

Preparatory High School and Chicago Talent Development High School in a Shared Facility
Located at 2245 W. Jackson Blvd.

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:

“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.

“(l) 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:

“(1) ...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:

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.

- co-location.

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.

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.

For high schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each high school’s design capacity, aka maximum capacity, is identified as function of the total number of instructional classrooms multiplied by 30. A high school’s enrollment that remains within the 75-80% of design capacity is considered efficiently enrolled, while a high school’s enrollment that decreases below 75% of design capacity is considered underutilized and a high school’s enrollment that increases above 80% is considered overcrowded.

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.

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

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.

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.

C. High Schools – Definitions

A completely departmentalized high school operates a different type of instructional program from most elementary schools and thus the space utilization standards for high schools must be different than those of elementary schools. While all high school students are generally assigned to homeroom classrooms, the homeroom class size is sometimes larger than the number of students assigned for regular instructional programs. For high school facilities, CPS will establish both a Maximum Capacity—equal to the total number of instructional classrooms X 30—and an Ideal Enrollment range where total enrollment is 80% of Maximum Capacity. CPS will also establish the same standard elementary school definition of enrollment efficiency range, where a school's enrollment efficiency is determined to be within +/- 20% of its ideal enrollment.

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)⁴.

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

⁴ *Ibid.*

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 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. **ESTABLISH A NEW EARLY COLLEGE MEDICAL SCIENCES HIGH SCHOOL TO BE KNOWN AS RICHARD T. CRANE MEDICAL PREPARATORY HIGH SCHOOL**

12-1219-EXB

December 19, 2012

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

"That the Board approve the establishment of a new Early College Medical Sciences High School to be known as Richard T. Crane Medical Preparatory High School (RTC). In accordance with Board Report 12-0222-EXB, it is anticipated that RTC will be located at 2245 West Jackson Boulevard, subject to final approval by the Board....

"DESCRIPTION: Effective July 1, 2013, RTC will open as a magnet High School with an emphasis on medical career development. Starting September 2013, the school will serve approximately 200 students in grade 9, and a similarly sized grade will be added each consecutive year until the school serves grades 9-12." (*Tab 17*)

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 Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School
- Tab 2 Notice Letter to Administrators, Faculty, Staff, and Local School Council Members at Richard T. Crane Technical Preparatory High School and Administrators, Faculty, Staff, and Board Members for Chicago Talent Development High School dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High 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 Richard T. Crane Technical Preparatory High School and Administrators, Faculty, Staff, and Board Members for Chicago Talent Development High 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) list of independent Hearing Officers for the hearings 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.

Tab 6 Public Notice of Hearing and Community Meeting by Newspaper Publication in the *Chicago Sun-Times* beginning on April 1, 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 12-0222-EX8 Phase-Out Richard T. Crane Technical Preparatory High School, Co-Locate Chicago Talent Development High School And Richard T. Crane Technical Preparatory High School In The 2245 West Jackson Boulevard Facility, And Adjust The Attendance Boundaries Of Wells Community Academy High School, John Marshall Metropolitan High School, Manley Career Academy High School, And David G. Farragut Career Academy High School, effective February 22, 2012

Tab 17 Board Report 12-1219-EX8 Establish A New Early College Medical Sciences High School To Be Known As Richard T. Crane Medical Preparatory High School, effective December 19, 2012

Documents and Written Evidence in Support of the Proposal

Tab 18 Transcript of the April 6, 2013, Community Meeting regarding the Proposed Co-location of Richard T. Crane Medical Preparatory High School with Richard T.

Crane Technical Preparatory High School and Chicago Talent Development High School

Tab 19 Summary of the April 6, 2013 Community Meeting regarding the Proposed Co-location of Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School

Tab 20 Transcript of the April 13, 2013, Community Meeting regarding the Proposed Co-location of Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School

Tab 21 Summary of the April 13, 2013, Community Meeting regarding the Proposed Co-location of Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School

Tab 22 Written Statement of James Dispensa, Senior Manager of Business Optimization in the Facilities Department for the Chicago Public Schools

Tab 23 Written Statement of Patricia Taylor, Chief Officer of Facilities and Operations, Department of Operations for the Chicago Public Schools

Tab 24 Presentation Accompanying Patricia Taylor's Written Statement

B. Public Comment Documents

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.

No other documents were received either at the public hearing or subsequent thereto.

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 2245 West Jackson Boulevard facility with respect to the proposal to co-locate and approve a new start high school, Richard T. Crane Medical Preparatory High School, or Crane Medical Prep, with existing high schools, Richard T. Crane Technical Preparatory High School, or Crane Tech, and Chicago Talent Development High School, or Talent Development.

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) if 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.

Both Crane Tech and Talent Development are high schools currently located at 2245 West Jackson Boulevard. Crane Tech currently enrolls approximately 387 students in grades 10 through 12 and is in the process of phasing out. Thus during the 2013-2014 school year, Crane Tech will serve grades 11 and 12 and during the 2014-2015 school year, Crane Tech will serve grade 12 only. At the end of the 2014-15 school year, Crane Tech will close. The Board report approving the phase-out of Crane Tech is located at Tab 16. Talent Development serves approximately 286 students in grades 9 through 12.

Crane Medical Prep is planning to open in fall 2013 as a new high school with an emphasis on medical career development. In the fall, Crane Medical Prep will be serving approximately 200 students in the 9th grade. Each year following, Crane Medical Prep will add a similar sized grade until the school serves grades 9 through 12. The Board report approving Crane Medical Prep is located at Tab 17.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards which are located at Tab 13.

The enrollment efficiency range is plus or minus 20 percent of the facility's ideal enrollment. For high school buildings, the ideal enrollment is equal to 80 percent of the maximum facility capacity, otherwise known as the design capacity. To determine the maximum facility capacity, CPS multiplies the total number of instructional classrooms by 30.

A typical new construction high school has 40 total classrooms. Therefore, the maximum capacity would be 1200, which is 40 classrooms multiplied by 30. 80 percent of 1200 is 960 which is the ideal enrollment of this new construction high school. Finally, the enrollment efficiency range is plus or minus 20 percent of 960, which is 768 through 1,152.

There are 76 total classrooms within the 2245 West Jackson Boulevard facility. This number multiplied by 30 yields the maximum capacity of the facility which is 2,280. The ideal enrollment of this facility is 1,824 which is 80 percent of the maximum capacity. As such, the enrollment efficiency range of the 2245 West Jackson Boulevard facility is 1,460 through 2,188 students.

For the 2013-14 school year, the projected enrollment of Crane Tech is 267, the projected enrollment of Talent Development for the 2013-14 school year is 283, and the projected enrollment for Crane Medical Prep is 200.

The combination of these numbers is 750, well below the efficiency range of the building. Thus, there is enough space within the facility for all schools.

To accommodate the enrollment of all schools, 32 classrooms would be assigned to Crane Tech, 28 classrooms would be assigned to Talent Development, and 12 classrooms would be assigned to Crane Medical Prep.

The number of classrooms assigned to each school is sufficient to accommodate its enrollment going forward.

Patricia Taylor

**Chief Officer of Facilities and Operations
for the Chicago Public Schools**

My name is Patricia Taylor, and 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 facility 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, Local School Council

members as well as interested members of the public in attendance information relevant to the proposal to co-locate Richard T. Crane Medical Preparatory High School, or Crane Medical Prep, with existing high schools Richard T. Crane Technical Preparatory High School, or Crane Tech, and Chicago Talent Development High School, or Talent Development.

As stated in the Board's 2005 Shared Facility Policy which is located at Exhibit 12, CPS believes that it is in the best interest of the students and the 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 that facility. You have already heard from my colleague, James Dispensa, who has explained that the 2245 West Jackson Boulevard facility is not being utilized to its full capacity. I will now speak about how that 2245 West Jackson Boulevard facility can support the academic programming of Crane Medical Prep, Crane Tech, and Talent Development.

The facility is located on Chicago's west side at 2245 West Jackson Boulevard. A map of the facility is projected on the screen and a copy is located at Exhibit 24. The facility was originally constructed in 1923 with a subsequent construction year in 1978. There are two main entrances to the facility. One is located off Jackson Boulevard, and the other is located at the midpoint of eastern wall of the facility next to the sports field. The staff and visitor parking lot is located along Leavitt Street just south of Jackson Boulevard. The site also includes a football field and running track.

The facility is a four-story building. Classrooms and administrative spaces line the perimeter of the facility. Clustered in the center of the facility are auditorium, gymnasium, pool, and lunchrooms. An additional gymnasium is located on the south end of the facility.

The 2245 West Jackson Boulevard facility has sufficient space to accommodate the needs of Crane Medical Prep, Crane Tech, and Talent Development for academic courses, lunch, physical education, administrative offices, and other programming. If this proposal is approved, a Memorandum of Understanding to allocate space between the 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 schools can allocate the space to ensure that the needs of each school are met. Our recommendation for the allocation of space can be seen on documents also located at Exhibit 24. As the legend shows, you will see that the proposed Crane Tech space in yellow, proposed Talent Development space is in blue, Crane Medical Prep is in orange, and shared spaces are shown in green.

I understand that Crane Tech needs a total of 32 classrooms, Talent Development needs a total of 28 classrooms, and Crane Medical Prep needs a total of 12. To fulfill the need of Crane Tech, it could use a cluster of classrooms located along the eastern side of the facility on both the first and second floors. To fulfill the needs of Talent Development, it could use an area along the northwestern corner of the facility along the western corridor

on the second, third, and fourth floors. To fulfill the needs of Crane Medical Prep, it could use the eastern portion of the facility on the third and fourth floors.

Each school will need administrative space to support their schools. All schools will have their main offices located adjacent to their main entrances. Therefore, Crane Tech's main office will be located along the north side of the eastern area of the first floor while Crane Medical Prep will have a main office just to the south of these offices. Talent Development will have their main office just north of their entrance on western side of the facility.

Each school will need to maintain separate school identities while still sharing certain common areas, so we have identified separate entrances to the facility. Crane Tech will continue to use the existing northernmost, east side entrance. Talent Development could use the western entrance on Oakley Boulevard. Crane Medical Prep could use the southernmost east side entrance.

Each school will need space for lunch. There are two large lunchrooms located in the center of the facility. Talent Development could use the western lunchroom. Crane Tech and Crane Medical Prep could share the eastern lunchroom. The specific details of how the lunchroom will be used and scheduled between the schools will be defined in a Memorandum of Understanding.

Each of the schools will need space for physical education. There are two large gymnasiums located in the building. Talent Development would use the centralized gymnasium. Crane Tech and Crane Medical Prep would utilize the southern gymnasium. Like the shared lunchroom, the specifics of how this southern gymnasium will be shared amongst the schools will be defined in the Memorandum of Understanding.

Under this proposal, all schools will need to share the library and auditorium. Again, these details will be outlined in the Memorandum of Understanding.

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

If this co-share proposal is approved, the Department of Operations will propose the following facility improvements to the 2245 West Jackson Boulevard facility for the benefit of all Crane Tech, Talent Development, and Crane Medical Prep students and staff:

- Provide signage that reflects newly allocated spaces;
- Provide independent telecommunication and intercom systems so that each school maintains separation;
- Provides specific interior cosmetic improvements as needed;
- Provide lab improvements as needed;
- 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 \$2.2 million.

To conclude, the schools can fit within the 2245 West Jackson Boulevard facility and, if the Board approves this co-location, CPS will work to develop a Memorandum of Understanding that outlines all dedicated and shared spaces.

B. Public Comments:

There were no public comments.

IV. Statement of Determinations

I make the following determinations regarding the proposal to Co-locate Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School in a Shared Facility Located at 2245 W. Jackson Blvd.:

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 14)

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 6, 2013, and April 13, 2013. (*Tabs 18, 19, 20, 21*).

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 Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High 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 high school buildings, the “Ideal Enrollment” is equal to 80 percent

of the Maximum Facility Capacity, otherwise known as the Design Capacity. To determine the “Maximum Facility Capacity”, CPS multiplies the total number of instructional classrooms by 30. (*Tab 13*)

10) Both Crane Tech and Talent Development are high schools currently located at the 2245 West Jackson Boulevard facility.

Crane Tech currently enrolls approximately 387 students in grades 10 through 12 and is in the process of phasing out. Thus, during the 2013-2014 school year, Crane Tech will serve grades 11 and 12 and during the 2014-2015 school year, Crane Tech will serve grade 12 only. At the end of the 2014-15 school year, Crane Tech will close. The Board report approving the phase-out of Crane Tech is located at Tab 16⁵.

Talent Development serves approximately 286 students in grades 9 through 12.

There are 76 total classrooms within the 2245 West Jackson Boulevard facility. This number multiplied by 30 yields the maximum capacity of the facility which is 2,280. The ideal enrollment of this facility is 1,824 which is 80 percent of the maximum capacity. As such, the enrollment efficiency range of the 2245 West Jackson Boulevard facility is 1,460 through 2,188 students. (*Tab 22*)

11) Based on the CPS’ Space Utilization Standards, the 2245 West Jackson Boulevard facility is currently underutilized.

12) Crane Medical Prep is planning to open in fall 2013 as a new high school with an emphasis on medical career development. In the fall, Crane Medical Prep will be serving approximately 200 students in the 9th grade. Each year following, Crane Medical

⁵ The prior action of the Board (its propriety and /or enforceability) taken in February, 2012, to phase-out Crane Tech is not a matter for consideration or review concerning the current proposal. Accordingly, no determination is made herein concerning the Board’s February, 2012 action.

Prep will add a similar sized grade until the school serves grades 9 through 12. The Board report approving Crane Medical Prep is located at Exhibit 17⁶.

For the 2013-14 school year, the projected enrollment of Crane Tech is 267, and the projected enrollment of Talent Development for the 2013-14 school year is 283. (*Tab 22*)

13) The combined 2013-2014 projected enrollment for all schools is 750, which is well below the enrollment efficiency range of the facility. (*Tab 22*)

14) Although the combination of these numbers (750) is well below the efficiency range of the building, it demonstrates there is enough space within the facility for all schools.

15) To accommodate the enrollment of all schools, 32 classrooms would be assigned to Crane Tech, 28 classrooms would be assigned to Talent Development, and 12 classrooms would be assigned to Crane Medical Prep. (*Tab 22*).

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

17) There is enough space within the 2245 West Jackson Blvd. facility for all schools. Moreover, the number of classrooms assigned to each school is sufficient to accommodate its enrollment going forward.

18) It is a reasonable expectation that the 2245 West Jackson Boulevard facility has sufficient space to accommodate the needs of Crane Tech, Talent Development and Crane Medical Prep for academic courses, lunch, physical education, administrative offices, and other programming, based on the following representations:

⁶ The prior action of the Board (its propriety and /or enforceability) taken in December, 2012, to establish a new early college medical sciences high school to be known as Richard T. Crane Medical Preparatory High School is not a matter for consideration or review concerning the current proposal. Accordingly, no determination is made herein concerning the Board's December, 2012 action.

Crane Tech needs a total of 32 classrooms, Talent Development needs a total of 28 classrooms, and Crane Medical Prep needs a total of 12. To fulfill the need of Crane Tech, it could use a cluster of classrooms located along the eastern side of the facility on both the first and second floors. To fulfill the needs of Talent Development, it could use an area along the northwestern corner of the facility along the western corridor on the second, third, and fourth floors. To fulfill the needs of Crane Medical Prep, it could use the eastern portion of the facility on the third and fourth floors.

Each school will need administrative space to support their schools. All schools will have their main offices located adjacent to their main entrances. Therefore, Crane Tech's main office will be located along the north side of the eastern area of the first floor while Crane Medical Prep will have a main office just to the south of these offices. Talent Development will have their main office just north of their entrance on western side of the facility.

Each school will need to maintain separate school identities while still sharing certain common areas, so we have identified separate entrances to the facility. Crane Tech will continue to use the existing northernmost, east side entrance. Talent Development could use the western entrance on Oakley Boulevard. Crane Medical Prep could use the southernmost, east side entrance.

Each school will need space for lunch. There are two large lunchrooms located in the center of the facility. Talent Development could use the western lunchroom. Crane Tech and Crane Medical Prep could share the eastern lunchroom. The specific details of how the lunchroom will be used and scheduled between the schools will be defined in a Memorandum of Understanding.

Each of the schools will need space for physical education. There are two large gymnasiums located in the building. Talent Development would use the centralized gymnasium. Crane Tech and Crane Medical Prep would utilize the southern gymnasium. Like the shared lunchroom, the specifics of how this southern gymnasium will be shared amongst the schools will be defined in the Memorandum of Understanding.

Under this proposal, all schools will need to share the library and auditorium. Again, these details will be outlined in the Memorandum of Understanding. (*Tab 23*)

- 19) It is a reasonable expectation that if the proposal to co-locate Crane Medical Prep with Crane Technical and Talent Development in a Shared Facility 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. (*Tab 23*)

20) Based upon the following representations, it is a reasonable expectation that if the proposal to co-locate Crane Medical Prep with Crane Technical and Talent Development in a Shared Facility is approved, the CPS Department of Operations will propose the following facility improvements (costing approximately \$2.2 million) to the 2245 West Jackson Boulevard facility for the benefit of all Crane Tech, Talent Development, and Crane Medical Prep students and staff:

Provide signage that reflects newly allocated spaces;

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

Provides specific interior cosmetic improvements as needed;

Provide lab improvements as needed;

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

(*Tab 23*)

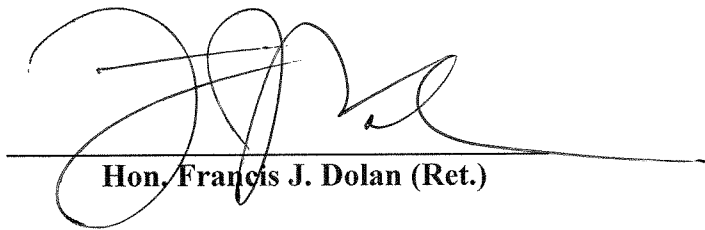
21) The criterion concerning a host facility's ability to support a co-location set out in the "Guidelines" at I. B. (2) has been satisfied. The facility at 2245 West Jackson Boulevard can support the academic programming of Crane Medical Prep, Crane Technical and Talent Development High Schools.

22) 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 2245 West Jackson Boulevard facility from a two-school (i.e., Crane Technical and Talent Development High Schools) facility to a three-school shared facility by bringing Crane Medical Prep High School into the facility, the best interests of the students and the community will be served.

V. Conclusion

Based on these determinations, I conclude that the CEO has supported her proposal to Co-locate Richard T. Crane Medical Preparatory High School with Richard T. Crane Technical Preparatory High School and Chicago Talent Development High School in a Shared Facility Located at 2245 W. Jackson Blvd.

Submitted this 5th day of May, 2013



Hon. Francis J. Dolan (Ret.)