requiring publication of notice has been had. (*Tab 6*)

5. Compliance with the provisions of §34-230 (e) (1), and (f) (1), (2), (3) requiring a public hearing conducted by a qualified independent hearing officer has been had via the hearing held on April 20, 2013, wherein the undersigned presided.

6. Compliance with the provisions of §34-230 (e) (2), and (g) requiring opportunities to elicit other public comment has been had via public community meetings conducted by a representative of the CEO on April 10, 2013, and April 15, 2013. (*Tabs 17, 18, 19, 20*)

7. Compliance with the provisions of the Guidelines, specifically, “II. Notice and School Transition Plans” (Tab 14) and “Procedures for Public Hearings on Proposed School Closure, Consolidations, Co-Location, Phase-Out, Reconstitution, or Reassignment Boundary” (Tab 15) has been had via compliance with the various provisions of §34-230 as set out (at 1 through 5) hereinabove. (*Tabs 1-5*)

8. The Guidelines require the CEO to consider certain criteria when recommending certain school action governed by the provisions of §34-230. The CEO’s proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility requires consideration of the following criteria set out in the Guidelines:

“I. CRITERIA

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.

9) The “Enrollment Efficiency Range” is plus or minus 20 percent of the facility's ideal enrollment. For elementary school buildings, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76 percent of the total classrooms available. (*Tab 13*)

10) Marshall Middle is currently located at 3900 North Lawndale Avenue. Marshall is a middle school that currently serves approximately 431 students in grades 7th and 8th.

There are 42 total available classrooms within the 3900 North Lawndale Avenue facility. Approximately 76 to 77 percent of the 42 available classroom number is 32, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility which is 960. As such, the enrollment efficiency range of the 3900 North Lawndale Avenue facility is 768 through 1,152 students. (*Tab 21*).

11) Based on the CPS’ Space Utilization Standards, the 3900 North Lawndale facility is currently underutilized.

12) Disney II is an elementary school that serves approximately 415 students in grades kindergarten through 6th including its pre-kindergarten program. Disney II is expected to add a 7th grade next school year and an 8th grade the following school year. Further, in December 2012, the Board of Education approved the expansion of Disney II's

grades such that the school will be adding grades 9 through 12. Disney II will phase in these grades one grade at a time, starting this fall.

The CEO's proposal involves co-locating Disney II Magnet School's projected 7th and 9th grade students in the 3900 North Lawndale Avenue facility. The projected enrollment of Disney's 7th and 9th grade is 250. Eventually, within three years, Disney II Magnet's enrollment for grades 7 through 12 is projected to reach a maximum of 800 students.

The 2013-2014 projected enrollment for Marshall Middle is 285 students, and the 2014-15 projected total enrollment for Marshall Middle is 150.⁴

13) While the combined 2013-2014 projected enrollment for both schools is 535, which is well below the enrollment efficiency range of the 3900 North Lawndale Avenue facility, the combined 2016-17 projected enrollment for both schools is 950 which is well within the enrollment efficiency range of the 3900 North Lawndale facility building. (*Tab 21*)

14) There are 42 classrooms within the 3900 North Lawndale Avenue facility. Initially, to accommodate the enrollment of both schools in year one of the co-location, approximately 18 classrooms would be assigned to Disney II and approximately 24 classrooms would be assigned to Marshall Middle. This classroom allocation is sufficient to accommodate both schools' enrollment in year one. Over time, as Disney II's enrollment is projected to increase while Marshall Middle's enrollment is projected to decline, the classroom allocations will be adjusted to ensure that at all times each school is provided with a sufficient amount of space to support each school's program. (See: the written

⁴ The projected decrease in Marshall Middle's enrollment is related to a separate proposal to adjust Marshall Middle's attendance boundary. That separate proposal is not a matter for consideration or review concerning the current proposal. Accordingly, no determination is made herein concerning that action of the Board.

statement of James Dispensa, Senior Manager of Business Optimization in the Facilities Department for the Chicago Public Schools at Exhibit 20).

15) The criterion concerning a facility's enrollment efficiency range for co-location set out in the "Guidelines" at I. B. (1) has been satisfied.

16) Accordingly, there is enough space within the 3900 North Lawndale Avenue facility for both schools. Moreover, future adjustment in the number of classrooms assigned to each school will be sufficient to accommodate its enrollment going forward.

17) It is a reasonable expectation that the 3900 North Lawndale Avenue facility has sufficient space to accommodate the needs of both Marshall Middle and Disney II Magnet for academic courses, lunch, physical education, administrative offices, and other programming, based on the following representations:

Marshall Middle needs a total of 24 classrooms and that Disney II Magnet needs a total of 18 classrooms. To fulfill Marshall's needs, it could occupy primarily the third and fourth floors of the facility. To fulfill Disney II Magnet's needs, it could occupy the second floor.

Both schools need administrative office space. Disney II Magnet could occupy the main office on the southeast side of the building. Marshall Middle could then have its own main office located on the 4th floor. While Marshall Middle's primary administrative space will be on the 4th floor, it could also maintain a reception, security presence on the first floor in the form of two small offices across from the Disney II Magnet office.

Both schools need to maintain separate school identities while still sharing certain common areas. Separate entrances for each school to access the facility have been identified. Marshall Middle could use the entrance on the southwest side of the building and Disney II Magnet could have its entrance on the southeast corner of the building. Kid Watch could then use the northwest entrance. Additionally, each school will have access to its own auditorium. Marshall Middle will use the auditorium in the eastern wing of the building and Disney II Magnet will use the auditorium on the south side of the building.

To meet other needs of these two schools, we propose that they share the large lunchroom, gymnasium, and library. (*Tab 22*)

18) It is a reasonable expectation that if the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School is approved, CPS will work with both schools to develop a Memorandum of Understanding confirming all dedicated and shared spaces and scheduling use of each space in conformance with the provisions of the Chicago Board of Education Shared Facility Policy.

This is based upon the extensive experience CPS has had in creating small schools and providing opportunities and support for small schools to share one facility, and its being guided by essential principles for successful building sharing which stem from that experience, specifically: the development of a detailed and thoughtful Memorandum of Understanding and Sharing Agreement to memorialize all agreements between individual schools related to the shared facility arrangement; and, creating a conflict resolution process that enhances the legitimacy of the agreements made between individual schools and provides an efficient means for resolving any conflicts.

19) Based upon the following representations, it is a reasonable expectation that if the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School is approved, the CPS Department of Operations will propose the following facility improvements (costing approximately \$9.5 million) to the 3900 North Lawndale Avenue facility for the benefit of all Marshall Middle and Disney II Magnet students and staff:

- Convert non-classroom spaces to provide additional capacity for a new Marshall Middle main office space;

- Provide signage that reflects newly allocated spaces;

- Add independent telecommunication and intercom systems so that each school maintains separation;

- Provide window AC units for all classrooms;

Provide selective interior cosmetic improvements as needed;

Upgrade and/or provide required labs;

Provide Americans with Disabilities Act, or ADA, accessibility upgrades in accordance with ADA Titles I and II compliance requirements.

(Tab 22)

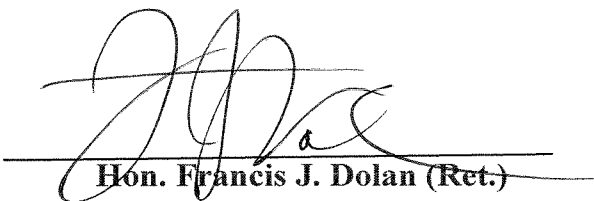
20) The criterion concerning a host facility's ability to support a co-location set out in the "Guidelines" at I. B. (2) has been satisfied. The facility at 3900 North Lawndale Avenue can support the academic programming of both Disney II Magnet and Marshall Middle Schools.

21) It is in the best interest of the students and communities to identify facilities that are not being utilized at their full capacity and to improve the use of those facilities. By transforming the underutilized 3900 North Lawndale Avenue facility from a single school (i.e., Marshall Middle) facility to a shared facility by bringing Disney II Magnet School into the facility, the best interests of the students and the community will be served.

Conclusion

Based on these determinations, I conclude that the CEO has supported her proposal to Co-locate Disney II Magnet School with Thurgood Marshall Middle School in a Shared Facility Located at 3900 North Lawndale Avenue.

Submitted this 5th day of May, 2013


Hon. Francis J. Dolan (Ret.)