PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF WILLIAMS MULTIPLEX ELEMENTARY SCHOOL AND WILLIAMS PREPARATORY ACADEMY MIDDLE SCHOOL AND THE RELOCATION OF DRAKE ELEMENTARY SCHOOL TO CO-LOCATE WITH URBAN PREP ACADEMY FOR YOUNG MEN CHARTER HIGH SCHOOL – BRONZEVILLE

FRIDAY, APRIL 26, 2013
COMMENCING AT 5:30 P.M.

HON. PATRICK MCGANN
HEARING OFFICER

PUBLIC HEARING TO CONSIDER THE PROPOSED CLOSURE OF WILLIAMS MULTIPLEX ELEMENTARY SCHOOL AND WILLIAMS PREPARATORY ACADEMY MIDDLE SCHOOL AND THE PROPOSED RELOCATION OF DRAKE ELEMENTARY SCHOOL TO CO-LOCATE WITH URBAN PREP ACADEMY FOR YOUNG MEN CHARTER HIGH SCHOOL - BRONZVILLE

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2. Notice Letters to Administrators, Faculty, Staff, and Local School Council Members at Williams Multiplex Elementary School, Williams Preparatory Academy Middle School and Drake Elementary School and Administrators, Faculty, Staff, and Board Members for Urban Prep Academy for Young Men Charter School - Bronzeville dated March 21, 2013 and Draft Transition Plan for the Proposed Closure of Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and the Relocation of Drake Elementary School to Co-Locate with Urban Prep Academy for Young Men Charter High School - Bronzeville

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 Williams Multiplex Elementary School, Williams Preparatory Academy Middle School and Drake Elementary School and Parents/Guardians, School Personnel and Board Members of Urban Prep Academy for Young Men Charter School - Bronzeville on or about March 21, 2013

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

5. Affidavit of Jason Van Patten, Director of Web Services for Chicago Public Schools Regarding Publication of: (a) List of Independent Hearing Officers for 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, and (d) Summaries from Community Meetings on or about April 15, 2013 and April 19, 2013

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CHICAGO PUBLIC SCHOOLS | CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Parent or Guardian of a Student at
Williams Multiplex Elementary School
2710 S. Dearborn St.

Parent or Guardian of a Student at
John B. Drake Elementary School
2722 S. King Dr.

Re: **Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School**

Dear Parent or Guardian:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

Right now, the reality is that too many of our children are not receiving the education they deserve. We have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. This crisis did not happen overnight, and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

We must make certain that every child can attend a school that has the supports and resources needed to help every student flourish. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have an option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

Make no mistake, this will be hard. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, our children and their futures will pay the price for our delay.

I want to assure you that I have heard your concerns and I have taken them to head and heart: I will never seek to improve education at the expense of our students' safety. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close Williams Multiplex Elementary School (Williams ES). I am also recommending that John B. Drake Elementary School (Drake) serve as the dedicated welcoming school for students at Williams ES in the fall and that Drake relocate to the current Williams ES facility, located at 2710 S. Dearborn St.

There are a series of supports that we will provide in order for your child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a dedicated, higher performing welcoming school with additional capital investments and further supported by new resources to safely and seamlessly transition students in fall 2013;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners;
- Facility improvements will be made to enhance the overall learning environment of the new school. Improvements may include items such as upgrades to playgrounds, science and computer labs, air conditioning, and others.

Lastly, principals at all welcoming schools will also receive additional discretionary funding that they can use to support the unique needs of all students at those schools.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help your child receive a higher quality education at their dedicated welcoming school. And please know that our work is still not complete and your continued input will be critical in the weeks ahead. I encourage you to participate in the two community meetings and one public hearing for your school noted in the proposal below. I thank you for your continued feedback as we work to provide your child and all CPS students with the high-quality education they deserve.

Our Proposal and Investments

Our proposal is to close Williams ES, located at 2710 S. Dearborn St. at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Williams ES had 256 students enrolled on the 20th day of attendance, but has the capacity to serve 390 students. Williams ES students will be welcomed by Drake, and Drake will be relocated from its present location to 2710 S. Dearborn St. Another CPS proposal is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

While the closure of Williams ES is not related to performance, it is important to note that Drake is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

A draft transition plan has been sent home from school with students, which outlines investments that will support a smooth and safe transition for all students.

Furthermore, CPS is committed to providing educational opportunities that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their child. To support families in this decision, information from the Office of Access & Enrollment is available in the draft transition plan.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the closure of Williams ES.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Thank you for your consideration and patience during this time as we work to provide your children with all the resources and supports they deserve.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

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DRAFT TRANSITION PLAN

For the Proposed Closure of Williams Multiplex Elementary School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close Williams Multiplex Elementary School (Williams ES). This decision is based on the underutilization of Williams ES, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at John B. Drake Elementary School (Drake), which will be re-located.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Williams ES is a non-attendance area, citywide school located at 2710 S. Dearborn St., in the Burnham Park Elementary Network of CPS. Williams ES currently serves 256 students in PK & K-5th grades. CPS is proposing to close Williams ES based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Williams ES students will be welcomed by Drake. Drake will be re-located from its present location to the current Williams ES facility, located at 2710 S. Dearborn St. Another CPS proposal, detailed in a separate draft transition plan, is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St. This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Williams ES and Drake, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Williams ES and the re-location of Drake to 2710 S. Dearborn St. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Williams ES and Drake and ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Williams ES will be welcomed by Drake, which is a higher performing school. To ensure Williams ES students receive high-quality academic instruction throughout the transition, Williams ES and Drake will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Williams ES maintain academic rigor in the classroom and ensure a smooth transition to Drake. The PTC will ensure continuity of support for faculty and students in the 2013-2014 school year.
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Drake with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.

- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Williams ES and Drake will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so that they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Drake will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Williams ES who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Williams ES will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Drake, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Drake to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Drake, provide observations of classrooms when school has resumed, and train Drake staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at Drake, targeting training based on the unique population of the students in the school.
- The facilities at 2710 S. Dearborn and 2722 S. King Dr. are minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- STLS students affected by this action may choose to attend Drake or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Drake staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Drake will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Drake in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through "Chicago: Ready to Learn" community based organization programs or schools in the District that have space available.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.
- Students who will turn 5 years old by September 1st and will be attending Kindergarten next year should anticipate attending their neighborhood school. If the student was attending an early childhood cluster program, the Office of Special Education and Supports will be working with families to identify the location of the student's school and the family should expect a placement letter.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

CPS is committed to providing educational options that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their individual student. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for families affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child and is also available at www.cpsoae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VI. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Definitions

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

"Higher performing school" means:
(1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
(2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:

- for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
- for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or

(3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
(4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

"ISAT" stands for Illinois Standard Achievement Test.

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

"Performance Policy" means the Board of Education of the City of Chicago's School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years. The score and status are determined by evaluating key indicators that assess a school's current performance, trend over time and student growth.

"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.

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

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
Williams Preparatory Academy Middle School
2710 S. Dearborn St.

Parent or Guardian of a Student at
John B. Drake Elementary School
2722 S. King Dr.

Re: **Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School**

Dear Parent or Guardian:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

Right now, the reality is that too many of our children are not receiving the education they deserve. We have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. This crisis did not happen overnight, and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

We must make certain that every child can attend a school that has the supports and resources needed to help every student flourish. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have an option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

Make no mistake, this will be hard. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, our children and their futures will pay the price for our delay.

I want to assure you that I have heard your concerns and I have taken them to head and heart: I will never seek to improve education at the expense of our students' safety. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. I am making a recommendation to close Williams Preparatory Academy Middle School (Williams Middle). I am also recommending that John B. Drake Elementary School (Drake) serve as the dedicated welcoming school for students at Williams Middle in the fall and that Drake relocate to the current Williams Middle facility, located at 2710 S. Dearborn St.

There are a series of supports that we will provide in order for your child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a dedicated, higher performing welcoming school with additional capital investments and further supported by new resources to safely and seamlessly transition students in fall 2013;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners;
- Facility improvements will be made to enhance the overall learning environment of the new school. Improvements may include items such as upgrades to playgrounds, science and computer labs, air conditioning, and others.

Lastly, principals at all welcoming schools will also receive additional discretionary funding that they can use to support the unique needs of all students at those schools.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help your child receive a higher quality education at their dedicated welcoming school. And please know that our work is still not complete and your continued input will be critical in the weeks ahead. I encourage you to participate in the two community meetings and one public hearing for your school noted in the proposal below. I thank you for your continued feedback as we work to provide your child and all CPS students with the high-quality education they deserve.

Our Proposal and Investments

Our proposal is to close Williams Middle, located at 2710 S. Dearborn St., at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Williams Middle had 127 students enrolled on the 20th day of attendance, but has the capacity to serve 240 students. Williams Middle students will be welcomed by Drake, and Drake will be relocated from its present location to 2710 S Dearborn St. Another CPS proposal is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St. While the closure of Williams Middle is not related to performance, it is important to note that Drake is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

A draft transition plan has been sent home from school with students, which outlines investments that will support a smooth and safe transition for all students.

Furthermore, CPS is committed to providing educational opportunities that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their child. To support families in this decision, information from the Office of Access & Enrollment is available in the draft transition plan.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the closure of Williams Middle.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Thank you for your consideration and patience during this time as we work to provide your children with all the resources and supports they deserve.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Williams Preparatory Academy Middle School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close Williams Preparatory Academy Middle School (Williams Middle). This decision is based on the underutilization of Williams Middle, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at John B Drake Elementary School (Drake), which will be re-located.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Williams Middle is a non-attendance area, citywide school located at 2710 S. Dearborn St., in the Burnham Park Elementary Network of CPS. Williams Middle currently serves 127 students in 6th-8th grades. CPS is proposing to close Williams Middle based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Williams Middle students will be welcomed by Drake. Drake will be re-located from its present location to the current Williams Middle facility, located at 2710 S. Dearborn St. Another CPS proposal, detailed in a separate draft transition plan, is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St. This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this

transition plan. The proposed investments CPS will make for transitioning students at both Williams Middle and Drake, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Williams Middle and the re-location of Drake to 2710 S. Dearborn St. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Williams Middle and Drake and ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Williams Middle will be welcomed by Drake, which is a higher performing school. To ensure Williams Middle students receive high-quality academic instruction throughout the transition, Williams Middle and Drake will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Williams Middle maintain academic rigor in the classroom and ensure a smooth transition to Drake. The PTC will ensure continuity of support for faculty and students in the 2013-2014 .
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Drake with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.

- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Williams Middle and Drake will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so that they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Drake will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Williams Middle who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Williams Middle will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Drake, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Drake to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Drake, provide observations of classrooms when school has resumed, and train Drake staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at Drake, targeting training based on the unique population of the students in the school.
- The facilities at 2710 S. Dearborn and 2722 S. King Dr. are minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- STLS students affected by this action may choose to attend Drake or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Drake staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Drake will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Drake in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through "Chicago: Ready to Learn" community based organization programs or schools in the District that have space available.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.
- Students who will turn 5 years old by September 1st and will be attending Kindergarten next year should anticipate attending their neighborhood school. If the student was attending an early childhood cluster program, the Office of Special Education and Supports will be working with families to identify the location of the student's school and the family should expect a placement letter.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

CPS is committed to providing educational options that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their individual student. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for families affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child and is also available at www.cpsoae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VI. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Definitions

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

"Higher performing school" means:
(1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
(2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:

- for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
- for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or

(3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
(4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

"ISAT" stands for Illinois Standard Achievement Test.

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

"Performance Policy" means the Board of Education of the City of Chicago's School Performance, Remediation and Probation Policy, 12-0725-PO2, establishing standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years. The score and status are determined by evaluating key indicators that assess a school's current performance, trend over time and student growth.

"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.

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

CHICAGO PUBLIC SCHOOLS | CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
John B. Drake Elementary School
2722 S. King Dr.

Parent or Guardian of a Student at
Urban Prep Academy for Young Men –
Bronzeville
2710 S. Dearborn St.

Re: **Proposed Co-location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville**

Dear Parent or Guardian:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

Right now, the reality is that too many of our children are not receiving the education they deserve. We have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. This crisis did not happen overnight, and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed. We believe it is in the best interest of students and the community to identify buildings that are underutilized and to improve the use of those facilities. One way to do this is to transform a single school facility into a shared facility by bringing one or more additional schools into the building.

Make no mistake, this will be hard. As a former teacher and a principal, I've lived through school actions. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, our children and their futures will pay the price for our delay.

I want to assure you that I have heard your concerns and I have taken them to head and heart: I will never seek to improve education at the expense of our students' safety. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

After a thoughtful, rigorous process in which we looked at every individual school and incorporated the feedback we received from more than 20,000 of you – parents across the city and community members in every neighborhood – we are making multiple proposals today. As part of this effort, I am making a

recommendation to co-locate John B. Drake Elementary School (Drake) with Urban Prep Academy for Young Men - Bronzeville (Urban Prep Charter - Bronzeville).

There are a series of supports that we will provide in order for your child to have a safe and seamless transition. These include:

- A safety plan for all students and staff at both schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at both schools;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners;
- Facility improvements to allow the successful operation of multiple schools in one facility.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help your child transition. And please know that our work is still not complete and your continued input will be critical in the weeks ahead. I encourage you to participate in the two community meetings and one public hearing for your school noted in the proposal below. I thank you for your continued feedback as we work to provide your child and all Chicago Public Schools students with the high-quality education they deserve.

Our Proposal and Investments

Our proposal is to co-locate Drake within the same CPS facility as Urban Prep Charter - Bronzeville, located at 2710 S. Dearborn St. Another CPS proposal is to close Williams Multiplex Elementary School (Williams ES) and Williams Preparatory Academy Middle School (Williams Middle) and welcome returning students at Drake. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

This proposal meets the criteria in the Chief Executive Officer's Guidelines for School Actions because the combined projected student enrollment is within the facility's enrollment efficiency range, as defined by the CPS Space Utilization Standards, and the facility can support the academic programming of both schools.

A draft transition plan has been sent home from school with students, which outlines investments that will support a smooth and safe transition for all students.

Furthermore, CPS is committed to providing educational opportunities that fit each student's unique learning needs and each family's priorities, and encourages families to decide if this welcoming school is the best fit for their child. To support families in this decision, information from the Office of Access & Enrollment is available in the draft transition plan.

Details for Current Students

If the Board approves this proposal, it will not affect the enrollment of students who are currently attending or eligible to attend Drake or Urban Prep Charter - Bronzeville. If approved, a number of Drake students will report to school at 2710 S. Dearborn St. next school year instead of the current location.

CPS will add supports to ensure that students have a smooth, safe adjustment and to guarantee effective operation of both schools in the same facility. If you have any questions concerning this proposed co-location, please call the CPS Quality Schools Hotline at 773-553-5020.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

I invite you to share your feedback on this proposal at the scheduled community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board of Education of the City of Chicago consider and approve the co-location of Drake with Urban Prep Charter - Bronzeville at the 2710 S. Dearborn St. facility.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Thank you for your consideration and patience during this time as we work to provide CPS children with all of the resources and supports they deserve.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Co-location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close or co-locate schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to more effectively utilize our building space, CPS proposes a school action to co-locate John B. Drake Elementary School (Drake) with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St., which is the facility currently occupied by Williams Multiplex Elementary School (Williams ES) and Williams Preparatory Academy Middle School (Williams Middle). This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

CPS is proposing to co-locate Drake with Urban Prep - Bronzeville in the same CPS facility located at 2710 S. Dearborn St. within the Burnham Park Elementary School Network of CPS. Drake is currently located at 2722 S. King Dr. and serves 242 students in pre-kindergarten through 8th grades. Urban Prep - Bronzeville is currently located at 2710 S. Dearborn St. and serves 405 students in 9th through 11th grades. Another CPS proposal, detailed in separate draft transition plans, is to also close Williams ES and Williams Middle and welcome returning students at Drake. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

The proposed co-location meets the criteria of the Chief Executive Officer's Guidelines for School Actions because the combined projected enrollment is within the facility's enrollment efficiency range, as defined by the CPS Space Utilization, Standards. If the board approves the closure of Williams ES and Williams Middle, Drake will house some grade levels within the 2710 S. Dearborn St. facility, but the number of students in those grade levels will remain within the facility's enrollment efficiency range. Moreover, the facility can support the academic programming of both schools.

If this proposal is approved, Drake and Urban Prep - Bronzeville will operate as separate, independent schools while sharing the facility and will be expected to adhere to the Board's Shared Facility Policy (Board Report 05-0126-P01). CPS will make the necessary capital investments to ensure the successful operation of each independent school within the same facility. The proposed investments CPS will make for affected students at both Drake and Urban Prep - Bronzeville, as described in this draft transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Facility Details

As stated in the Board's 2005 Shared Facility Policy, it is in the best interest of the Board, students and the community to identify buildings that are underutilized and to improve the use of those facilities. One way to do this is to transform a single school facility into a shared facility by bringing one or more additional schools into the building.

The facility at 2710 S. Dearborn St. has enough space to accommodate the combined classrooms required to serve Drake and Urban Prep - Bronzeville. In accordance with the CPS Shared Facility Policy, CPS will work to program the space to create a clear boundary between the campuses and will create separate administrative offices as needed. The 2710 S. Dearborn St. facility has sufficient space to accommodate the needs of both schools for academic courses, lunch, physical education, administrative offices, and other programming. If the proposed co-location is approved, Drake and Urban Prep - Bronzeville may need to share space in some common areas. Further, a specific memorandum of understanding (MOU) to allocate space between the two schools will be drafted in accordance with the Board's 2005 Shared Facility Policy.

IV. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff impacted by the proposed co-location of Drake and Urban Prep - Bronzeville. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake and Urban Prep - Bronzeville administrations and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

V. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs for Students

To ensure students receive high-quality academic instruction throughout the transition, schools will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principals of Drake and Urban Prep - Bronzeville ensure a smooth transition.
- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.
- Support in Campus Sharing: CPS acknowledges that sharing space requires a delicate balance of separation and interaction. CPS will help school leaders coordinate to create a safe, positive learning environment for each school and mediate the use of potential shared space. CPS will also guide school leaders in the creation of the memorandum of understanding (MOU).

Social Emotional Needs of Students

CPS understands that whenever students transition to a new environment, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Focus groups: Discussions of general climate with some students within each grade level will be conducted by school- or Network-based staff to help school personnel understand students' needs and identify effective transition supports.
- Student Leadership and Culture Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as peer to peer mediation support, staff luncheons, and team- and trust-building activities).

Support for Specific Students Needs

To ensure students at Drake and Urban Prep - Bronzeville who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at both schools will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to the facility at 2710 S. Dearborn St., all instructional, clinical and related services will continue to be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with administration and staff at both schools to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and to ensure there is adequate staff to fully implement student IEPs.
- The facility at 2710 S. Dearborn St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a

new building. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

- Under this action, returning STLS students may choose to continue attending their school or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

English Language Learners

- Current and future ELLs attending either school will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- This action will not affect early childhood programming.

Transportation

- Provisions for specific student populations (i.e., student with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

Facilities Investment

CPS will enhance the overall learning environment with facilities improvements, which may include upgrades such as:

- Converting existing classrooms or offices into new administrative space;
- Providing signage that reflects newly allocated spaces;
- Adding independent Telecommunication and Intercom systems so that each school maintains separation;
- Upgrading existing science, computer, and art labs, or creating new labs as needed; and
- Providing a second library, when space is available.

VI. Information Regarding Choice of Schools

Drake and Urban Prep - Bronzeville assignments will not be impacted by the proposed co-location. However, CPS is committed to providing educational options that fit each student's unique learning needs and each family's priorities. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for students affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have

available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child, and is also available at www.cpsoae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VII. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

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.

CHICAGO PUBLIC SCHOOLS | CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
Williams Multiplex Elementary School
2710 S. Dearborn St.

Administrators, Faculty, Staff, and LSC Members
John B. Drake Elementary School
2722 S. King Dr.

Re: **Board of Education Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School**

Dear Administrators, Faculty, Staff, and Local School Council Members:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life. To do so, we must make certain that every child can attend a school that has the supports and resources needed to help every student flourish.

But right now, we have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have the clear option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

Make no mistake, this crisis did not happen overnight and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, it is our children and their future that will pay the price for our delay.

I want to assure you that I have heard the concerns of parents, teachers, and school leaders and I have taken them to head and heart: I will never put our students' safety in jeopardy in our efforts to improve their education. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Williams Multiplex Elementary School

(Williams ES). This proposal helps address CPS' current underutilization challenge, enables us to move forward in a more sound and sustainable financial state, and allows us to better serve all of our students, both current and future.

And please know that our work is still not complete. Your continued input will be critical in the weeks ahead. There will be two community meetings and one public hearing for your school noted below. I thank you for your continued feedback as we work to provide all CPS students with the high-quality education they deserve.

There are a series of supports that we will provide in order for every child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a higher performing welcoming school equipped with new resources;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at each welcoming school;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school.

Several supports for teacher and PSRP members of the Chicago Teachers' Union (CTU) are also available through our negotiated collective bargaining agreement. These include:

- ***Tenured Teacher Assignment*** – If vacancies are created in the welcoming school(s) due to the enrollment of students from your current school, tenured teachers rated in the top two performance rating categories may be assigned to those vacant positions, based upon seniority and certifications.
- ***Reassigned Teacher Pool*** – Tenured teachers who are ineligible or unable to be assigned to the welcoming school(s) will be placed in the reassigned teacher pool—with full salary and benefits for up to 5 months—while they seek new job opportunities.
- ***PSRP Severance*** – PSRPs at closing schools who are unable to find new employment by the start of next school year will be paid a $1,000 severance and are eligible for up to 9 months of paid COBRA benefits.

CPS has also implemented an Employee Assistance Program (EAP) that provides a safe, confidential environment to access grief counseling with a trained professional. This service is completely free, absolutely confidential, and available to all employees and members of their households, 24 hours per day and 7 days per week. EAP specialists have masters-level training and a minimum of 3 years of counseling experience.

To access EAP services, which also include mediation, and financial services support, please:

- **Call 1-800-711-6087**. When prompted, press '2' for members. You will be asked for your Member ID and you can say "I don't know it" to proceed. Lastly, please press '1' for EAP *[(TDD) Dial 711 and enter number above]*; or
- **Visit http://liveandworkwell.com online**. Web Access Code: 'CPS'.

Lastly, additional transition supports such as dedicated Career Events for teachers impacted by school actions and transition coaching sessions will be available and communicated to you in more detail through the coming weeks and months.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help students receive a higher performing education in their dedicated welcoming school.

Our Proposal and Investments
Our proposal is that Williams ES, located at 2710 S. Dearborn St. be closed at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Williams ES, a non-attendance area, citywide school, had 256 students enrolled on the 20th day of attendance, but has the capacity to serve 390 students. Williams ES students will be welcomed by John B. Drake Elementary School (Drake), and Drake will be re-located from its present location to 2710 S. Dearborn St. While the closure of Williams ES is not related to performance, it is important to note that Drake is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Another CPS proposal is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities, located at 2722 S. King Dr. and 2710 S. Dearborn St., and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

Please take a few moments to carefully review the draft transition plan on this proposed closing that you received at your school. In this draft transition plan you can learn more about why this school has been chosen to be closed and how we intend to make significant investments to help ensure our students' academic success in the transition. We understand this proposal is especially hard for impacted employees. Along with this letter, you will find a proposal of supports you and your colleagues can expect as well.

Details for the Administrators, Faculty, Staff, and Local School Council Members
If this proposal is approved by the Board of Education of the City of Chicago ("Board"), the employment status of all administrators, faculty, and staff will be determined pursuant to Board policies, practices, and any applicable contracts and collective bargaining agreements. If you have human resources questions or concerns, please contact us at (773)553-4748 (HR4U).

If the Board approves this proposal, the Local School Council (LSC) of Williams ES will be dissolved at the end of the current school year. If you have any questions about how this proposal affects the LSC, please contact the Office of Local School Council Relations at 773-553-1400.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	Community Meeting 2	Public Hearing
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

I invite you to share your feedback on this proposal at the community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the closure of Williams ES.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Williams Multiplex Elementary School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close Williams Multiplex Elementary School (Williams ES). This decision is based on the underutilization of Williams ES, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at John B. Drake Elementary School (Drake), which will be re-located.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Williams ES is a non-attendance area, citywide school located at 2710 S. Dearborn St., in the Burnham Park Elementary Network of CPS. Williams ES currently serves 256 students in PK & K-5th grades. CPS is proposing to close Williams ES based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Williams ES students will be welcomed by Drake. Drake will be re-located from its present location to the current Williams ES facility, located at 2710 S. Dearborn St. Another CPS proposal, detailed in a separate draft transition plan, is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St. This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Williams ES and Drake, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Williams ES and the re-location of Drake to 2710 S. Dearborn St. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Williams ES and Drake and ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Williams ES will be welcomed by Drake, which is a higher performing school. To ensure Williams ES students receive high-quality academic instruction throughout the transition, Williams ES and Drake will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Williams ES maintain academic rigor in the classroom and ensure a smooth transition to Drake. The PTC will ensure continuity of support for faculty and students in the 2013-2014 school year.
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Drake with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.

- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Williams ES and Drake will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so that they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Drake will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Williams ES who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Williams ES will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Drake, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Drake to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Drake, provide observations of classrooms when school has resumed, and train Drake staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at Drake, targeting training based on the unique population of the students in the school.
- The facilities at 2710 S. Dearborn and 2722 S. King Dr. are minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- STLS students affected by this action may choose to attend Drake or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Drake staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Drake will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Drake in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

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Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

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5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
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Further Questions and Concerns:

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Definitions

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(3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
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CHICAGO PUBLIC SCHOOLS | CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff and LSC Members
Williams Preparatory Academy Middle School
2710 S. Dearborn St.

Administrators, Faculty, Staff and LSC Members
John B. Drake Elementary School
2722 S. King Dr.

Re: **Board of Education Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School**

Dear Administrators, Faculty, Staff, and Local School Council Members:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life. To do so, we must make certain that every child can attend a school that has the supports and resources needed to help every student flourish.

But right now, we have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. Combining schools will allow us to use more resources to ensure that every student attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed. I have made the commitment that every student and parent will have the clear option to attend a higher performing school in the fall and that is a commitment you can be sure I will keep.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

Make no mistake, this crisis did not happen overnight and we will not fix everything overnight either, but our children need and deserve for all of us to work each and every day to improve their chances to succeed. As a former teacher and a principal, I've lived through school closings. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, it is our children and their future that will pay the price for our delay.

I want to assure you that I have heard the concerns of parents, teachers, and school leaders and I have taken them to head and heart: I will never put our students' safety in jeopardy in our efforts to improve their education. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to close Williams Preparatory Academy Middle

School (Williams Middle). This proposal helps address CPS' current underutilization challenge, enables us to move forward in a more sound and sustainable financial state, and allows us to better serve all of our students, both current and future.

And please know that our work is still not complete. Your continued input will be critical in the weeks ahead. There will be two community meetings and one public hearing for your school noted below. I thank you for your continued feedback as we work to provide all CPS students with the high-quality education they deserve.

There are a series of supports that we will provide in order for every child to have a safe and seamless transition to a higher performing academic environment at their welcoming school. These include:

- Access to a higher performing welcoming school equipped with new resources;
- A safety plan for all students and staff at all welcoming schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at each welcoming school;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements will be made to enhance the overall learning environment of the new school.

Several supports for teacher and PSRP members of the Chicago Teachers' Union (CTU) are also available through our negotiated collective bargaining agreement. These include:

- ***Tenured Teacher Assignment*** – If vacancies are created in the welcoming school(s) due to the enrollment of students from your current school, tenured teachers rated in the top two performance rating categories may be assigned to those vacant positions, based upon seniority and certifications.
- ***Reassigned Teacher Pool*** – Tenured teachers who are ineligible or unable to be assigned to the welcoming school(s) will be placed in the reassigned teacher pool—with full salary and benefits for up to 5 months—while they seek new job opportunities.
- ***PSRP Severance*** – PSRPs at closing schools who are unable to find new employment by the start of next school year will be paid a $1,000 severance and are eligible for up to 9 months of paid COBRA benefits.

CPS has also implemented an Employee Assistance Program (EAP) that provides a safe, confidential environment to access grief counseling with a trained professional. This service is completely free, absolutely confidential, and available to all employees and members of their households, 24 hours per day and 7 days per week. EAP specialists have masters-level training and a minimum of 3 years of counseling experience.

To access EAP services, which also include mediation, and financial services support, please:

- **Call 1-800-711-6087**. When prompted, press '2' for members. You will be asked for your Member ID and you can say "I don't know it" to proceed. Lastly, please press '1' for EAP *[(TDD) Dial 711 and enter number above]*; or
- **Visit http://liveandworkwell.com online**. Web Access Code: 'CPS'.

Lastly, additional transition supports such as dedicated Career Events for teachers impacted by school actions and transition coaching sessions will be available and communicated to you in more detail through the coming weeks and months.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help students receive a higher performing education in their dedicated welcoming school.

Our Proposal and Investments
Our proposal is that Williams Middle, located at 2710 S. Dearborn St., be closed at the end of the current school year because it is underutilized, based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. Specifically, Williams Middle, a non-attendance area, citywide school, had 127 students enrolled on the 20th day of attendance, but has the capacity to serve 240 students. Williams Middlestudents will be welcomed by John B. Drake Elementary School (Drake), and Drake will be re-located from its present location to 2710 S. Dearborn St. While the closure of Williams Middle is not related to performance, it is important to note that Drake is a higher performing school, according to the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Another CPS proposal is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

Please take a few moments to carefully review the draft transition plan on this proposed closing that you received at your school. In this draft transition plan you can learn more about why this school has been chosen to be closed and how we intend to make significant investments to help ensure our students' academic success in the transition. We understand this proposal is especially hard for impacted employees. Along with this letter, you will find a proposal of supports you and your colleagues can expect as well.

Details for the Administrators, Faculty, Staff, and Local School Council Members
If this proposal is approved by the Board of Education of the City of Chicago ("Board"), the employment status of all administrators, faculty, and staff will be determined pursuant to Board policies, practices, and any applicable contracts and collective bargaining agreements. If you have human resources questions or concerns, please contact us at (773)553-4748 (HR4U).

If the Board approves this proposal, the Local School Council (LSC) of Williams Middle will be dissolved at the end of the current school year. If you have any questions about how this proposal affects the LSC, please contact the Office of Local School Council Relations at 773-553-1400.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	Community Meeting 2	Public Hearing
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
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I invite you to share your feedback on this proposal at the community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the closure of Williams Middle.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Closure of Williams Preparatory Academy Middle School

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS proposes to close Williams Preparatory Academy Middle School (Williams Middle). This decision is based on the underutilization of Williams Middle, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, if approved, will welcome returning students at John B Drake Elementary School (Drake), which will be re-located.

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Williams Middle is a non-attendance area, citywide school located at 2710 S. Dearborn St., in the Burnham Park Elementary Network of CPS. Williams Middle currently serves 127 students in 6th-8th grades. CPS is proposing to close Williams Middle based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Williams Middle students will be welcomed by Drake. Drake will be re-located from its present location to the current Williams Middle facility, located at 2710 S. Dearborn St. Another CPS proposal, detailed in a separate draft transition plan, is to also co-locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St. This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this

transition plan. The proposed investments CPS will make for transitioning students at both Williams Middle and Drake, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff affected by the proposed closure of Williams Middle and the re-location of Drake to 2710 S. Dearborn St. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake administration and the community to designate specific intersections for safe passage supports
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

IV. Supports for Students and Schools

CPS is committed to ensuring a productive and supportive remainder of the 2012-2013 school year at Williams Middle and Drake and ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of the transitioning school population if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs of Students

If this proposal is approved, Williams Middle will be welcomed by Drake, which is a higher performing school. To ensure Williams Middle students receive high-quality academic instruction throughout the transition, Williams Middle and Drake will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principal of Williams Middle maintain academic rigor in the classroom and ensure a smooth transition to Drake. The PTC will ensure continuity of support for faculty and students in the 2013-2014 .
- Data Support: Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide Drake with comprehensive data on all transitioning students. Student-specific data such as test scores, attendance, and grades will enable all school staff to proactively identify and prepare to meet the needs of every student.

- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.

Additionally, Williams Middle and Drake will receive discretionary resources to provide direct academic support to students. Principals, with local community input, will decide how best to utilize these resources. Selections will be approved by the Network Chief. Options for use include, but are not limited to:

- Instructional Coach or Teacher Leader: An instructional coach or teacher leader will ensure instruction quality remains high as students transition so that they do not lose any momentum.
- Academic tutoring resources: Resources for an academic tutoring position or program in reading and math may be provided.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Intervention groups or peace circles aimed at helping students work through concerns associated with the transition as needed.
- Implementing restorative practices (such as peer circles and peer juries) to encourage peer-to-peer problem solving and resolution.
- Access to highly structured interventions for smaller groups of students in need of more individualized attention.
- Student Leadership and Culture-Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as staff luncheons and team- and trust-building activities).

Additionally, CPS believes cultural integration of the two school communities is important for a successful, smooth transition. To support this, CPS will provide resources for "Fresh Start" Activities. Drake will be provided discretionary resources to implement "get to know your new school" activities, such as visits for families, coffee chats with the welcoming principal, picnics, field trips, and parent meetings.

Support for Specific Students Needs

To ensure students at Williams Middle who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Williams Middle will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Drake, all instructional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Drake to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Drake, provide observations of classrooms when school has resumed, and train Drake staff on specialized equipment for specific student needs.

- CPS will also provide disability awareness training to staff at Drake, targeting training based on the unique population of the students in the school.
- The facilities at 2710 S. Dearborn and 2722 S. King Dr. are minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a new school. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.
- Students in Temporary Living Situations will be encouraged to attend cultural integration and welcoming events to introduce them to their new school, teachers, and administrators, as described above.
- STLS students affected by this action may choose to attend Drake or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to Drake staff on providing transition services for STLS students.

English Language Learners (ELL)

- Current and future ELLs attending Drake will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- In addition, CPS will assist Drake in serving students based on their language and learning needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through "Chicago: Ready to Learn" community based organization programs or schools in the District that have space available.
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CHICAGO PUBLIC SCHOOLS | CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21st, 2013

Administrators, Faculty, Staff, and LSC Members
John B. Drake Elementary School
2722 S. King Dr.

Administrators, Faculty, Staff, and Board Members
Urban Prep Academy for Young Men - Bronzeville
2710 S. Dearborn St.

Re: **Board of Education Proposed Co-location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville**

Dear Administrators, Faculty, Staff, Local School Council Members, and Board Members:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life. To do so, we must make certain that every child can attend a school that has the supports and resources needed to help every student flourish.

But right now, we have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. Combining schools will allow us to use more resources to ensure that every student in CPS attends a higher performing, 21st century school with updated amenities, more individual instruction, and the programs they need to compete and succeed.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed. We believe it is in the best interest of students and the community to identify buildings that are underutilized and to improve the use of those facilities. One way to do this is to transform a single school facility into a shared facility by bringing one or more additional schools into the building.

Make no mistake, this will be hard. As a former teacher and a principal, I've lived through school actions. They are never easy, no matter where you are. But in my 40 years as an educator, I have never felt more certain that we need to take action now. If we do not take action, our children and their futures will pay the price for our delay.

I want to assure you that I have heard the concerns of parents, teachers, and school leaders and I have taken them to head and heart: I will never put our students' safety in jeopardy in our efforts to improve their education. As we work to improve our children's quality of education, we will also work to ensure they are supported and safe by coordinating and collaborating with city agencies such as the Chicago Police Department and the Department of Family and Support Services, as well as community and faith-based organizations.

With these principles in mind, and after a thoughtful, rigorous process in which we looked at each school and incorporated the feedback we received from more than 20,000 parents and community members, we are making multiple proposals today, including a recommendation to co-locate John B. Drake Elementary School

(Drake) with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville). This option helps address CPS' current underutilization challenge, enables us to move forward in a more sound and sustainable financial state, and allows us to better serve all of our students, both current and future.

And please know that our work is still not complete. Your continued input will be critical in the weeks ahead. There will be two community meetings and one public hearing for your school noted in the proposal included below. I thank you for your continued feedback as we work to provide all Chicago Public School students with the high-quality education they deserve.

There are a series of supports that we will provide to ensure that every child has a safe and seamless transition. These include:

- A safety plan for all students and staff at both schools created in coordination with the Chicago Police Department and other community-based organizations;
- Social and emotional supports based on the specific needs of students at both schools;
- Supports for students with diverse learning needs;
- Supports for students in temporary living situations;
- Supports for English language learners; and
- Facility improvements to allow the successful operation of multiple schools in one facility.

A detailed proposal is outlined below. Please read it and carefully consider the supports we are offering to help children transition.

Our Proposal and Investments

Our proposal is to co-locate Drake within the same CPS facility as Urban Prep - Bronzeville, located at 2710 S. Dearborn St. Another CPS proposal is to close Williams Multiplex Elementary School (Williams ES) and Williams Preparatory Academy Middle School (Williams Middle) and welcome returning students at Drake. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

This proposal meets the criteria in the Chief Executive Officer's Guidelines for School Actions because the combined projected student enrollment is within the facility's enrollment efficiency range, as defined by the CPS Space Utilization Standards, and the facility can support the academic programming of both schools.

The draft transition plan, which you were provided with this letter, outlines investments that will support a smooth and safe transition for all students and staff.

Details for Current Students

If the Board approves this proposal, it will not affect the enrollment of students who are currently attending or eligible to attend Drake or Urban Prep - Bronzeville. If approved, a number of Drake students will report to school at 2710 S. Dearborn St. next school year instead of the current location.

Details for Administrators, Faculty and Staff Members of Both Schools

This proposal will have no direct impact on the employment status of administrators, faculty, or staff at either school. Further, this proposal will have no impact on the powers of the Drake Local School Council.

Public Comment on this Proposal
Public comment can be made during the following two community meetings and one public hearing:

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

I invite you to share your feedback on this proposal at the community meetings and public hearing. If you wish to comment at the community meetings or hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing. You will have two minutes to speak, unless the hearing officer or meeting organizer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the community meetings and public hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the co-location of Drake and Urban Prep - Bronzeville at the 2710 S. Dearborn St. facility.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS | CPS

DRAFT TRANSITION PLAN

For the Proposed Co-location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville

I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a $1 billion deficit, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis is significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. Currently, CPS is financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis is spreading our already scarce financial resources much too thin.

To address this crisis, CPS is proposing a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

The plan proposes to close or co-locate schools that are underutilized. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to more effectively utilize our building space, CPS proposes a school action to co-locate John B. Drake Elementary School (Drake) with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St., which is the facility currently occupied by Williams Multiplex Elementary School (Williams ES) and Williams Preparatory Academy Middle School (Williams Middle). This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

The transition plan outlined below summarizes the proposal, identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

CPS is proposing to co-locate Drake with Urban Prep - Bronzeville in the same CPS facility located at 2710 S. Dearborn St. within the Burnham Park Elementary School Network of CPS. Drake is currently located at 2722 S. King Dr. and serves 242 students in pre-kindergarten through 8th grades. Urban Prep - Bronzeville is currently located at 2710 S. Dearborn St. and serves 405 students in 9th through 11th grades. Another CPS proposal, detailed in separate draft transition plans, is to also close Williams ES and Williams Middle and welcome returning students at Drake. If approved, Drake will operate in two facilities located at 2722 S. King Dr. and 2710 S. Dearborn St. and Urban Prep – Bronzeville will continue to operate at 2710 S. Dearborn St.

The proposed co-location meets the criteria of the Chief Executive Officer's Guidelines for School Actions because the combined projected enrollment is within the facility's enrollment efficiency range, as defined by the CPS Space Utilization, Standards. If the board approves the closure of Williams ES and Williams Middle, Drake will house some grade levels within the 2710 S. Dearborn St. facility, but the number of students in those grade levels will remain within the facility's enrollment efficiency range. Moreover, the facility can support the academic programming of both schools.

If this proposal is approved, Drake and Urban Prep - Bronzeville will operate as separate, independent schools while sharing the facility and will be expected to adhere to the Board's Shared Facility Policy (Board Report 05-0126-P01). CPS will make the necessary capital investments to ensure the successful operation of each independent school within the same facility. The proposed investments CPS will make for affected students at both Drake and Urban Prep - Bronzeville, as described in this draft transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Facility Details

As stated in the Board's 2005 Shared Facility Policy, it is in the best interest of the Board, students and the community to identify buildings that are underutilized and to improve the use of those facilities. One way to do this is to transform a single school facility into a shared facility by bringing one or more additional schools into the building.

The facility at 2710 S. Dearborn St. has enough space to accommodate the combined classrooms required to serve Drake and Urban Prep - Bronzeville. In accordance with the CPS Shared Facility Policy, CPS will work to program the space to create a clear boundary between the campuses and will create separate administrative offices as needed. The 2710 S. Dearborn St. facility has sufficient space to accommodate the needs of both schools for academic courses, lunch, physical education, administrative offices, and other programming. If the proposed co-location is approved, Drake and Urban Prep - Bronzeville may need to share space in some common areas. Further, a specific memorandum of understanding (MOU) to allocate space between the two schools will be drafted in accordance with the Board's 2005 Shared Facility Policy.

IV. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

CPS has prepared a plan for the safety of students and staff impacted by the proposed co-location of Drake and Urban Prep - Bronzeville. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment. As part of the transition process, OSS will:

- Review and update school safety audits
- Review security personnel allocations to ensure proper coverage
- Review school safety technology and enhance systems as appropriate
- Address any safety concerns raised by students and staff
- Provide Safe Passage: CPS will invest in additional Safe Passage supports to address the safety of all students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake and Urban Prep - Bronzeville administrations and the community to designate specific intersections for safe passage supports.
- As deemed necessary by OSS, in collaboration with the community, CPS will also provide a transition security officer to assist with safety and security needs.

V. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this action. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary by the Chief of Schools overseeing this Network.

Academic Needs for Students

To ensure students receive high-quality academic instruction throughout the transition, schools will receive:

- Principal Transition Coordinator (PTC): PTCs are former principals, or other administrators with significant experience, who will be a resource to help the principals of Drake and Urban Prep - Bronzeville ensure a smooth transition.
- Network Chief Office Hours: Network Chiefs, who oversee a geographic network of schools, will set aside dedicated time to discuss concerns and educational options with families and students affected by this action. For specific dates and times, please contact your school or Network office.
- Support in Campus Sharing: CPS acknowledges that sharing space requires a delicate balance of separation and interaction. CPS will help school leaders coordinate to create a safe, positive learning environment for each school and mediate the use of potential shared space. CPS will also guide school leaders in the creation of the memorandum of understanding (MOU).

Social Emotional Needs of Students

CPS understands that whenever students transition to a new environment, additional support is needed to help them adjust. CPS will provide resources and work with schools to design a school-specific program of support which may include items such as:

- Focus groups: Discussions of general climate with some students within each grade level will be conducted by school- or Network-based staff to help school personnel understand students' needs and identify effective transition supports.
- Student Leadership and Culture Building Activities: To foster an environment that is both supportive and inclusive for all students, CPS will provide resources to school leadership to help create positive relationships among students and implement culture-building activities (such as peer to peer mediation support, staff luncheons, and team- and trust-building activities).

Support for Specific Students Needs

To ensure students at Drake and Urban Prep - Bronzeville who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at both schools will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to the facility at 2710 S. Dearborn St., all instructional, clinical and related services will continue to be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with administration and staff at both schools to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and to ensure there is adequate staff to fully implement student IEPs.
- The facility at 2710 S. Dearborn St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as required by law and as they transition to a

new building. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

- Under this action, returning STLS students may choose to continue attending their school or meet with OSTLS staff to identify enrollment options available. For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.
- Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

English Language Learners

- Current and future ELLs attending either school will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- This action will not affect early childhood programming.

Transportation

- Provisions for specific student populations (i.e., student with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

Facilities Investment

CPS will enhance the overall learning environment with facilities improvements, which may include upgrades such as:

- Converting existing classrooms or offices into new administrative space;
- Providing signage that reflects newly allocated spaces;
- Adding independent Telecommunication and Intercom systems so that each school maintains separation;
- Upgrading existing science, computer, and art labs, or creating new labs as needed; and
- Providing a second library, when space is available.

VI. Information Regarding Choice of Schools

Drake and Urban Prep - Bronzeville assignments will not be impacted by the proposed co-location. However, CPS is committed to providing educational options that fit each student's unique learning needs and each family's priorities. To support families in this decision, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oae@cps.edu),
- By phone (773-553-2060), and
- In person (125 S. Clark St., 10th Floor).

Additionally, as described above, Network Chiefs will set aside time specifically to discuss concerns and educational options with families and students affected by this action. Parents and guardians will also have the option of visiting schools of choice prior to making their enrollment decision. This will be facilitated by the Network Office in accordance with all applicable policies.

Recognizing that many families would have applied for other options if they had known their school was going to be affected by school actions, CPS will reopen the application period for students affected by school actions. Students affected by school actions will be given the chance to apply to magnet cluster and neighborhood schools that have

available seats. Students must apply and submit an application to the Office of Access & Enrollment by the deadline of April 19, 2013 to be considered. The application has been sent home with your child, and is also available at www.cpsoae.org, by calling (773) 553-2060, or in person at 125 S. Clark St., 10th floor.

VII. Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Wednesday, April 10, 2013	Monday, April 15, 2013	Friday, April 26, 2013
5:00pm-8:00pm	5:00pm-8:00pm	5:30pm-8:30pm
Dunbar High School	Dunbar High School	CPS Central Office
3000 South King Drive	3000 South King Drive	125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

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.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

PUBLIC HEARINGS ON THE PROPOSALS OF THE CHIEF EXECUTIVE OFFICER TO CLOSE, PHASE-OUT, AND CO-LOCATE SCHOOLS

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

2. I am currently employed as a Performance Data Analyst at the Chicago Board of Education.

3. In connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, letters signed by the Chief Executive Officer were addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of all proposed closing, welcoming, and co-locating schools. The purpose of the letters was to advise all recipients of the Chief Executive Officer's proposals, provide an explanation of the basis for the proposed actions, identify how the proposed actions meet the criteria set forth in the Guidelines for School Actions, and inform recipients of the date, time, and place of the hearings and meetings to be held for public comment on the proposals. Also included with the letters were draft transition plans outlining the specific supports that the Chicago Board of Education plans to implement at the affected schools if the proposals are approved.

4. On or about March 16, 2013, I caused copies of letters addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans for the schools listed below ("affected schools") to be delivered to Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for printing and packaging for delivery.

5. On or about March 16, 2013, I caused home addresses of record for students enrolled in affected schools, copies of the letters addressed to the parents or guardians, and draft transition plans for all affected schools to be delivered to K&M Printing for mailing.

6. On information and belief, the letters addressed to parents or guardians and draft transition plans were mailed by K&M Printing to the home addresses of the parents or guardians of students enrolled at the affected schools on or about March 21, 2013, or March 22, 2013 as detailed in paragraph 9.

7. On information and belief, letters and draft transition plans were delivered to affected schools by Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for personal delivery to administrators, faculty, staff, students, and Local School Council members on March 21, 2013, or March 22, 2013 as detailed in paragraph 9.

8. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:

    a. George Leland Elementary School regarding Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School and the Proposed Closure

of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School

b. Benjamin Banneker Elementary School and Benjamin E. Mays Elementary Academy regarding the Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
c. Mary McLeod Bethune Elementary School and John Milton Gregory Elementary School regarding the Proposed Closure of Mary McLeod Bethune Elementary School
d. Arna Wendell Bontemps Elementary School and Nicholson Technology Academy regarding the Proposed Closure of Arna Wendell Bontemps Elementary School
e. Bowen High school regarding the Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
f. John Calhoun North Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
g. Miriam G. Canter Middle School, Williams H. Ray Elementary School, and Bret Harte Elementary School regarding the Proposed Closure of Miriam G. Canter Middle School
h. George H. Corliss High School regarding the Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
i. Richard T. Crane Technical Preparatory High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
j. Genevieve Melody Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
k. Oscar DePriest Elementary School regarding the Proposed Closure of Robert Emmet Elementary School
l. James Wadsworth Elementary School and Dumas Technology Academy regarding the Proposed Closure of James Wadsworth Elementary School and Relocation of Dumas Technology Academy
m. Charles Sumner Math & Science Community Academy Elementary School regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
n. Enrico Fermi Elementary School and South Shore Fine Arts Academy regarding the Proposed Closure of Enrico Fermi Elementary School
o. Garfield Park Preparatory Academy Elementary School and Michael Faraday Elementary School regarding the Proposed Closure of Garfield Park Preparatory Academy Elementary School
p. Marcus Moziah Garvey Elementary School and Mount Vernon Elementary School regarding the Proposed Closure of Marcus Moziah Garvey Elementary School
q. Nathan R. Goldblatt Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
r. Walter Q. Gresham Elementary School and Kwame Nkrumah Academy Elementary School regarding the Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
s. Hope College Preparatory High School regarding the Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School
t. Matthew A. Henson Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School
u. Victor Herbert Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
v. Mahalia Jackson Elementary School and Fort Dearborn Elementary school regarding the Proposed Closure of Mahalia Jackson Elementary School
w. William H. King Elementary School and Jensen Elementary Scholastic Academy regarding the Proposed Closure of William H. King Elementary School
x. Alfred David Kohn Elementary School, Countee Cullen Elementary School, Langston Hughes Elementary School, and Mildred I. Lavizzo Elementary School regarding the Proposed Closure of Alfred David Kohn Elementary School

y. Robert H. Lawrence Elementary School and Burnham Elementary Inclusive Academy regarding the Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy

z. Guglielmo Marconi Elementary Community Academy and George W. Tilton Elementary School regarding the Proposed Closure of Guglielmo Marconi Elementary Community Academy

aa. Garrett A. Morgan Elementary School and William H. Ryder Math & Science Specialty Elementary School regarding the Proposed Closure of Garrett A. Morgan Elementary School

bb. Moses Montefiore Special Elementary School and Kate S. Buckingham Special Education Center regarding the Proposed Closure of Kate S. Buckingham Special Education Center

cc. Moses Montefiore Special Elementary School regarding the Proposed Closure of Near North Elementary School

dd. Luke O'Toole Elementary School and The Montessori School of Englewood Charter regarding the Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School

ee. Jesse Owens Elementary Community Academy and Samuel Gompers Fine Arts Options Elementary School regarding the Proposed Closure of Jesse Owens Elementary Community Academy

ff. Ignance Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignance Paderewski Elementary Learning Academy

gg. Nathaniel Pope Elementary School and James Weldon Johnson Elementary School regarding the Proposed Closure of Nathaniel Pope Elementary School

hh. Noble Street Charter – Gary Comer College Prep and Paul Revere Elementary School regarding the Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School

ii. Songhai Elementary Learning Institute and George W. Curtis Elementary School regarding the Proposed Closure of Songhai Elementary Learning Institute

jj. West Pullman Elementary School and Alex Haley Elementary Academy regarding the Proposed Closure of West Pullman Elementary School

kk. Granville T. Woods Math & Science Academy Elementary School and Perkins Bass Elementary School regarding the Proposed Closure of Granville T. Woods Math & Science Academy Elementary School

ll. Elihu Yale Elementary School and John Harvard Elementary School of Excellence regarding the Proposed Closure of Elihu Yale Elementary School

mm. Mary Mapes Dodge Elementary Renaissance Academy and Morton School of Excellence regarding the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

9. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified on March 22, 2013:

a. John P. Altgeld Elementary School and Daniel S. Wentworth Elementary School regarding Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School

b. Elaine O. Goodlow Elementary Magnet School and Charles W. Earle Elementary School regarding the Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

10. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, the following schools for the proposals specified:

a. Crispus Attucks Elementary School and Ludwig Van Beethoven Elementary School regarding the Proposed Phase-Out of Crispus Attucks Elementary School
b. John B. Drake Elementary School and Urban Prep Academy for Young Men – Bronzeville regarding Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
c. William J. & Charles H. Mayo Elementary School and Ida B. Wells Preparatory Elementary Academy regarding the Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
d. Anthony Overton Elementary School and Irvin C. Mollison Elementary School regarding the Proposed Closure of Anthony Overton Elementary School
e. Francis Parkman Elementary School and Jesse Sherwood Elementary School regarding the Proposed Closure of Francis Parkman Elementary School
f. Pershing West Middle School and John J. Pershing Elementary Humanities Magnet regarding the Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
g. Betsey Ross Elementary School and John Foster Dulles Elementary School regarding the Proposed Closure of Betsey Ross Elementary School
h. Austin O. Sexton Elementary School and John Fiske Elementary School regarding the Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
i. Williams Multiplex Elementary School and John B. Drake Elementary School regarding the Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
j. Williams Preparatory Academy Middle School and John B. Drake Elementary School regarding the Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School

11. On information and belief, K&M Printing printed and packaged for delivery letters and draft transition plans addressed to the parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, of the following schools for the proposals specified:

a. Louis Armstrong Math & Science Elementary School regarding the Proposed Closure of Louis Armstrong Math & Science Elementary School and Relocation of George Leland Elementary School
b. Horatio May Elementary Community Academy regarding the Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
c. Willa Cather Elementary School regarding the Proposed Closure of John Calhoun North Elementary School
d. Chicago Talent Development High School regarding the Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
e. Edward C. Delano Elementary School regarding the Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
f. Ana Roque de Duprey Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Ana Roque de Duprey Elementary School
g. Alexander von Humboldt Elementary School and Jose De Diego Elementary Community Academy regarding the Proposed Closure of Alexander von Humboldt Elementary School
h. Robert Emmet Elementary School and Edward K. Ellington Elementary regarding the Proposed closure of Robert Emmet Elementary School
i. Leif Ericson Elementary Scholastic Academy regarding the Proposed Closure of Leif Ericson Elementary Scholastic Academy
j. Helen M. Hefferan Elementary School regarding the Proposed Closure of Nathan R. Goldblatt Elementary School
k. Charles Evans Hughes Elementary School regarding the Proposed Closure of Matthew A. Henson Elementary School

l. Robert Nathaniel Dett Elementary School regarding the Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
m. Francis Scott Key Elementary School and Edward K. Ellington Elementary School regarding the Proposed Closure of Francis Scott Key Elementary School
n. Jean D. Lafayette Elementary School and Frederic Chopin Elementary School regarding the Proposed Closure of Jean D. Lafayette Elementary School
o. George Manierre Elementary School and Edward Jenner Elementary Academy of the Arts regarding the Proposed Closure of George Manierre Elementary School
p. Disney II Magnet School and Thurgood Marshall Middle School regarding the Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
q. Near North Elementary School regarding the Proposed Closure of Near North Elementary School
r. Belmont-Cragin Elementary School and Northwest Middle School regarding the Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
s. Elizabeth Peabody Elementary School and James Otis Elementary School regarding the Proposed Closure of Elizabeth Peabody Elementary School
t. Martin A. Ryerson Elementary School and Laura S. Ward Elementary School regarding the Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
u. Graeme Stewart Elementary School and Joseph Brennemann Elementary School regarding the Proposed Closure of Graeme Stewart Elementary School
v. Joseph Stockton Elementary School and Mary E. Courtenay Elementary Language Arts Center regarding the Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
w. Lyman Trumbull Elementary School, John T. McCutcheon Elementary School, James B. McPherson Elementary School, and Eliza Chappell Elementary School regarding the Proposed Closure of Lyman Trumbull Elementary School

12. On information and belief, letters addressed to the board members for Noble Street Charter Schools, Urban Prep Academies, Kwame Nkrumah Charter Academy, The Montessori School of Englewood, and Chicago Talent Development Charter High School were mailed to the charter school address on or about March 21, 2013 in connection with the following proposals:

a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
b. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men - Bronzeville
c. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
d. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
e. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School

13. On information and belief, letters addressed to the board members for Noble Street Charter Schools and KIPP Chicago College Prep Public Schools were sent via electronic mail to the Noble Street Charter School board president and KIPP Chicago College Prep Public Schools board president on or about March 21, 2013 in connection with the following proposals:

a. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
b. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
c. Proposed Co-Location of a new KIPP Middle School Campus with Hope College Preparatory High School

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Illinois Code of Civil Procedure, the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.

JEFF BROOM

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

PUBLIC HEARINGS ON THE PROPOSALS OF THE CHIEF EXECUTIVE OFFICER TO CLOSE, PHASE-OUT, AND CO-LOCATE SCHOOLS

AFFIDAVIT OF LEONARD LANGSTON

I, LEONARD LANGSTON, state as follows:

A. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

B. I am currently employed as the Chief of Staff for Public and Community Affairs at the Chicago Board of Education.

C. In connection with the proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, I sent notices to each school's State Senator, State Representative, and Chicago City Council Alderman. The notices were sent via electronic mail and included attached Notice Letters, dated March 21, 2013, and Draft Transition Plan.

D. The following electronic mail messages were sent on March 21, 2013:

1. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

2. In connection with the proposal to phase-out and close Crispus Attucks Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

3. In connection with the proposal to close Benjamin Banneker Elementary School and relocate Benjamin E. Mays Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6th Ward of the Chicago City Council, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.

4. In connection with the proposal to co-locate Belmont-Cragin Elementary School with Northwest Middle School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Luis Arroyo of the 3rd District of the Illinois Legislature, Alderman Ariel Reboyras of the 30th Ward of the Chicago City Council, and Alderman Emma Mitts of the 37th Ward of the Chicago City Council.

5. In connection with the proposal to close Mary McLeod Bethune Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

6. In connection with the proposal to close Arna Wendell Bontemps Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council.

7. In connection with the proposal to co-locate a new Noble Street Charter School campus with Bowen High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Marcus C. Evans, Jr. of the 33rd District of the Illinois Legislature, and Alderman Natashia L. Holmes of the 7th Ward of the Chicago City Council.

8. In connection with the proposal to close Kate S. Buckingham Special Education Center, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Natashia L. Holmes of the 7th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

9. In connection with the proposal to close John Calhoun North Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

10. In connection with the proposal to close Miriam G. Canter Middle School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Barbara Flynn Currie of the 25th District of the Illinois Legislature, Alderman William D. Burns of the 4th Ward of the Chicago City Council, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.

11. In connection with the proposal to co-locate Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

12. In connection with the proposal to co-locate a new Noble Street Charter School campus with George H. Corliss High School, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.

13. In connection with the proposal to close Edward C. Delano Elementary School and relocate Genevieve Melody Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

14. In connection with the proposal to co-locate Disney II Magnet School with Thurgood Marshall Middle School, I sent notice to the following elected officials: Senator Iris Y. Martinez of the 20th District of the Illinois Legislature, Representative Deborah Mell of the 40th District of the Illinois Legislature, Alderman Timothy M. Cullerton of the 38th Ward of the Chicago City Council, and Alderman Margaret Laurino of the 39th Ward of the Chicago City Council.

15. In connection with the proposal to co-locate Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, I sent notice to the following elected officials: Senator Patricia Van Pelt of

the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

16. In connection with the proposal to close Dumas Technology Academy and relocate James Wadsworth Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

17. In connection with the proposal to close Ana Roque de Duprey Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.

18. In connection with the proposal to close Robert Emmet Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

19. In connection with the proposal to close Leif Ericson Elementary Scholastic Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

20. In connection with the proposal to close Enrico Fermi Elementary School, I sent notice to the following elected officials: Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.

21. In connection with the proposal to close Garfield Park Preparatory Academy Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.

22. In connection with the proposal to close Marcus Moziah Garvey Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council.

23. In connection with the proposal to close Nathan R. Goldblatt Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.

24. In connection with the proposal to close Elaine O. Goodlow Elementary Magnet School and relocate Charles W. Earle Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.

25. In connection with the proposal to co-locate Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of

the 14th District of the Illinois Legislature, Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, Representative Elgie R. Sims, Jr. of the 34th District of the Illinois Legislature, Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council, and Alderman Michelle Harris of the 8th Ward of the Chicago City Council.

26. In connection with the proposal to close Matthew A. Henson Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

27. In connection with the proposal to close Victor Herbert Elementary School and relocate Robert Nathaniel Dett Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

28. In connection with the proposal to co-locate a new KIPP Middle School campus with Hope College Preparatory High School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

29. In connection with the proposal to close William J. & Charles H. Mayo Elementary School and relocate Ida B. Wells Preparatory Elementary Academy, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

30. In connection with the proposal to close Francis Scott Key Elementary School, I sent notice to the following elected officials: Senator Don Harmon of the 39th District of the Illinois Legislature, Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative Camille Y. Lilly of the 78th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

31. In connection with the proposal to close William H. King Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.

32. In connection with the proposal to close Alfred David Kohn Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.

33. In connection with the proposal to close Jean D. Lafayette Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.

34. In connection with the proposal to close Martin A. Ryerson Elementary School and relocate Laura S. Ward Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

35. In connection with the proposal to close Robert H. Lawrence Elementary School and relocate Burnham Elementary Inclusive Academy, I sent notice to the following elected officials: Senator Donne E. Trotter of the 17th District of the Illinois Legislature, Representative Marcus C. Evans of the 33rd District of the Illinois Legislature, and Alderman Natashia L. Holmes of the 7th Ward of the Chicago City Council.

36. In connection with the proposal to close Louis Armstrong Math & Science Elementary School and the relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

37. In connection with the proposal to close Mahalia Jackson Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.

38. In connection with the proposal to close George Manierre Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

39. In connection with the proposal to close Guglielmo Marconi Elementary Community Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Derrick Smith of the 10th District of the Illinois Legislature, and Alderman Jason C. Ervin of the 28th Ward of the Chicago City Council.

40. In connection with the proposal to close Horatio May Elementary Community Academy and relocate George Leland Elementary School, I sent notice to the following elected officials: Senator Kimberly A. Lightford of the 4th District of the Illinois Legislature, Representative La Shawn K. Ford of the 8th District of the Illinois Legislature, and Alderman Deborah L. Graham of the 29th Ward of the Chicago City Council.

41. In connection with the proposal to co-locate The Montessori School of Englewood Charter with Luke O'Toole Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.

42. In connection with the proposal to close Garrett A. Morgan Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Monique D. Davis of the 27th District of the Illinois Legislature, and Alderman Howard B. Brookins of the 21st Ward of the Chicago City Council.

43. In connection with the proposal to close Near North Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Alderman Walter Burnett of the 27th Ward of the Chicago City Council, and Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council.

44. In connection with the proposal to co-locate Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Leslie A. Hairston of the 5th Ward of the Chicago City Council.

45. In connection with the proposal to close Anthony Overton Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Pat Dowell of the 3rd Ward of the Chicago City Council.

46. In connection with the proposal to close Jesse Owens Elementary Community Academy, I sent notice to the following elected officials: Senator Napoleon Harris, III of the 15th District of the Illinois Legislature, Representative Thaddeus Jones of the 29th District of the Illinois Legislature, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.

47. In connection with the proposal to close Ignance Paderewski Elementary Learning Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Senator Martin A. Sandoval of the 11th District of the Illinois Legislature, Senator Steven M. Landek of the 12th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Representative Silvana Tabares of the 21st District of the Illinois Legislature, Representative Elizabeth Hernandez of the 24th District of the Illinois Legislature, and Alderman Ricardo Munoz of the 22nd Ward of the Chicago City Council.

48. In connection with the proposal to close Francis Parkman Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

49. In connection with the proposal to close Elizabeth Peabody Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.

50. In connection with the proposal to close Pershing West Middle School and Relocate John J. Pershing Elementary Humanities Magnet, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.

51. In connection with the proposal to close Nathaniel Pope Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.

52. In connection with the proposal to close Betsy Ross Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

53. In connection with the proposal to close Austin O. Sexton Elementary School and Relocate John Fiske Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

54. In connection with the proposal to close Songhai Elementary Learning Institute, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.

55. In connection with the proposal to close Graeme Stewart Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Representative Sara Feigenholtz of the 12th District of the Illinois Legislature and Alderman James Cappleman of the 46th Ward of the Chicago City Council.

56. In connection with the proposal to close Joseph Stockton Elementary School and relocate Mary E. Courtenay Elementary Language Arts Center, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman James Cappleman of the 46th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.

57. In connection with the proposal to close Lyman Trumbull Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman Patrick O'Connor of the 40th Ward of the Chicago City Council, Alderman Harry Osterman of the 48th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.

58. In connection with the proposal to close Alexander von Humboldt Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.

59. In connection with the proposal to close West Pullman Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council.

60. In connection with the proposals to close Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and relocate John B. Drake Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.

61. In connection with the proposal to close Granville T. Woods Math & Science Academy Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Andre M. Thapedi of the 32nd District of the Illinois Legislature, Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

62. In connection with the proposal to close Elihu Yale Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, Representative Mary E.

Flowers of the 31st District of the Illinois Legislature, Alderman Roderick T. Sawyer of the 6th Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

E. The following electronic mail messages were sent on March 22, 2013:

1. In connection with the proposal to co-locate John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.

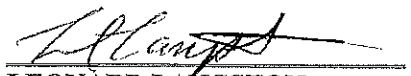
2. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent revised notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.

3. In connection with the proposal to close Elaine O. Goodlow Elementary Magnet School and relocate Charles W. Earle Elementary School, I sent revised notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.

4. In connection with the proposal to close Jesse Owens Elementary Community Academy, I resent notice to Senator Napoleon Harris, III of the 15th District of the Illinois Legislature.

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Illinois Code of Civil Procedure, the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.



LEONARD LANGSTON

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

PUBLIC HEARINGS ON THE PROPOSALS OF THE CHIEF EXECUTIVE OFFICER TO CLOSE, PHASE-OUT, AND CO-LOCATE SCHOOLS

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

2. I am currently employed as the Director of Web Services at the Chicago Board of Education.

3. On information and belief, copies of the List of Independent Hearing Officers for Hearings, compiled by the General Counsel, and the Draft Guidelines for School Actions, 2012-2013 School Year, for public comment, were published on the CPS website on October 31, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/qualityschools.aspx.

4. On information and belief, a copy of the final Guidelines for School Actions, 2012-2013 School Year, was published on the CPS website on November 30, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/2013GuidelinesforSchoolActions.aspx.

5. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans were published on the CPS website on March 21, 2013 at http://cps.edu/qualityschools/Pages/qualityschools.aspx. Notice letters and draft transition plans were published for the following proposals:
   a. Proposed Phase-Out and Closure of Crispus Attucks Elementary School
   b. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
   c. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
   d. Proposed Closure of Mary McLeod Bethune Elementary School
   e. Proposed Closure of Arna Wendell Bontemps Elementary School
   f. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
   g. Proposed Closure of Kate S. Buckingham Special Education Center
   h. Proposed Closure of John Calhoun North Elementary School
   i. Proposed Closure of Miriam G. Canter Middle School
   j. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
   k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
   l. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
   m. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
   n. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

o. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville
p. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School
q. Proposed Closure of Ana Roque de Duprey Elementary School
r. Proposed Closure of Robert Emmet Elementary School
s. Proposed Closure of Leif Ericson Elementary Scholastic Academy
t. Proposed Closure of Enrico Fermi Elementary School
u. Proposed Closure of Garfield Park Preparatory Academy Elementary School
v. Proposed Closure of Marcus Moziah Garvey Elementary School
w. Proposed Closure of Nathan R. Goldblatt Elementary School
x. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
y. Proposed Closure of Matthew A. Henson Elementary School
z. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
aa. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School
bb. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
cc. Proposed Closure of Francis Scott Key Elementary School
dd. Proposed Closure of William H. King Elementary School
ee. Proposed Closure of Alfred David Kohn Elementary School
ff. Proposed Closure of Jean D. Lafayette Elementary School
gg. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
hh. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
ii. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School
jj. Proposed Closure of Mahalia Jackson Elementary School
kk. Proposed Closure of George Manierre Elementary School
ll. Proposed Closure of Guglielmo Marconi Elementary Community Academy
mm. Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
nn. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
oo. Proposed Closure of Garrett A. Morgan Elementary School
pp. Proposed Closure of Near North Elementary School
qq. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
rr. Proposed Closure of Anthony Overton Elementary School
ss. Proposed Closure of Jesse Owens Elementary Community Academy
tt. Proposed Closure of Ignance Paderewski Elementary Learning Academy
uu. Proposed Closure of Francis Parkman Elementary School
vv. Proposed Closure of Elizabeth Peabody Elementary School
ww. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
xx. Proposed Closure of Nathaniel Pope Elementary School
yy. Proposed Closure of Betsy Ross Elementary School
zz. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
aaa. Proposed Closure of Songhai Elementary Learning Institute
bbb. Proposed Closure of Graeme Stewart Elementary School

ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
ddd. Proposed Closure of Lyman Trumbull Elementary School
eee. Proposed Closure of Alexander von Humboldt Elementary School
fff. Proposed Closure of West Pullman Elementary School
ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
jjj. Proposed Closure of Elihu Yale Elementary School

6. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members and draft transition plans were published on the CPS website on March 22, 2013 at http://cps.edu/qualityschools/Pages/qualityschools.aspx. Notice letters and draft transition plans were published for the following proposals:
   a. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
   b. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

7. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 6, 2013 community meetings detailed below were published on the CPS website on or before April 11, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
   a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 10:00am-12:00pm
   b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 10:00am-1:00pm
   c. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
   d. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 10:00am-12:00pm
   e. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 12:30pm-2:30pm
   f. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
   g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 10:00am-12:00pm
   h. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm
   i. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
   j. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
   k. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
   l. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm

m. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm

8. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 8, 2013 community meetings detailed below were published on the CPS website on or before April 13, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
   a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
   b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
   c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
   d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
   e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
   f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
   g. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
   h. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
   i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
   j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
   k. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
   l. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
   m. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
   n. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
   o. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
   p. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm

9. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 9, 2013 community meetings detailed below were published on the CPS website on or before April 14, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
   a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
   b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
   c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
   d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm

e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
h. Proposed Closure of Ignance Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
i. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 5:00pm-8:00pm
k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
l. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
m. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
o. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm

10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm

11. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 11, 2013 community meetings detailed below were published on the CPS website on or before April 16, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-8:00pm
c. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
d. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
e. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
f. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 7:30pm-9:30pm
g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 5:00pm-7:00pm
h. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
i. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
j. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
k. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
l. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm

12. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 12, 2013 community meetings detailed below were published on the CPS website on or before April 17, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm

d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
g. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
h. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
l. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
m. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
n. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
o. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm

13. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 13, 2013 community meetings detailed below were published on the CPS website on or before April 18, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:
a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 10:00am-12:00pm
b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 12:30pm-2:30pm
c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 10:00am-12:00pm
d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 12:30pm-2:30pm
e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 10:00am-12:00pm
f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 12:30pm-2:30pm
g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 10:00am-12:00pm
h. Proposed Closure of Ignance Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
i. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 10:00am-1:00pm
k. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm

l. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm

m. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm

n. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 10:00am-12:00pm

o. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 12:30pm-2:30pm

p. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm

q. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm

r. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm

14. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 15, 2013 community meetings detailed below were published on the CPS website on or before April 19, 2013 at http://cps.edu/qualityschools/pages/schools.aspx:

a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm

b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm

c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm

d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm

e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm

f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm

g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm

h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm

i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm

j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm

l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm

m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm

n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm

o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Illinois Code of Civil Procedure, the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.

JASON VAN PATTEN

CHICAGO SUN-TIMES

Publication Date: 04/03/2013

This E-Sheet(r) is provided as conclusive evidence that the ad appeared in the Chicago Sun-Times on the date & page indicated. You may not create derivative works, or in any way exploit or repurpose any content.

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Color Type:
Client Name:
Advertiser:
Section/Page/Zone: CLASSIFIED/053/
Description:

Public Notices | Public Notices

NOTICE
INVITATION TO BID
TO
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO

Sealed proposals, endorsed as below, will be deposited in the sealed bid depository located in the lobby of the Metropolitan Water Reclamation District Administration Building, 100 East Erie Street, Chicago, Illinois 60611, from the date of the Invitation to Bid, up to 11:00 A.M. on the bid opening date, and will be opened publicly by the Director of Procurement and Materials Management or her designee at 11:00 A.M. on the stated bid opening date below for:

CONTRACT 11-617-21
FURNISH, DELIVER AND INSTALL A STEAM LINE AT THE CALUMET WATER RECLAMATION PLANT

Estimated Cost: $800,000.00 Bid Deposit: $40,000.00
Mandatory Pre-Bid Site Walk Through: Tuesday, April 16, 2013 10:00 am Chicago Time Calumet WRP 400 E. 130th Street Chicago, Illinois

Mandatory Technical Pre-Bid Conference: Tuesday, April 16, 2013 11:00 am Chicago Time Calumet WRP 400 E. 130th Street Chicago, Illinois

Bid Opening: April 30, 2013

Compliance with the District's Affirmative Action Interim Ordinance Appendix D, Appendix C and the Multi-Project Labor Agreement are required on this contract.

CONTRACT 13-690-11
SERVICES TO REBUILD AC AND DC MOTORS TO VARIOUS SERVICE AREAS
Estimated Cost: $183,900.00 Bid Deposit: $9,200.00
Bid Opening: April 16, 2013

The above is an abbreviated version of the Notice- Invitation to Bid. A full version which includes a brief description of the project and/or service can be found on the District's website, www.mwrd.org Click the Contract Announcements quick link on the District's Home page.

Specifications, proposal forms and/or plans may be obtained from the Department of Procurement & Materials Management, Room 508, 100 East Erie Street, Chicago, Illinois 60611, Monday - Friday, between 8:45 a.m. and 4:15 p.m. Documents, unless stated above to the contrary, will be mailed in response to a fax request (312/751-3042). The vendor may also download specifications, proposal forms and/or plans online from the District's website, www.mwrd.org. No fee is required for the contract documents unless stated above.

The District assumes no responsibility for documents sent through the mail. Further, the District assumes no liability or responsibility for the failure or inability of any Bidder to successfully download any and all contract documents, including but not limited to specifications, proposal forms and/or plans, as a result of any type of technological computer and/or software system failure or breakdown that restricts, prohibits or prevents successful downloading of any and all District contract documents by the Bidder, whether caused by the District or other parties, directly or indirectly.

Proposals must be submitted on proposal forms. Proposal forms are to be placed in a envelope. The envelope shall indicate the contract number and date of bid opening. The Proposal shall conform to the terms and conditions of the Bidding Requirements attached thereto.

Bidders are to include with their proposal signed copies of any addenda, or acknowledge receipt of any addenda. If the District issued any addenda to this contract. Failure to do so may be cause for the rejection of any bid. If bidding documents are available online, any addenda issued for this contract will be available online at the District's website, www.mwrd.org. Addenda will also be mailed, delivered, or faxed to each person receiving a set of the contract documents and to such other prospective Bidders as shall have requested that they be furnished with a copy of the addenda.

Each proposal must be accompanied by a bid deposit in the form of cash (U.S. currency only), cashier's check, certified check or bid bond, as stated in the Bidding Requirements and instructions to Bidders contained in the contract document. The bid bond must be underwritten by a surety licensed to do business in the State of Illinois, listed in the latest copy of the Federal Register and approved by the Director of Procurement and Materials Management.

If after receipt of the Contract Documents there are any questions regarding procedural details, please contact the Department of Procurement and Materials Management at (312) 751-6643.

All Contracts for the Construction of Public Works are subject to the Illinois Prevailing Wage Act (820 ILCS 130/1-et.seq.), where it is stated in the Invitation to Bid Page.

Note: Prospective bidders are advised that the District makes no guarantee and assumes no responsibility for the late or timely delivery of any of these documents pertaining to the above contract(s) which are sent through the U.S. mail, including its mailroom.

The Metropolitan Water Reclamation District of Greater Chicago reserves the right to reject any or all Proposals if deemed in the public's best interest.

Metropolitan Water Reclamation District of Greater Chicago
By Darlene A. LoCascio
Director of Procurement and Materials Management

Chicago, Illinois
April 3, 2013

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NOTICE
REQUEST FOR PROPOSAL
TO
METROPOLITAN WATER RECLAMATION DISTRICT OF GREATER CHICAGO
ECONOMIC ADVISOR FOR RENEWABLE ENERGY PROJECTS
13-RFP-08

The Metropolitan Water Reclamation District of Greater Chicago ("District") requests proposals from prospective Proposer for the above captioned subject which is described in the 13-RFP-08 document.

Proposals are due Friday, May 3, 2013

Sealed proposals will be received until Friday, May 3, 2013 at 11:00 A. M. (Chicago time) at the bid depository safe in the lobby of the District's Administration Building, 100 East Erie Street, Chicago, Illinois 60611. No proposals will be accepted after 11:00 A. M. on the above scheduled due date. All proposals faxed, or electronically submitted, to the Metropolitan Water Reclamation District of Greater Chicago will be deemed non-responsive, rejected, and returned to the Proposer. Proposals transmitted by U.S. Mail or other delivery will be considered only when said proposals are in the bid depository safe at the time fixed for receiving said proposals. The District does not guarantee that proposals received by mail or other delivery will be deposited in the bid depository safe in time for the scheduled due date and time.

The objective of 13-RFP-08 is to provide MWRDGC management with economic and financial advisory expertise in the renewable energy market with emphasis on anaerobic digestion and biogas energy sector and possible consultation of other renewable energy sectors. This contract will be for a three year period.

A total of six (6) copies of the technical proposal must be submitted, one (1) original signature set and five (5) copies. One original set of the Cost Proposal documentation shall be submitted in a separate sealed envelope. Do not include the Cost Proposal in the six (6) copies. Proposals received in a format which is different from that described in this Request for Proposal will not be accepted.

All Proposers shall conform to all the terms and conditions of this Request for Proposal, as stated in this document. Failure to conform to the terms and conditions of the Request for Proposal will render the proposal non-responsive and ineligible for further consideration. A successful Proposer will be required to comply with all applicable Federal and State of Illinois Equal Opportunity Regulations, as required.

Questions regarding clarifications to this Request for Proposal may be addressed in writing to: Darlene A. LoCascio, Director of Procurement and Materials Management, 100 East Erie Street, Chicago, Illinois 60611, 312-751-6643 or fax number 312-694-2011. The last day to submit questions pertaining to this Request for Proposal is on the Friday prior to the proposal due date.

The estimated cost for the services is $90,000 for a three year period. There is no bid deposit required.

Copies of the Request for Proposal may be obtained at the District's Procurement and Materials Management Department, Room 508, 100 East Erie Street, Chicago, Illinois 60611 during normal business hours, 8:45 A.M. through 4:30 P.M., Monday through Friday. The Request for Proposal will be mailed in response to a fax request (312-751-3042). The Request for Proposal may also be downloaded online from the District's website, www.mwrd.org. No fee is required for the Request for Proposal 13-RFP-08.

The District assumes no responsibility for documents sent through the mail. Further, the District assumes no liability or responsibility for the failure or inability of any Bidder to successfully download any and all contract documents, including but not limited to specifications, proposal forms and/or plans, as a result of any type of technological computer and/or software system failure or breakdown that restricts, prohibits or prevents successful downloading of any and all District contract documents by the Bidder, whether caused by the District or other parties, directly or indirectly.

The District reserves the right to accept Request for Proposal or any parts thereof or to reject any and all Request for Proposals.

Metropolitan Water Reclamation District of Greater Chicago

By _____
Darlene A. LoCascio, Director of Procurement and Materials Management

Date of Advertisement: Wednesday, April 3, 2013

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Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF GRAEME STEWART ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Graeme Stewart Elementary School, located at 4525 North Kenmore Avenue. Should this action be approved the returning Stewart students will be welcomed at Joseph Brenneman Elementary School (Brenneman), located at 4251 North Clarendon Avenue. Community meetings will be held on Monday, April 8, 2013 from 5:00pm-7:00pm and Thursday, April 11, 2013 from 5:00pm-7:00pm at Roald Amundsen High School, located at 5100 North Damen Avenue. A public hearing will be held on Tuesday, April 16, 2013, from 5:30pm-7:30pm at the Central Offices of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534615

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF URBAN PREPARATORY ACADEMY FOR YOUNG MEN-BRONZEVILLE WITH JOHN B. DRAKE ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that, two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Urban Preparatory Academy for Young Men-Bronzeville, located at 2710 Dearborn with the John B. Drake Elementary School in a shared facility located at 2710 Dearborn. Should this action be approved, Urban Preparatory Academy for Young Men-Bronzeville and John B. Drake Elementary School will operate as separate, Independent schools while sharing the facility. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-8:00pm and Monday, April 15, 2013 from 5:00pm-8:00pm at Paul Laurence Dunbar Career Academy High School, located at 3000 South King Drive. A public hearing will be held on Friday, April 26, 2013 from 5:30pm-8:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 535256

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Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF MIRIAM G. CANTER MIDDLE SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Miriam G. Canter Middle School located at 4958 S. Blackstone Ave. Should this action be approved, all returning Canter students will be welcomed at Bret Harte Elementary School located at 1556 E. 55th St, or William H. Ray Elementary School located at 5631 S. Kimbard Ave. Community meetings will be held on Monday, April 8, 2013 from 5:00pm-7:00pm and Thursday, April 11, 2013 from 5:00pm-7:00pm at Roald Amundsen High School, located at 5100 North Damen Avenue. A public hearing will be held on Tuesday, April 16, 2013, from 5:30pm-7:30pm at the Central Offices of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534821

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF IGNANCE PADEREWSKI LEARNING ACADEMY

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Ignance Paderewski Learning Academy, located at 2221 South Lawndale Avenue. Should this action be approved the returning Paderewski students will be welcomed at Lazaro Cardenas Elementary School (Cardenas) located at 2345 south Millard Avenue (Cardenas), and Rosalio Castellanos Elementary School (Castellanos), located at 2524 South Central Park Avenue. Community meetings will be held on Tuesday, April 9, 2013 from 7:30pm-9:30pm and Saturday, April 13, 2013 from 12:30pm-2:30pm at Manley Career Academy, located at 3935 West Polk Street. A public hearing will be held on Friday, April 19, 2013, from 6:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534872

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Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF JEAN D. LAFAYETTE ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Jean D. Lafayette Elementary School, located at 2714 West Augusta Boulevard. Should this action be approved the returning Lafayette students will be welcomed at Frederic Chopin Elementary School (Chopin), located at 2450 West Rice Street. Community meetings will be held on Monday, April 8, 2013 from 7:30-9:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at Roberto Clemente Community Academy located at 1147 North Western Avenue. A public hearing will be held on Thursday, April 18, 2013, from 6:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534793

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF EDWARD C. DELANO ELEMENTARY SCHOOL AND RELOCATION OF GENEVIECE MELODY ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Edward C. Delano Elementary School at 3937 W. Wilcox St. Should this action be approved, all Delano students will be welcomed by Genevieve Melody Elementary School located at 3937 W. Wilcox St, which will be relocated to the current Delano facility. Thus, all Delano students will continue to attend school at 3937 W. Wilcox St., welcomed by the Melody administration, staff and students. Community meetings will be held on Wednesday, April 10, 2013 from 7:30pm-9:30pm and Monday, April 15, 2013 from 7:30-9:30 at Al Raby High School, located at 3545 West Fulton Boulevard. A public hearing will be held on Monday April, 29, 2013 from 5:30pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 535194

Public Hearings

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF ROBERT EMMET ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Robert Emmet Elementary School, located at 5500 W. Madison St. Should this action be approved the returning Emmet students will be welcomed at Oscar DePriest Elementary School, located at 139 S. Parkside Ave. and Edward K. Ellington Elementary School, located at 234 N. Parkside Ave. Community meetings will be held on Wednesday, April 10, 2013 from 7:30pm-9:30pm and Monday, April 15, 2013 from 7:30pm-9:30pm at Austin High School Campus, located at 231 North Pine Ave. A public hearing will be held on Wednesday, April 17, 2013, from 5:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 535245

CHICAGO PUBLIC SCHOOLS
NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CO-LOCATION OF MARY MAPES DODGE ELEMENTARY RENAISSANCE ACADEMY WITH MORTON SCHOOL OF EXCELLENCE

NOTICE IS HEREBY GIVEN that, two community meetings and a public hearing have been scheduled to receive public comment on the proposed co-location of Mary Mapes Dodge Elementary Renaissance Academy at 2651 W. Washington Blvd, with Morton School of Excellence in a shared facility located at 431 N. Troy St. Should this action be approved, Dodge and Morton will operate as separate, Independent schools while sharing the facility. Community meetings will be held on Monday, April 8, 2013 from 7:30pm-9:30pm and Friday, April 12, 2013 from 7:30pm-9:30pm at Al Raby High School, located at 3545 W. Fulton Blvd. A public hearing will be held on Monday, April 29, 2013 from 6:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534826

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Public Hearings

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF GUGLIELMO MARCONI ELEMENTARY COMMUNITY ACADEMY

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Guglielmo Marconi Elementary Community Academy, located at 230 North Kolmar Avenue. Should this action be approved the returning Marconi students will be welcomed at George Tilton Elementary School (Tilton), located at 223 North Keeler Avenue. Community meetings will be held on Tuesday, April 9, 2013 from 7:30-9:30pm and Saturday, April 13, 2013 from 12:30pm-2:30pm at Al Raby High School, located at 3545 West Fulton Boulevard. A public hearing will be held on Tuesday, April 16, 2013, from 4:00pm-10:00pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 534888

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF WILLIAMS PREPARATORY ACADEMY MIDDLE SCHOOL AND RELOCATION OF JOHN B. DRAKE ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Williams Preparatory Academy Middle School at 2710 S. Dearborn St. Should this action be approved, all Williams Preparatory Academy Middle School School students will be welcomed by John B. Drake Elementary School located at 2722 S. King Dr. which will be relocated to the current Williams Middle facility. Thus, all Williams students will continue to attend school at 2710 S. Dearborn St., welcomed by the Drake administration, staff and students. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-8:00pm and Monday, April 15, 2013 from 5:00pm-8:00pm at Paul Laurence Dunbar Career Academy High School, located at 3000 South King Drive. A public hearing will be held on Friday, April 26, 2013 from 5:30pm-8:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 535210

Public Hearings

CHICAGO PUBLIC SCHOOLS NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARING ON THE PROPOSED CLOSING OF WILLIAMS MULTIPLEX ELEMENTARY SCHOOL AND RELOCATION OF JOHN B. DRAKE ELEMENTARY SCHOOL

NOTICE IS HEREBY GIVEN that two community meetings and one public hearing have been scheduled to receive public comment on the proposed closing of Williams Multiplex Elementary School at 2710 S. Dearborn St. Should this action be approved, all William Elementary School students will be welcomed by John B. Drake Elementary School located at 2722 S. King Dr. which will be relocated to the current Williams Elementary facility. Thus, all Williams students will continue to attend school at 2710 S. Dearborn St., welcomed by the Drake administration, staff and students. Community meetings will be held on Wednesday, April 10, 2013 from 5:00pm-8:00pm and Monday, April 15, 2013 from 5:00pm-8:00pm at Paul Laurence Dunbar Career Academy High School, located at 3000 South King Drive. A public hearing will be held on Friday, April 26, 2013 from 5:30pm-8:30pm at the Central Office of the Board of Education of the City of Chicago, 125 South Clark Street, to receive public comment. The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first. Anyone wishing to speak at the community meetings and hearing must sign up beginning one hour before the designated start time and ending one hour after the start of the meeting or hearing at the designated location. 04/03/2013 535208

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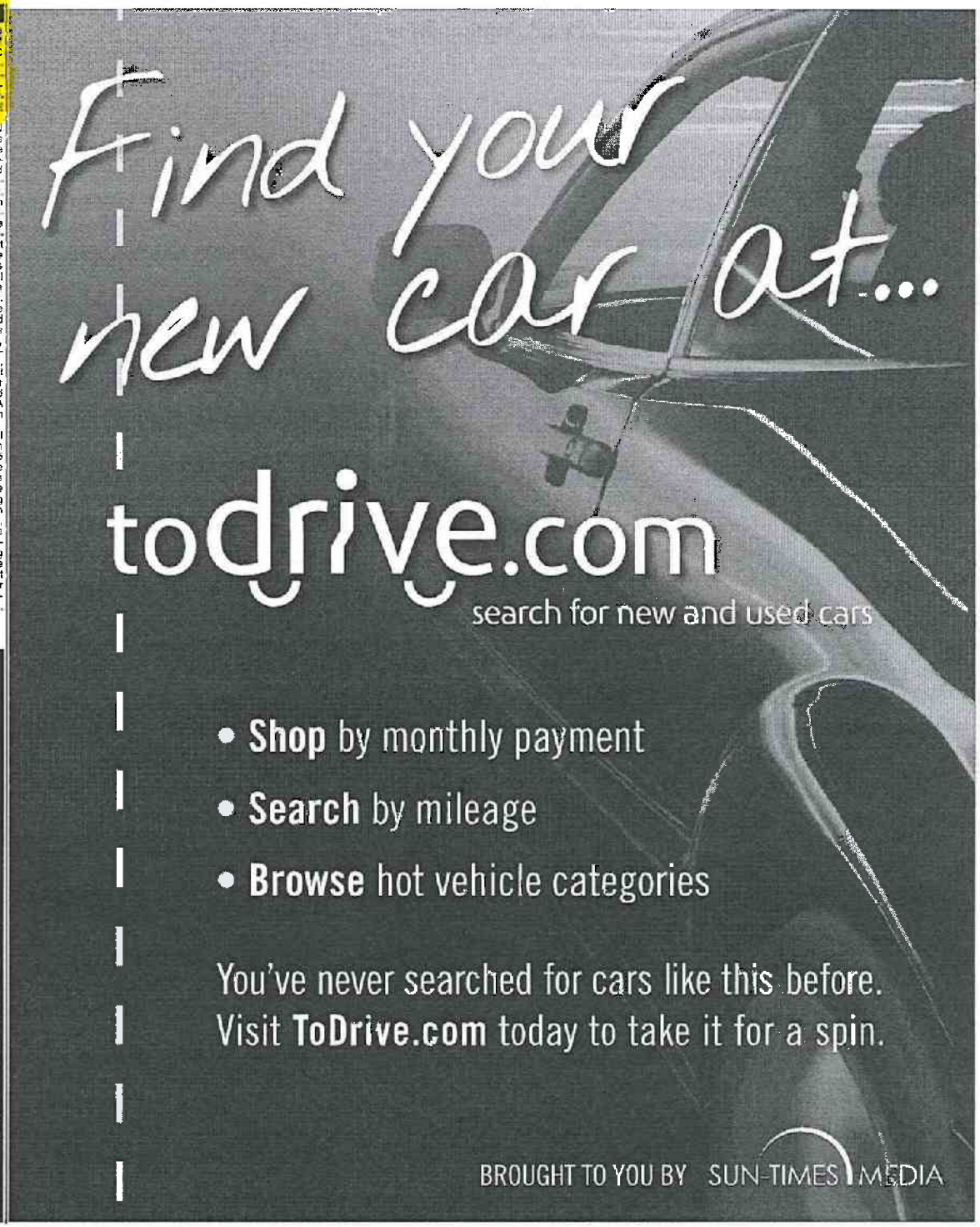

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Formerly cited as IL ST CH 122 ¶ 34-18

Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness
Chapter 105. Schools (Refs & Annos)
Common Schools
Act 5. School Code (Refs & Annos)
Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
➡➡ 5/34-18. Powers of the board

§ 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:

1. To make suitable provision for the establishment and maintenance throughout the year or for such portion thereof as it may direct, not less than 9 months, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and the physically disabled, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vocation and extension schools and lecture courses, and all other educational courses and facilities, including establishing, equipping, maintaining and operating playgrounds and recreational programs, when such programs are conducted in, adjacent to, or connected with any public school under the general supervision and jurisdiction of the board; provided that the calendar for the school term and any changes must be submitted to and approved by the State Board of Education before the calendar or changes may take effect, and provided that in allocating funds from year to year for the operation of all attendance centers within the district, the board shall ensure that supplemental general State aid funds are allocated and applied in accordance with Section 18-8 or 18-8.05. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;

2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;

3. To co-operate with the circuit court;

4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by

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teachers and pupils of the public schools;

5. To employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardians;

6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;

7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of the Consent Decree and Desegregation Plan cited in Section 34-1.01;

8. To approve programs and policies for providing transportation services to students. Nothing herein shall be construed to permit or empower the State Board of Education to order, mandate, or require busing or other transportation of pupils for the purpose of achieving racial balance in any school;

9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;

10. To employ non-teaching personnel or utilize volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be as-

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signed to such personnel;

10.5. To utilize volunteer personnel from a regional School Crisis Assistance Team (S.C.A.T.), created as part of the Safe to Learn Program established pursuant to Section 25 of the Illinois Violence Prevention Act of 1995, [FN1] to provide assistance to schools in times of violence or other traumatic incidents within a school community by providing crisis intervention services to lessen the effects of emotional trauma on individuals and the community; the School Crisis Assistance Team Steering Committee shall determine the qualifications for volunteers;

11. To provide television studio facilities in not to exceed one school building and to provide programs for educational purposes, provided, however, that the board shall not construct, acquire, operate, or maintain a television transmitter; to grant the use of its studio facilities to a licensed television station located in the school district; and to maintain and operate not to exceed one school radio transmitting station and provide programs for educational purposes;

12. To offer, if deemed appropriate, outdoor education courses, including field trips within the State of Illinois, or adjacent states, and to use school educational funds for the expense of the said outdoor educational programs, whether within the school district or not;

13. During that period of the calendar year not embraced within the regular school term, to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education;

14. To insure against any loss or liability of the board, the former School Board Nominating Commission, Local School Councils, the Chicago Schools Academic Accountability Council, or the former Subdistrict Councils or of any member, officer, agent or employee thereof, resulting from alleged violations of civil rights arising from incidents occurring on or after September 5, 1967 or from the wrongful or negligent act or omission of any such person whether occurring within or without the school premises, provided the officer, agent or employee was, at the time of the alleged violation of civil rights or wrongful act or omission, acting within the scope of his employment or under direction of the board, the former School Board Nominating Commission, the Chicago Schools Academic Accountability Council, Local School Councils, or the former Subdistrict Councils; and to provide for or participate in insurance plans for its officers and employees, including but not limited to retirement annuities, medical, surgical and hospitalization benefits in such types and amounts as may be determined by the board; provided, however, that the board shall contract for such insurance only with an insurance company authorized to do business in this State. Such insurance may include provision for employees who rely on treatment by prayer or spiritual means alone for healing, in accordance with the tenets and practice of a recognized religious denomination;

15. To contract with the corporate authorities of any municipality or the county board of any county, as the case may be, to provide for the regulation of traffic in parking areas of property used for school purposes, in such manner as is provided by Section 11-209 of The Illinois Vehicle Code, approved September 29, 1969, [FN2] as amended;

16. (a) To provide, on an equal basis, access to a high school campus and student directory information to the official recruiting representatives of the armed forces of Illinois and the United States for the purposes of informing students of the educational and career opportunities available in the military if the board has provided such access to persons or groups whose purpose is to acquaint students with educational or occupational opportunities available to them. The board is not required to give greater notice regarding the right of access to recruiting representatives than is given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

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(b) If a student or his or her parent or guardian submits a signed, written request to the high school before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the high school) that indicates that the student or his or her parent or guardian does not want the student's directory information to be provided to official recruiting representatives under subsection (a) of this Section, the high school may not provide access to the student's directory information to these recruiting representatives. The high school shall notify its students and their parents or guardians of the provisions of this subsection (b).

(c) A high school may require official recruiting representatives of the armed forces of Illinois and the United States to pay a fee for copying and mailing a student's directory information in an amount that is not more than the actual costs incurred by the high school.

(d) Information received by an official recruiting representative under this Section may be used only to provide information to students concerning educational and career opportunities available in the military and may not be released to a person who is not involved in recruiting students for the armed forces of Illinois or the United States;

17. (a) To sell or market any computer program developed by an employee of the school district, provided that such employee developed the computer program as a direct result of his or her duties with the school district or through the utilization of the school district resources or facilities. The employee who developed the computer program shall be entitled to share in the proceeds of such sale or marketing of the computer program. The distribution of such proceeds between the employee and the school district shall be as agreed upon by the employee and the school district, except that neither the employee nor the school district may receive more than 90% of such proceeds. The negotiation for an employee who is represented by an exclusive bargaining representative may be conducted by such bargaining representative at the employee's request.

(b) For the purpose of this paragraph 17:

(1) "Computer" means an internally programmed, general purpose digital device capable of automatically accepting data, processing data and supplying the results of the operation.

(2) "Computer program" means a series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

(3) "Proceeds" means profits derived from marketing or sale of a product after deducting the expenses of developing and marketing such product;

18. To delegate to the general superintendent of schools, by resolution, the authority to approve contracts and expenditures in amounts of $10,000 or less;

19. Upon the written request of an employee, to withhold from the compensation of that employee any dues, payments or contributions payable by such employee to any labor organization as defined in the Illinois Educational Labor Relations Act. [FN3] Under such arrangement, an amount shall be withheld from each regular payroll period which is equal to the pro rata share of the annual dues plus any payments or contributions, and the board shall transmit such withholdings to the specified labor organization within 10 working days from the time of the withholding;

19a. Upon receipt of notice from the comptroller of a municipality with a population of 500,000 or more, a county with a population of 3,000,000 or more, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or a housing authority of a municipality with a population of 500,000 or more that a debt is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago

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Transit Authority, or the housing authority by an employee of the Chicago Board of Education, to withhold, from the compensation of that employee, the amount of the debt that is due and owing and pay the amount withheld to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority; provided, however, that the amount deducted from any one salary or wage payment shall not exceed 25% of the net amount of the payment. Before the Board deducts any amount from any salary or wage of an employee under this paragraph, the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority shall certify that (i) the employee has been afforded an opportunity for a hearing to dispute the debt that is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority and (ii) the employee has received notice of a wage deduction order and has been afforded an opportunity for a hearing to object to the order. For purposes of this paragraph, "net amount" means that part of the salary or wage payment remaining after the deduction of any amounts required by law to be deducted and "debt due and owing" means (i) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority for services, work, or goods, after the period granted for payment has expired, or (ii) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority pursuant to a court order or order of an administrative hearing officer after the exhaustion of, or the failure to exhaust, judicial review;

20. The board is encouraged to employ a sufficient number of certified school counselors to maintain a student/counselor ratio of 250 to 1 by July 1, 1990. Each counselor shall spend at least 75% of his work time in direct contact with students and shall maintain a record of such time;

21. To make available to students vocational and career counseling and to establish 5 special career counseling days for students and parents. On these days representatives of local businesses and industries shall be invited to the school campus and shall inform students of career opportunities available to them in the various businesses and industries. Special consideration shall be given to counseling minority students as to career opportunities available to them in various fields. For the purposes of this paragraph, minority student means a person who is any of the following:

(a) American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment).

(b) Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

(c) Black or African American (a person having origins in any of the black racial groups of Africa). Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American".

(d) Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

(e) Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).

Counseling days shall not be in lieu of regular school days;

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22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

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;

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;

32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;

33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

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34. To establish a Labor Management Council to the board comprised of representatives of the board, the chief executive officer, and those labor organizations that are the exclusive representatives of employees of the board and to promulgate policies and procedures for the operation of the Council.

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.

In addition to the powers herein granted and authorized to be exercised by the board, it shall be the duty of the board to review or to direct independent reviews of special education expenditures and services. The board shall file a report of such review with the General Assembly on or before May 1, 1990.

CREDIT(S)

Laws 1961, p. 31, § 34-18, eff. July 1, 1961. Amended by Laws 1961, p. 500, § 1, eff. July 1, 1961; Laws 1963, p. 1107, § 1, eff. July 1, 1963; Laws 1963, p. 3264, § 1, eff. Aug. 21, 1963; Laws 1965, p. 1604, § 1, eff. July 15, 1965; Laws 1967, p. 395, § 1, eff. July 1, 1967; Laws 1967, p. 3304, § 1, eff. Aug. 21, 1967; Laws 1968, p. 430, § 1, eff. July 1, 1969; P.A. 76-1481, § 1, eff. Sept. 22, 1969; P.A. 77-717, § 1, eff. Aug. 12, 1971; P.A. 77-1187, § 1, eff. Aug. 19, 1971; P.A. 77-2829, § 60, eff. Dec. 22, 1972; P.A. 78-255, § 61, eff. Oct. 1, 1973; P.A. 78-881, § 1, eff. Oct. 1, 1973; P.A. 78-1297, § 58, eff. March 4, 1975; P.A. 79-597, § 1, eff. Oct. 1, 1975; P.A. 79-693, § 1, eff. Oct. 1, 1975; P.A. 79-791, § 1, eff. Sept. 5, 1975; P.A. 79-1366, § 49, eff. Oct. 1, 1976; P.A. 79-1454, § 60, eff. Aug. 31, 1976; P.A. 80-1412, § 1, eff. Aug. 31, 1978; P.A. 80-1495, § 53, eff. Jan. 8, 1979; P.A. 81-1508, § 13, eff. Sept. 25, 1980; P.A. 82-161, § 1, eff. Jan. 1, 1982; P.A. 82-543, § 1, eff. Sept. 16, 1981; P.A. 82-783, Art. III, § 64, eff. July 13, 1982; P.A. 83-797, § 1, eff. Sept. 24, 1983; P.A. 83-1014, § 22, eff. Jan. 1, 1984; P.A. 83-1362, Art. II, § 153, eff. Sept. 11, 1984; P.A. 84-662, § 1, eff. Sept. 20, 1985; P.A. 84-663, § 1, eff. Sept. 20, 1985; P.A. 84-1308, Art. II, § 172, eff. Aug. 25, 1986; P.A. 85-238, § 1, eff. Jan. 1, 1988; P.A. 85-410, § 1, eff. Jan. 1, 1988; P.A. 85-1209, Art. II, § 2-96, eff. Aug. 30, 1988; P.A. 85-1418, § 1, eff. May 1, 1989; P.A. 85-1440, Art. II, § 2-54, eff. Feb. 1, 1989; P.A. 86-124, § 1, eff. July 28, 1989; P.A. 86-623, § 1, eff. Jan. 1, 1990; P.A. 86-1002, § 2, eff. July 1, 1990; P.A. 86-1028, Art. II, § 2-83, eff. Feb. 5, 1990. Reenacted by P.A. 86-1477, § 2, eff. Jan. 11, 1991. Amended by P.A. 87-455, § 1, eff. Sept. 11, 1991; P.A. 88-89, Art. 2, § 2-5, eff. July 14, 1994; P.A. 88-511, § 45, eff. Nov. 14, 1993; P.A. 88-686, § 5, eff. Jan. 24, 1995; P.A. 89-15, § 5, eff. May 30, 1995; P.A. 89-397, § 5, eff. Aug. 20, 1995; P.A. 89-626, Art. 2, § 2-36, eff. Aug. 9, 1996; P.A. 90-22, § 15, eff. June 20, 1997; P.A. 90-548, 1st Sp.Sess., Art. 5, § 5-915, eff. Jan. 1, 1998; P.A. 92-109, § 23, eff. July 20, 2001; P.A. 92-527, § 5, eff. June 1, 2002; P.A. 92-724, § 5, eff. July 25, 2002; P.A. 93-3, § 5, eff. April 16, 2003; P.A. 93-1036, § 90, eff. Sept. 14, 2004; P.A. 96-105, § 5, eff. July 30, 2009; P.A. 97-227, § 60, eff. Jan. 1, 2012; P.A. 97-396, § 40, eff. Jan. 1, 2012; P.A. 97-813, § 230, eff. July 13, 2012.

Formerly Ill.Rev.Stat.1991, ch. 122, ¶ 34-18.

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

[FN3] 115 ILCS 5/1 et. seq.

[FN4] 325 ILCS 5/1 et. seq.

HISTORICAL AND STATUTORY NOTES

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Formerly cited as IL ST CH 122 ¶ 34-18

Section 2 of P.A. 77-717, provided:

"If any provision of this amendatory Act or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this amendatory Act which can be given effect without the invalid provision or application, and to this end the provisions of this amendatory Act are severable."

Section 90 of P.A. 96-105, provided:

"Section 90. The non-State agency parties that engaged in the negotiation of this Act shall, within 30 days after the effective date of this Act, enter into a memorandum of understanding, which shall include without limitation language whereby, through June 30, 2013, and subject to any legislative changes required by federal law, such parties shall not propose any changes to Article 27A of the School Code other than legislation to establish an independent, State-level, charter school authorizing entity".

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

Source. Laws 1909, p. 342, §§ 136, 137, 139; Laws 1917, p. 723, § 1; Laws 1929, p. 704, § 1; Laws 1931-32, 1st Sp.Sess., p. 128, § 1; Laws 1935, p. 1331, § 1; S.H.A., ch. 122, ¶¶ 159, 160, 162.

Laws 1945, p. 1331, § 34-17; Laws 1951, p. 501, § 1; Laws 1953, p. 1033, § 1; Laws 1955, p. 1186, § 1; Laws 1955, p. 2055, § 1; Laws 1957, p. 2863, § 1; Laws 1961, p. 1947, § 1; S.H.A. ch. 122, ¶ 34-17.

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

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Areas of education, see 105 ILCS 5/27-1.
Certification of teachers, see 105 ILCS 5/21-1b et seq.
Courses of study, control by superintendent, see 105 ILCS 5/34-8.
Lunch programs, equipment, see 105 ILCS 5/10-22.26.
Power of school board to contract for educational television, see 105 ILCS 5/10-22.30.

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Establishment clause, federally funded materials and equipment loaned to the public and private schools, direct aid to parochial schools, neutral availability, see People v. Brewer, 2000, 711 N.Y.S.2d 161, 95 N.Y.2d 793, 733 N.E.2d 233, 2000 WL 826371, Unreported.

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1. Constitutional issues

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 2664; Constitutional Law 2671; Constitutional Law 2751; Labor And Employment 1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 3599; Labor And Employment 1154

Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to

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avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Although nonteacher school employees had property interest in continued employment absent cause based on state law that conferred civil service status on union employees, they were not deprived of such interest without due process by act that removed unions' exclusive bargaining power with school district; legislative process created all procedural safeguards necessary to provide employees with due process. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Constitutional Law 4185

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with any procedural rights during rehiring process following economic layoff; section merely provided board with authority to promulgate such procedures as it saw fit, but section contained no mandatory language. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147.48

2. Legislative intent

Specific powers granted by legislature to board of education are not intended to exclude others requisite and proper to the development of a public school system, so long as exercise of assertedly requisite and proper power is not inconsistent with the code that governs school administration. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, Am. Federation of Teachers, App. 1 Dist.1975, 26 Ill.App.3d 806, 326 N.E.2d 158. Schools 55

3. Nature and scope of powers

Under Illinois law, school board has final policymaking authority regarding decisions to hire and fire teachers, for purposes of determining whether there was action by persons with that authority, for purposes of finding entity liable for civil rights violations under §§ 1983. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Civil Rights 1351(5)

Power vested in a school board and its superintendent by the school code is not absolute. Stasica v. Hannon, App. 1 Dist.1979, 27 Ill.Dec. 147, 70 Ill.App.3d 785, 388 N.E.2d 1110. Schools 55

The Board of Education of the City of Chicago is a body politic and corporate, created to carry out certain governmental functions in connection with the education of children of the School District of Chicago, and has only such powers as are expressly conferred upon it by the Legislature or such as may be necessary to carry into effect granted powers. Rosenheim, First Securities Co. of Chicago, Intervener v. City of Chicago, App.1956, 12 Ill.App.2d 382, 139 N.E.2d 856. Schools 55

A board of education can exercise no greater power than the legislature can confer upon it. Adams v. Brenan, 1898, 52 N.E. 314, 177 Ill. 194, 69 Am.St.Rep. 222. Schools 55

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Chicago Board of Education, like all municipal bodies has only such powers as are expressly given to it, or as result by fair implication from powers granted by statute giving board power to furnish schools with necessary fixtures, furniture and apparatus to maintain schools, and supply funds for salaries from school taxes, etc. Harris v. Kill, 1903, 108 Ill.App. 305.

4. Delegation of powers

Powers of a school board to control budgetary considerations and to set earlier closing dates are discretionary unto itself and may not be delegated. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Board of Education of City of Chicago did not improperly delegate its discretionary power to fix salaries of teachers when it entered into collective bargaining agreement and adopted specific annual salaries set forth therein and also adopted a budget. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local No. 1, 1981, 56 Ill.Dec. 653, 86 Ill.2d 469, 427 N.E.2d 1199.

Authority of board of education to contract for teachers' services is a discretionary power that cannot be delegated, through collective bargaining agreement or otherwise, to third party such as an arbitrator. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1542; Schools 55

5. Maintenance and development of schools

Power of board of education of city of Chicago to control and manage schools and to adopt rules and regulations necessary for that purpose as authorized by Const. 1870, Art. 8, § 1, and legislation adopted pursuant thereto, is ample and full, and exercise of discretion by board in determining what rules and by-laws are necessary to proper conduct and management of schools will not be interfered with or set aside by courts, in absence of clear abuse of power and discretion conferred. Favorite v. Board of Education of Chicago, 1908, 235 Ill. 314, 85 N.E. 402; Wilson v. Board of Education of Chicago, 1908, 233 Ill. 464, 84 N.E. 697, 13 Ann.Cas. 330.

Acquisition of funds for operation of school system is proper for maintenance and fullest development of an efficient school system. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 17

Under ¶ 162 of former chapter 122, incorporated in § 34-17, School Code of 1945, providing that a board of education shall exercise all powers that may be requisite or proper for maintenance and fullest development of an efficient public school system, Board of Education of Chicago was empowered to issue tax anticipation warrants. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 95(1)

This paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system, authorized board to make whatever provisions were necessary for appointment of district supervising engineer in compliance with civil service law, and, thus, inapplicability of city personnel code to school board and abolition of civil service commission did not make it legally impossible to make appointments in compliance with civil service law. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Officers And Public Employees 11.1

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Employment of personnel to operate and maintain physical plants of school buildings is necessary for proper maintenance and development of school system within meaning of this paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Schools 63(1)

6. Budget

School board had discretionary power under the School Code to control budgetary considerations and to set a closing date earlier than that set on the annual calendar so long as the minimum number of days had been met. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Not only is Board of Education of City of Chicago obligated by law to honor its contracts as would an individual, but it must practice sound management in planning its budget and in entering into contract and that duty necessitates setting duration of school year within financial limitations of the Board, entailing financial predictions by Board in setting of its school calendar and in contract drafting. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 80(1)

In light of a huge accumulated deficit and a reduction in anticipated revenue from both state aid and local property taxes, action of school board in closing schools one day early pursuant to its statutory authority, on a day when students were scheduled for only two hours, was neither arbitrary, discriminatory, nor unreasonable. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111.

Collective bargaining agreement requirement that salary schedules for teachers be subject to terms of appropriations contained in school budgets did not subject agreement to budget provision that no employee had right to continuous employment if it became necessary to lay him off for lack of funds and, once board made appropriation in budget, thereby implementing salary provisions of the agreement, board's contractual obligation to provide annual salaries was fixed. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1279

7. Employment contracts

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 2664; Constitutional Law 2671; Constitutional Law 2751; Labor And Employment 1154

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

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Although nonteacher school employees had property interest in continued employment absent cause based on state law that conferred civil service status on union employees, they were not deprived of such interest without due process by act that removed unions' exclusive bargaining power with school district; legislative process created all procedural safeguards necessary to provide employees with due process. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Constitutional Law 4185

Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 3599; Labor And Employment 1154

8. Bus contracts

School board's two percent local business preference for bus contracts had no proper legislative authority and was unconstitutionally arbitrary and capricious delegation of power to municipal unit. Best Bus Joint Venture v. Board of Educ. of City of Chicago, App. 1 Dist.1997, 224 Ill.Dec. 255, 288 Ill.App.3d 770, 681 N.E.2d 570. Constitutional Law 2437; Public Contracts 129

9. Subdistricts

A suit in mandamus to compel admission of colored children to certain school on ground that subdistricts established by board of education had been gerrymandered for racial reasons, was properly dismissed, where evidence showed no gerrymandering or racial discrimination. People ex rel. Warfield v. Board of Education of City of Chicago, App.1944, 55 N.E.2d 297, 323 Ill.App. 294. Mandamus 168(4)

10. Curriculum

Under this paragraph, Chicago School Board has power to create and maintain experimental education programs for Chicago public school children so long as methods so adopted are otherwise consistent with provisions of school code. Morton v. Board of Ed. of City of Chicago, App.1966, 69 Ill.App.2d 38, 216 N.E.2d 305. Schools 55

11. Textbooks

A resolution of the board of education of the city of Chicago, providing for free text-books for children of the first four grades of the elementary schools, was illegal and unauthorized, and enjoined at the petition of a taxpayer. Harris v. Kill, 1903, 108 Ill.App. 305.

12. Discipline of students

Even though student was not regularly employed, this paragraph and other paragraphs of School Code were not

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shown to prevent school board from transferring her to continuation school as disciplinary measure in case where her conduct could have been visited with suspension or expulsion. Betts v. Board of Ed. of City of Chicago, C.A.7 (Ill.)1972, 466 F.2d 629. Schools 169

13. School property, use of

Contracts involving the rental of school lands vitally affect the public interest and are to be construed liberally in favor of the public. Board of Ed. of City of Chicago v. Crilly, App.1941, 37 N.E.2d 873, 312 Ill.App. 16. Schools 65

14. Racial discrimination

Allegation, in complaint by school board and superintendent, that effect of statutory reduction in state aid was to discriminate against relatively poorer school districts such as Chicago merited consideration, but board did not have standing to protest alleged racial discrimination inasmuch as board was not member of the protected class of pupils, nor was superintendent of the board in any better position. Cronin v. Lindberg, 1976, 4 Ill.Dec. 424, 66 Ill.2d 47, 360 N.E.2d 360. Schools 114

Discrimination on account of color by establishing separate schools not allowed. People ex rel. Bibb v. Mayor of City of Alton, 1901, 61 N.E. 1077, 193 Ill. 309.

The free schools in the state are public institutions, and in their management and control the law contemplates that they should be so managed that all the children within the district, regardless of race or color, shall have equal and the same rights to participate in the benefits to be derived therefrom. Chase v. Stephenson, 1874, 71 Ill. 383. Schools 151

15. Desegregation plans

School desegregation decree would be terminated since consequences of segregation had been eliminated; there was no showing that unequal educational attainment was due to school board's past illegalities rather than other factors such as poverty, parents' education and employment, family size, parental attitudes and behavior, prenatal, neonatal, and child health care, peer-group pressures, and ethnic culture, and no showing that minority students were enrolling in advanced classes at a lower rate than white students because of school segregation. People Who Care v. Rockford Bd. of Educ., School Dist. 205, C.A.7 (Ill.)2001, 246 F.3d 1073, rehearing and rehearing en banc denied , on remand 2001 WL 755306. Schools 13(20)

Article 10, § 2 of the 1970 Constitution which grants Board of Education authority to establish goals, determine policies, and provide for planning and evaluating education programs did not authorize Board to enact rules relating to desegregation where legislature placed duty to prevent segregation in hands of local school boards. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511. Schools 13(8)

Though prospect of white flight and consequent resegregation could not justify failure to comply with a court decree ordering integration, where it was evident that voluntary action of school board was motivated by a good-faith effort to stabilize enrollments at high schools and to promote integration not only at those schools but also at alternative high schools designated under the segregation plans, racial quotas imposed were not intended to retard integration and to create racial imbalance at subject high schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Provision of the Illinois School Code investing the board of education with sufficient discretionary authority to

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achieve the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex or nationality must not be read as foreclosing the board from restricting the racial composition of the enrollment at a school within a particular attendance area where such a remedial measure achieves the prevention of de facto segregation in the public schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Student racial stabilization code instituted by board of education at high schools in district to prevent de facto racial segregation were statutorily and constitutionally permissible where, prior to implementation of plans, attendance areas for schools were rapidly changing in residential occupancy from white to black and trend in enrollments was toward segregated student bodies, whereas plans successfully arrested trend so that all high school students living in those attendance areas were provided with a meaningful and viable opportunity to attend an integrated high school. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

16. Religious instruction

Pupils cannot be compelled to join in religious worship. Reading Bible barred. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

The reading of the Bible, singing of hymns, and repeating of the Lord's Prayer in a public school constitutes the giving of sectarian instruction and was forbidden by the Constitution of the State. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

Mandamus against the board of directors of a school district is a proper method to compel the board to refrain from conducting religious exercises in the public schools. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

17. Fraternities or sororities

"Anti fraternity rule" of Board of Education of city of Chicago was valid exercise of board's power. Favorite v. Board of Education of Chicago, 1908, 85 N.E. 402, 235 Ill. 314.

Rule adopted by board of education of city of Chicago on recommendation of superintendent of schools after thorough investigation, requiring teachers to refuse public recognition to secret fraternities and sororities, to refuse to permit their meetings in school buildings, to allow name of school to be used by such organizations, and to refuse to allow any member of such societies to represent schools in any literary or athletic contest, or in any public capacity, and to inform parents of pupils that such societies were condemned, but not withdrawing from pupils who were members thereof any public school privileges, was neither unlawful nor unreasonable. Wilson v. Board of Education of Chicago, 1908, 84 N.E. 697, 233 Ill. 464, 13 Am.Ann.Cas. 330. Schools 172

18. Lay-offs

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with a substantive right to be rehired after an economic layoff; section was plainly an authorizing or enabling provision and did not contain any mandatory terms, and the legislature intended merely to confer a power which the board could exercise or not, as it saw fit, accordingly, section could not be the basis of a substantive right to be rehired after an economic layoff. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147.48

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Genuine issue of material fact as to whether school board properly delegated responsibility for making any or all of the determinations required by its policy in laying off tenured public school teachers and, if so, whether the party to whom authority was delegated acted in accordance with the policy, precluded summary judgment in favor of board in action brought by teachers challenging their terminations. Land v. Board of Educ. of City of Chicago, 2002, 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment 181(27)

Legislature clearly empowered the school board to lay off "employees." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 63(1)

"Employees," as used in statute empowering school board to lay off employees, embodies all persons who work for and are compensated by public schools, including tenured teachers. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 147.10

Five "honorably terminated" tenured public school teachers waived appellate review of claim that school board violated tenure laws by failing to first lay off temporary teachers, probationary teachers, or newly hired teachers, due to their failing to present any competent evidentiary matter to support assertion that they were laid off while temporary teachers, probationary teachers, or newly hired teachers were retained. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Appeal And Error 179(2)

Although school board could establish a layoff policy, as authorized by section of School Code, it could not through that policy delegate its absolute layoff power to school administrators. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 63(1)

Genuine issue of material fact as to whether school board or some other entity or person determined that tenured teachers should have been laid off precluded summary judgment in favor of board in action brought by teachers challenging their "honorable terminations." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment 181(27)

Tenured teachers were properly notified of their termination, as was required under due process clause and school board's layoff policy; terminations were not "for cause," so as to trigger hearing procedures contained in tenure statutes, and teachers conceded that they received written notice of termination from board within the prescribed 14-day period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Constitutional Law 4202; Schools 147.34(1)

Included in powers of school board is authority to lay off employees in good faith for lack of work or purposes of economy, but board's actions may not be arbitrary, discriminatory or unreasonable, and board must act in good faith in ordering layoff of employees. Perlin v. Board of Ed. of City of Chicago, App. 1 Dist.1980, 41 Ill.Dec. 294, 86 Ill.App.3d 108, 407 N.E.2d 792. Schools 63(1)

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Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

Male elementary school teacher could claim that school district wrongfully terminated him, under Illinois law, based on false charges that he improperly touched female first grade students, even though he sent letter of resignation, when letter came after district told him not to report for fall term and stopped paying him. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Schools 139

Failure of school board to explain why tenured physical education teacher was terminated precluded claim that he was validly dismissed for one of the reasons set forth in school termination policy. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools 147.9

Failure of terminated physical education instructor to allege that school officers terminated him in deliberate or reckless disregard of his constitutional rights, or that conduct causing deprivation took place at their direction or with their knowledge and consent, precluded wrongful termination suit against officers in their individual capacities. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools 63(3)

Public school district complied with procedures for "honorably terminating" tenured public school teachers; teachers were laid off because their teaching positions were closed and they received notification of the closings within the prescribed period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 147.34(1)

105 I.L.C.S. 5/34-18, IL ST CH 105 § 5/34-18

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Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
School Action and Facility Master Planning
→→ 5/34-200. Definitions

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

"Capital improvement plan" means a plan that identifies capital projects to be started or finished within the designated period, excluding projects funded by locally raised capital not exceeding $10,000.

"Community area" means a geographic area of the City of Chicago defined by the chief executive officer as part of the development of the educational facilities master plan.

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

"School closing" or "school closure" means the closing of a school, the effect of which is the assignment and transfer of all students enrolled at that school to one or more designated receiving schools.

"School consolidation" means the consolidation of 2 or more schools by closing one or more schools and reassigning the students to another school.

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

"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.

CREDIT(S)

Laws 1961, p. 31, § 34-200, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011. Amended by P.A. 97-813, § 230, eff. July 13, 2012.

HISTORICAL AND STATUTORY NOTES

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

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

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

105 I.L.C.S. 5/34-200, IL ST CH 105 § 5/34-200

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School Action and Facility Master Planning
→→ 5/34-225. School transition plans

§ 34-225. School transition plans.

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

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

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

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

(2) options to enroll in higher performing schools;

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

(4) the provision of appropriate transportation where practicable.

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

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

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

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CREDIT(S)

Laws 1961, p. 31, § 34-225, added by P.A. 97-473, § 5, eff. Jan. 1, 2012; P.A. 97-474, § 5, eff. Aug. 22, 2011. Amended by P.A. 97-813, § 230, eff. July 13, 2012; P.A. 97-1133, § 5, eff. Nov. 30, 2012.

HISTORICAL AND STATUTORY NOTES

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

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

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

P.A. 97-1133 incorporated the amendments by P.A. 97-473, P.A. 97-474, and P.A. 97-813.

105 I.L.C.S. 5/34-225, IL ST CH 105 § 5/34-225

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School Action and Facility Master Planning
→→ 5/34-230. School action public meetings and hearings

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

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

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

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

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

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

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

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

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

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

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

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(1) Convene at least one public hearing at the centrally located office of the Board.

(2) Convene at least 2 additional public hearings or meetings at a location convenient to the school community subject to the proposed school action.

(f) Public hearings shall be conducted by a qualified independent hearing officer chosen from a list of independent hearing officers. The general counsel shall compile and publish a list of independent hearing officers by November 1 of each school year. The independent hearing officer shall have the following qualifications:

(1) he or she must be a licensed attorney eligible to practice law in Illinois;

(2) he or she must not be an employee of the Board; and

(3) he or she must not have represented the Board, its employees or any labor organization representing its employees, any local school council, or any charter or contract school in any capacity within the last year.

(4) The independent hearing officer shall issue a written report that summarizes the hearing and determines whether the chief executive officer complied with the requirements of this Section and the guidelines.

(5) The chief executive officer shall publish the report on the district's Internet website within 5 calendar days after receiving the report and at least 15 days prior to any Board action being taken.

(g) Public meetings shall be conducted by a representative of the chief executive officer. A summary of the public meeting shall be published on the district's Internet website within 5 calendar days after the meeting.

(h) If the chief executive officer proposes a school action without following the mandates set forth in this Section, the proposed school action shall not be approved by the Board during the school year in which the school action was proposed.

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
School Action and Facility Master Planning
→→ 5/34-232. Proposed school action announcement and notice; 2012-2013 school year

§ 34-232. Proposed school action announcement and notice; 2012-2013 school year. 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.

CREDIT(S)

Laws 1961, p. 31, § 34-232, added by P.A. 97-1133, § 5, eff. Nov. 30, 2012.

105 I.L.C.S. 5/34-232, IL ST CH 105 § 5/34-232

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Chicago Public Schools Policy Manual

Title: SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE 2011-2012 SCHOOL YEAR
Section: 302.6A
Board Report: 10-0728-PO4 **Date Adopted:** July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2011-2012 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2011-2012 school year based on assessments administered in Spring 2011 and other performance data from prior school years. A school's accountability status from the 2010-2011 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

This policy sets out a systematic means for identifying schools in need of remedial assistance and increased oversight due to insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer ("CEO") to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance, or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

II. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school shall receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board.

Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

III. Definitions

Remediation: An accountability designation assigned to schools where the CEO determines that a school's budget or any amendment thereto may compromise the implementation of the school's No Child Left Behind Act (NCLB) Corrective Action measures or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial probation measures as described in this policy, including increased oversight, to address performance deficiencies.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean the rating for:

- an elementary school that obtains a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds (18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or
- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics, grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

ISAT: means the Illinois Standards Achievement Test.

ISAT Composite: means the composite score from ISAT Reading, Mathematics and Science test results.

PSAE: means the Prairie State Achievement Examination.

PSAE Composite: means the composite score from PSAE Reading, Mathematics and Science test results.

EPAS: means the series of three assessments (EXPLORE, PLAN and ACT) that are administered to high school students in the following order: (1) EXPLORE – administered to high school freshmen, (2) PLAN – administered to high school sophomores, and (3) ACT – administered to high school juniors.

Freshmen On-Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

One-Year Drop-out Rate: Shall mean the percentage of students who drop-out in a given year who have not previously dropped out.

Membership Days: Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8^{th} and 12^{th} graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Advanced Placement (AP) Class: Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

International Baccalaureate (IB) Class: Shall mean a college-level course approved by the International Baccalaureate Organization to be designated as an IB class in accordance with established requirements.
AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP class.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive an accountability status hereunder whereby the school shall be identified as either on Probation, in Good Standing or in Remediation, as further described herein.

B. Determinations

1. **Scoring Exceptions:** Schools that do not qualify for all points hereunder due to the following circumstances shall have their Achievement level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the CEO may remove the affected metric from consideration and the school will not get a score for that metric. ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

2. **Accountability Status Determination:** A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
   i. Elementary school minimum 2011 ISAT Composite score - 50% meeting or exceeding state standards
   ii. High school minimum 2011 PSAE Composite score - 10% meeting or exceeding state standards.

b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII as follows:
   i. A school that has been on Probation status for 2 or more consecutive years must receive a Level 1 or Level 2 rating for 2 consecutive years to be removed from Probation; or
   ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later.

Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.3.

3. **NCLB School Improvement Status:** For schools not on Probation but that have either "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any amendment thereto may compromise the implementation of the school's NCLB Corrective Action or Restructuring Plan.

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating score ranging from zero (0) to forty (42). For the 2011-2012 school year, the current status, trend and growth indicators and standards that determine an elementary school's performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT mathematics results. Current status is determined by averaging the school's ISAT mathematics results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or more of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment automatically earn 3 points regardless of improvement.

2. ISAT Reading – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT reading results. Current status is determined by averaging the school's ISAT reading results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT reading assessment automatically earn 3 points regardless of improvement.

3. ISAT Science – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT science results. Current status is determined by averaging the school's ISAT science results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT science assessment automatically earn 3 points regardless of improvement.

4. ISAT Composite - All Grades – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in all grades who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for all students with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

5. ISAT Composite – Highest Grade Students – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for students in the highest grade with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

6. Attendance – 6 possible points

a. Current Status - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
93%-94.9% attendance rate	=	2 points
90%-92.9% attendance rate	=	1 point
Under 90% attendance rate	=	0 points

b. Trend - An elementary school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points

Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

7. Value-Added – ISAT Reading – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT reading and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

8. Value-Added - ISAT Mathematics – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT mathematics and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

B. <u>High School Indicators, Standards and Scoring</u>

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend, and growth indicators and standards that determine a high school's performance score shall be as follows:

1. One-Year Drop-Out Rate – 6 possible points

a. Current Status - A high school shall be evaluated on its one-year drop-out rate averaged from the two most recent school years. To determine current status, a school's one-year drop-out rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

2% or less drop out in one year	=	3 points
2.1% - 6% drop out in one year	=	2 points
6.1% - 10% drop out in one year	=	1 point
More than 10% drop out in one year	=	0 points

b. Trend – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 one-year drop-out rate of more than 0.5%, points are earned as follows:

No reduction	=	0 points
Reduction of at least 0.1 but under 1.0 percentage points	=	1 point
Reduction of at least 1.0 but under 3.0 percentage points	=	2 points
Reduction of at least 3.0 percentage points	=	3 points

- Schools with a 2010-2011 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

2. Freshmen On-Track – 6 possible points

a. Current Status – A high school shall be evaluated on its Freshmen On-Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On-Track rates for the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track	=	3 points
60%-79.9% on track	=	2 points
45%-59.9% on track	=	1 point
Less than 45% on track	=	0 points

b. Trend – A high school shall be evaluated on improvement of its Freshmen On-Track rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2010-2011 Freshman On-Track rate of 0%-89.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. ACT Score – 6 possible points

a. Current Status – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2010 PSAE administration and during the Spring 2011 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more	=	3 points
Average ACT score is at least 18, but less than 20	=	2 points
Average ACT score is at least 16, but less than 18	=	1 point
Average ACT score is less than 16	=	0 points

b. Trend – A high school shall be evaluated on improvement of its average ACT score. Improvement trend is determined by comparing the 2011 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2011 average ACT score of 0-22.9, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points

- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE reading results averaged from the two most recent school years. To determine current status, the school's PSAE reading results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. *PSAE Science Score– 2 possible points*

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE science results averaged from the two most recent school years. To determine current status, the school's PSAE science results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE science assessment automatically earn 1 point regardless of improvement.

7. *Attendance – 6 possible points*

a. Current Status - A high school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's attendance rates from the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
90%-94.9% attendance rate	=	2 points
85%-89.9% attendance rate	=	1 point
Under 85% attendance rate	=	0 points

b. Trend - A high school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

8. *Students Enrolled in AP or IB Classes – 3 Possible Points*

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP or IB class. Improvement trend is determined by comparing the 2010-2011 enrollment

percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 AP/IB enrollment rate of 0%-34.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2010-2011 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

9. *Students Scoring 3+ on AP Exams or 4+ on IB Exams – 3 Possible Points*

Trend – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam, or are enrolled in IB classes that score 4+ on at least one IB exam. Improvement trend is determined by comparing the 2010-2011 AP/IB success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 1.0 percentage points	=	1 point
Improvement of at least 1.0 but under 3.0 percentage points	=	2 points
Improvement of at least 3.0 percentage points	=	3 points

- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011 earn 3 points regardless of improvement.

10. *Students Making Expected EPAS Reading Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15th district-wide percentile	=	0 points

11. *Students Making Expected EPAS Mathematics Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15th district-wide percentile	=	0 points

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after school performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section IV.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the CEO. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action measures and/or Restructuring plan.

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools. For schools with a federal school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the development and full implementation of the school's NCLB Corrective Action measures and/or Restructuring plan, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of federal school improvement plans. Thereafter, any amendments to the school improvement plan or budget shall be approved by the CEO or designee.

Except when otherwise specified by the CEO, the Chief Area Officer (CAO) and CAO designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their Area to be addressed in the school improvement plan and budget presented to the Board for approval.

2. Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures: Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

a. Ordering new local school council elections;
b. Removing and replacing the principal;
c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;
e. Intervention under Section 34-8.4 of the Illinois School Code;
f. Operating an attendance center as a contract turnaround school;
g. Closing of the school; or
h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

A. The Chief Executive Officer shall remove from Probation any school that no longer meets the criteria established by the Board for a Probation status as follows:

1. Except as provided in Section VII.B below, schools in their first year of Probation status during the 2010-2011 school year shall be removed from probation if they achieve Achievement Level 1 or Achievement Level 2 rating hereunder.

2. Except as provided in Section VII.B below, schools in their second or later year of probation status during the 2010-2011 school year must show sustained academic improvement with two consecutive years of Achievement Level 1 or Achievement Level 2 ratings to be removed from Probation.

B. Notwithstanding anything herein to the contrary, for schools where the Board has taken action under 105 ILCS 5/34-8.3(d)(2) or (4), the school will remain on Probation until such time as the school makes Adequate Yearly Progress for two consecutive years or until a period of five (5) years has passed since the Board took such 8.3(d)(2) or (4) action, whichever occurs later.

Amends/Rescinds:	Adopted 10-0728-PO4 (2011-2012 School Year)
Cross References:	10-0728-PO3; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2; 06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2
Legal References:	105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

Chicago Public Schools Policy Manual

Title: SHARED FACILITY POLICY
Section: 410.7
Board Report: 05-0126-PO1
Date Adopted: February 23, 2005

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board of Education (the "Board") adopt a new Shared Facility Policy.

POLICY TEXT:

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; (2) A school may move into an unoccupied or newly constructed CPS building in one year with an additional school or schools entering the building in subsequent years; (3) Two or more

schools may move into an unoccupied or newly constructed CPS building in the same year; (4) A school may move into an unoccupied or newly constructed CPS building with a community organization or other entity.

A "Campus" is the physical building and adjoining or related grounds and facilities to be used as a Shared Facility.

A "Campus Manager" is a CPS administrator responsible for overseeing general operations on Campus, facilitating the sharing of space among the individual schools in a shared facility and the maintenance of agreed upon common areas on the campus. The Campus Manager is hired by the Chief Executive Officer ("CEO") or his designee and is compensated by the Board, not the individual schools in a shared facility.

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

Beginning in fiscal year 2005, the Shared Facility Policy shall apply to all schools housed in a CPS Shared Facility, regardless of whether the school is a charter school, contract school, performance school, small school or other CPS school. However, where a CPS Shared Facility is comprised solely of more than one charter school or contract school or a combination of contract and charter schools, the extent to which this policy applies shall be governed by each individual school's charter agreement or contract school performance agreement and lease agreement.

Those schools housed in a shared facility prior to fiscal year 2005 shall have one-hundred and eighty (180) days following the adoption of this Policy to submit a Memorandum of Understanding and Sharing Agreement referenced in Section VI. The CEO shall determine the applicability of Section VII following each school's submission of the required Memorandum of Understanding and Sharing Agreement.

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.

VI. Memorandum of Understanding and Sharing Agreement

Prior to the occupation of a CPS facility by two or more individual schools, the schools shall submit a Memorandum of Understanding and fully executed Sharing Agreement to the Campus Manager. The Campus Manager shall submit both documents to the CEO or his designee.

A. **Memorandum of Understanding ("MOU").** A MOU shall be prepared by and shall be binding on all individual schools sharing a CPS facility. The MOU may be amended annually to accommodate changed circumstances or agreements between the individual schools. All MOUs shall include the following components:

1. Memorialization of Mutually Agreed Upon Principles. This section of the MOU shall state the overarching principles by which the individual schools shall operate as a whole.

2. Understanding of Campus Manager Roles and Responsibilities. This section of the MOU shall set forth an outline of how the facility itself shall be governed and details the scope of the Campus Manager's roles and responsibilities under this Policy and any additional duties or responsibilities the parties agree shall be handled by the Campus Manager.

3. Plan for Regular Communication Among Schools. This section of the MOU shall set forth a mechanism for regular communication among the individual schools and with the Campus Manager and a process for the equitable resolution of any conflicts.

B. **Sharing Agreement.** The MOU shall also include, as an addendum, a Sharing Agreement that is signed by representatives from each school. The Sharing Agreement shall identify what portions of the campus shall be occupied by each school and what portions of the campus shall be shared or designated as common areas. The Sharing Agreement shall also include a labeled blueprint or map of the Campus which details the space to be utilized by each individual school.

Any amendment or alteration to the MOU or Sharing Agreement must be memorialized in writing and submitted to the Campus Manager.

VII. Management of Shared Facility

As owner of the CPS building that is shared by individual schools, the Board has the ultimate responsibility to ensure that the facility is properly maintained, that it is shared equitably among each occupant and that any administrative issues or disputes among the individual schools in a building are resolved in a fair and efficient manner.

A. **Campus Manager.** For each Shared Facility, CPS shall designate an individual to carry out certain functions that relate to the Shared Facility. CPS' experience in existing shared facility arrangements indicates that schools benefit from sharing a single administrator who is ultimately responsible for the operation and maintenance of the Campus and for the mediation and resolution of disagreements between schools. The Campus Manager or other individual designated by the CEO is available to mitigate the inevitable challenges individual schools at a Shared Facility will face and ultimately allow the individual school leaders to focus on the independent educational mission of each school. This individual will work simultaneously to support each individual school and to serve as a facilities coordinator for the entire Campus. This individual will also be uniquely suited to serve as a neutral facilities coordinator and will be guided by the comprehensive space analysis and the facility occupants' MOU and Sharing Agreement.

The CEO or his designee may hire a Campus Manager or may elect to designate another individual or entity to handle the Shared Facility functions. Any individual designated to fulfill the Campus Manager role shall be hired and supervised by the CEO or his designee.

Whenever practicable, the individual school(s) shall be provided an opportunity to interview candidates being considered for the Campus Manager position at their Shared Facility and to submit a recommendation to the CEO or his designee as to each candidate.

Each Campus Manager or individual designated by the CEO shall have specific duties as determined by the individual's skills and experience and the needs of the individual schools at each Shared Facility. However, unless otherwise agreed to by the individual schools, memorialized in the MOU and sharing agreement and approved by CPS, this person's general responsibilities will include:

1. Oversight and general responsibility for the operation and maintenance of the Shared Facility.

2. Management and supervision of shared staff members.

3. Management of shared facility budget and shared expenditures.

4. Serve as liaison between the Shared Facility and central office on shared maintenance and operations issues.

5. Implementation and execution of the Sharing Agreement.

6. Mediation and resolution of disputes among the individual schools at a Shared Facility.

The Campus Manager or other individual designated to handle these responsibilities will be subject to annual performance reviews conducted by each of the individual schools at a Shared Facility. The performance reviews shall be submitted to the CEO or his designee and shall be considered during a Campus Manager's overall evaluation.

B. **Shared Staff.** Unless otherwise agreed to by individual schools at a Shared Facility, memorialized in a MOU and Sharing Agreement and approved by the CEO or his designee, the individual designated to fulfill the Campus Manager role shall be responsible for the supervision and oversight of the following functions:

1. engineering for the shared facility
2. safety and security for the shared facility

3. custodial services for the shared facility
4. clerical services for the shared facility
5. lunchroom or cafeteria services
6. technology infrastructure for the shared facility
7. coordination of individual school schedules and shared use of facility

To enable the Campus Manager or other individual to carry out the aforementioned responsibilities, unless otherwise agreed to by individual schools, memorialized in a MOU and Sharing Agreement and approved by the CEO or his designee, the Campus Manager shall hire and supervise a Shared Facility engineer, Shared Facility custodial personnel, Shared Facility clerical personnel, Shared Facility lunchroom or cafeteria personnel and other shared facility personnel.

Nothing in this Policy shall prevent the individual schools at a Shared Facility from utilizing independent funds and agreeing to hire individual staff or additional shared staff to meet the unique needs of their students and staff. The Board encourages those schools at a Shared Facility to consider the potential benefits of sharing both operations and educational staff where appropriate and all schools agree.

C. **Shared Expenses.** All individual schools at a Shared Facility shall contribute to the payment of shared expenses on an equitable basis. All anticipated shared expenses shall be described in the Memorandum of Understanding and Sharing Agreement and, unless otherwise indicated in the MOU and Sharing Agreement, shall include the compensation of all shared facility personnel, except the Campus Manager. Each individual school shall be billed for its portion of the shared expenses.

Individual schools may also be required to contribute to the payment of additional shared expenses such as utilities, grounds maintenance and insurance. For charter schools and other schools who possess budget autonomy, payment for these shared expenses may be included in a school's rent.

D. **Charter Schools in a Shared Facility.** Charter Schools are independently operated public schools approved and certified under the Illinois Charter Law, Illinois School Code, 105 ILCS 5/27A. Nothing in this Policy shall be read to alter or amend the rights and responsibilities granted to Charter Schools under the Charter Schools Law. However, a Charter School opting to locate within a Shared Facility shall enter into a lease agreement with the Board of Education and shall be bound by the terms of that agreement. Accordingly, as a party to the lease agreement, a Charter School may be required to utilize certain services and contribute to the payment of certain shared expenses.

Nothing in this Policy shall be read to require a Charter School to relinquish the autonomy granted to it by the Charter Schools Law or to prevent a Charter School from retaining its own personnel or additional personnel to perform non-Shared Facility services or from agreeing with other individual schools at a Shared Facility to retain independent or additional personnel to perform Shared Facility services. Any such agreement must be memorialized in the Shared Facility Memorandum of Understanding and Sharing Agreement.

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.

Amends/Rescinds: 05-0126-PO1 (Adopted February 23, 2005)
Cross References:
Legal References: Illinois Charter Schools Law, Illinois School Code, 105 ILCS 5/27A.

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 30[1].

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.

[1] See 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)[2].

[2] Calculating School Capacity: Local, State & National Perspectives, CEFPI Workshop, October 6, 2007

Total # of Classrooms Within Main Facility	# of Allotted Homeroom Classrooms[1]	# of Allotted Ancillary Classrooms[2]	Enrollment Efficiency Range			Maximum Facility Capacity Aka Design Capacity[4]
			-20% of Ideal	Ideal Program Enrollment[3]	+20% of Ideal	
26	20	6	480	600	720	780
39	30	9	720	900	1,080	1,170
52	40	12	960	1,200	1,440	1,560

[1] equal to 76.9% of Total # of Classrooms Within Main Facility

[2] equal to Total # of Classrooms Within Main Facility less # of Allotted Homeroom Classrooms

[3] equal to # of Allotted Homeroom Classrooms X 30

[4] equal to Total # of Classrooms Within Main Facility X 30

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)[3].

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

D. High Schools - Calculations

Total # of Classrooms Within Main Facility	Enrollment Efficiency Range			Maximum Facility Capacity Aka Design Capacity[1]
	-20% of Ideal	Ideal Program Enrollment[2]	+20% of Ideal	
30	576	720	864	900
50	960	1,200	1,440	1,500
70	1,344	1,680	2,016	2,100

[1] equal to Total # of Classrooms Within Main Facility X 30

[2] equal to 80% of Maximum Facility Capacity

E. Alternate Approaches

Alternate approaches were considered regarding model type. Some models make distinctions for different subject matter. The conclusion was that wide variability in program type does not make such a model dependable across the entire system

CPS finds the classroom-centric methodology on which the Guidelines are based to be significantly more sound and reliable than alternative models such as Building Gross Square Footage (GSF) models, where space utilization is measured on the basis of gross square footage per enrolled student. The conclusion was that wide variability among building types and ratios of non-instructional spaces to instructional spaces does not render an equitable or reliable measure of space utilization.

For example, School A and School B have identical gross square footages of 100,000 sq. ft. but School A has 43 classroom spaces and School B has 35 classroom spaces (School B may have wider hallways or a larger auditorium). Under the Building GSF model, these schools have equal capacity despite the significant difference in instructional spaces present in each building.

III. Other Circumstances

Main/Permanent Space vs. Temporary Space

CPS defines Main/Permanent Space as classrooms present within a CPS Board-owned structure built with a fixed foundation that has permanently attached walls, roof, and floor that cannot be moved or transported either as a unit or in sections. Approximately 85 schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased facilities. While these temporary classrooms are necessary in most cases to prevent overcrowding, they are not incorporated into the school's total classroom count for the purpose of establishing Ideal Enrollment.

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 than established in accordance with the existing methodology.

In-Area Enrollment vis-a-vis Out-of-Area Enrollment

For elementary and high schools with traditional geographic attendance area boundaries (e.g., neighborhood schools), CPS is compelled to measure the school's actual enrollment efficiency, based on total enrollment relative to capacity, as well as the school's notional enrollment efficiency, based on the percentage of enrollment consisting of students residing within that school's attendance area boundary. As explained further in Appendix A, the notional enrollment efficiency rating assists the District in determining the extent to which a neighborhood school's efficiency or inefficiency relates to a high or low number of out-of-area students enrolled relative to the facility's capacity.

II. 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.

III. Conclusion

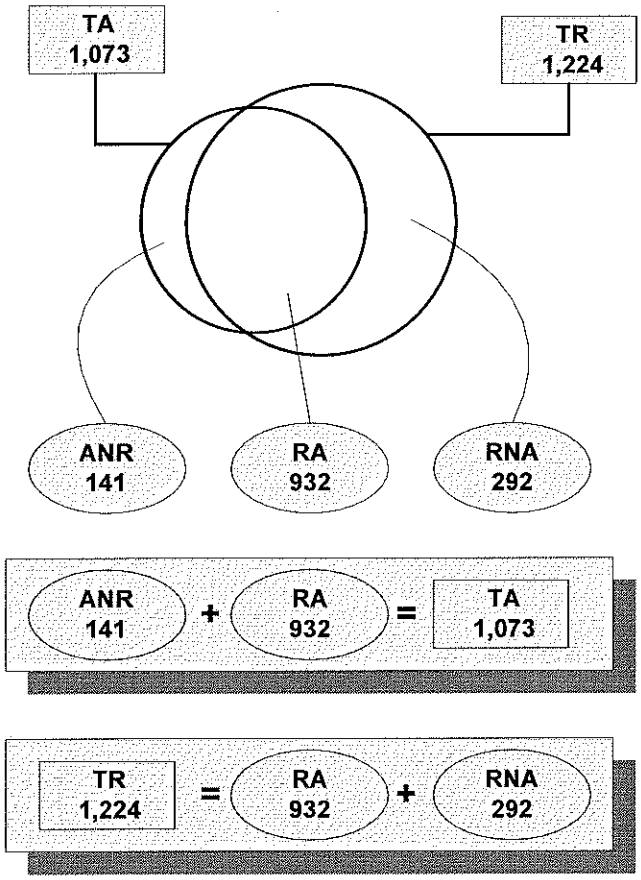
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities 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.

Appendix A

Key School Demographics Statistics and Indicators

For the statistics and diagrams identified below, six examples are used to help explain the meaningful relationships between school demographics and enrollment efficiency.

Example - School A



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School A is 1,073.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School A's attendance boundary is 1,224.

Residing and Attending (RA): The total number of students that reside INSIDE School A's attendance area and are enrolled in School A is 932. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School A's enrollment (87%) or as a percentage of TR (76%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School A's attendance area and are enrolled in School A is 141. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School A's enrollment (13%).

Residing, Not Attending (RNA): The total number of students that reside inside of School A's attendance area and are NOT enrolled in School A is 292. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School A's TR (24%).

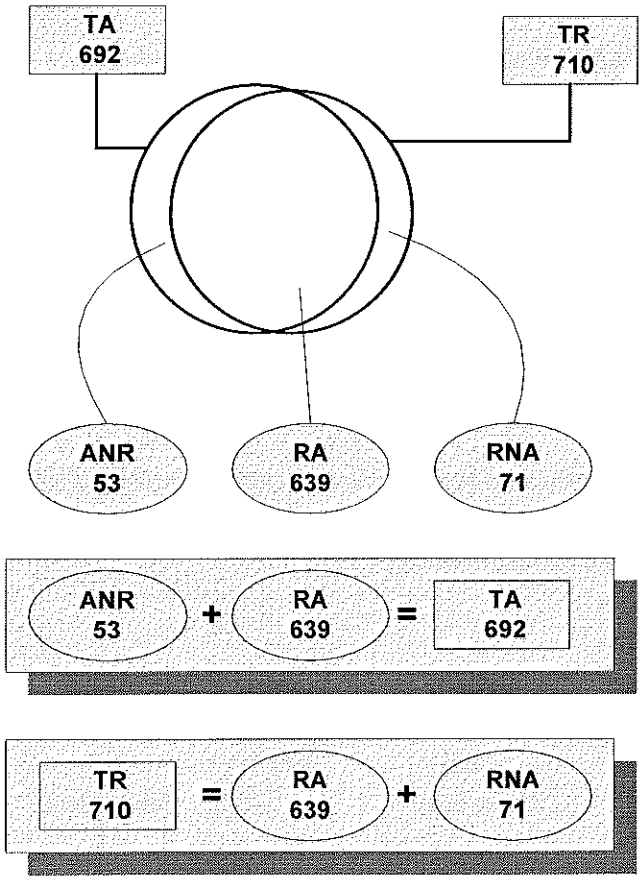
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

School A's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School A. Because School A's RA is 932, the notional enrollment efficiency rating for this school is -10% (efficiently enrolled-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
1,440	1,034	827 – 1,241	1,073	+04% Above Ideal	932	-10% Below Ideal

Because both actual and notional efficiency ratings fall within the range of +/-20%, **School A is determined to be efficiently enrolled regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small number of out-of-area students enrolled relative to the facility's capacity has little to no bearing on the utilization of the school.

Example – School B



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School B is 692.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School B's attendance boundary is 710.

Residing and Attending (RA): The total number of students that reside INSIDE School B's attendance area and are enrolled in School B is 639. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School B's enrollment (92%) or as a percentage of TR (90%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School B's attendance area and are enrolled in School B is 53. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School B's enrollment (8%).

Residing, Not Attending (RNA): The total number of students that reside inside of School B's attendance area and are NOT enrolled in School B is 71. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School B's TR (10%).

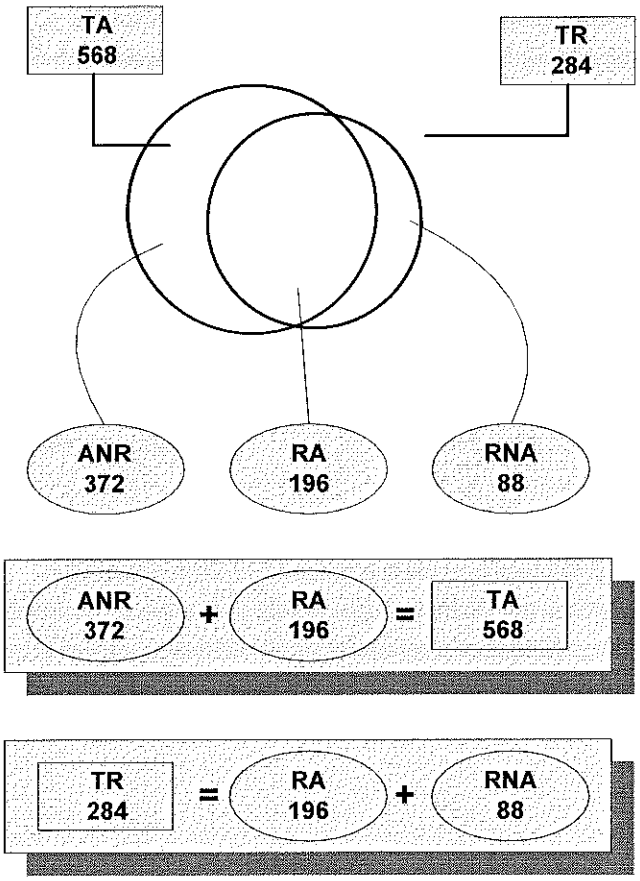
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

School B's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School B. Because School B's RA is 639, the notional enrollment efficiency rating for this school is +35% (overcrowded-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
660	474	379 – 569	692	+46% Above Ideal	639	+35% Above Ideal

Because both actual and notional efficiency ratings fall well outside the range of +/-20%, **School B is determined to be overcrowded regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small number of out-of-area students enrolled relative to the facility's capacity is little to no bearing on the overcrowded status of the school.

Example – School C



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School C is 568.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School C's attendance boundary is 284.

Residing and Attending (RA): The total number of students that reside INSIDE School C's attendance area and are enrolled in School C is 196. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School C's enrollment (35%) or as a percentage of TR (69%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School C's attendance area and are enrolled in School C is 372. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School C's enrollment (65%).

Residing, Not Attending (RNA): The total number of students that reside inside of School C's attendance area and are NOT enrolled in School C is 88. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School C's TR (31%).

In this example, School C's design capacity is 570 and ideal enrollment is 409. Because School C's enrollment is 568, the actual enrollment efficiency rating for this school is +39% (overcrowded-actual).

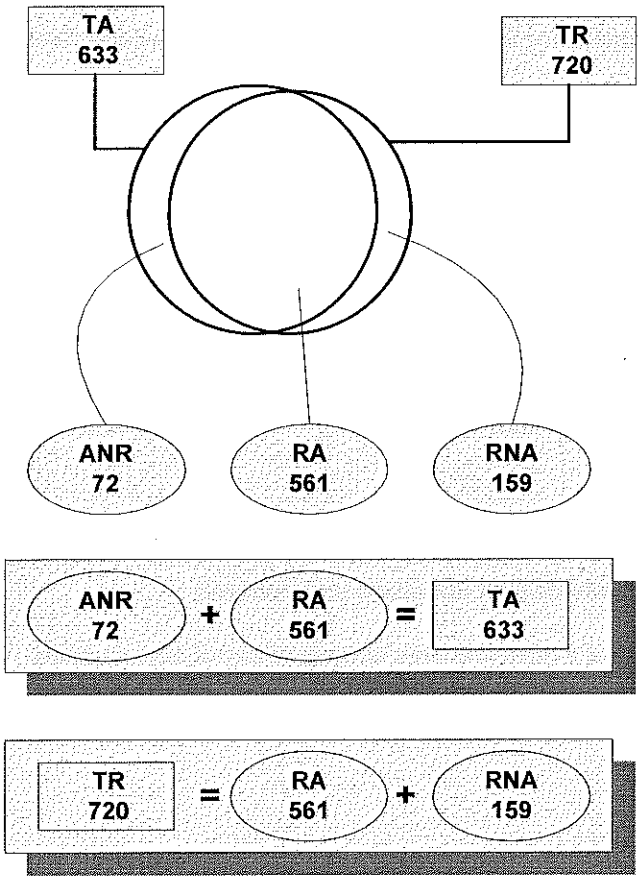
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
570	409	327 – 491	568	+39% Above Ideal	196	-52% Below Ideal

Because actual and notional efficiency ratings yield two different statuses, both outside the range of +/-20%, **School C is determined to be actually overcrowded yet notionally underutilized.**

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningfully negative impact on the utilization of the school.

Example – School D



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School D is 633.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School D's attendance boundary is 720.

Residing and Attending (RA): The total number of students that reside INSIDE School D's attendance area and are enrolled in School D is 561. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School D's enrollment (89%) or as a percentage of TR (78%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School D's attendance area and are enrolled in School D is 72. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School D's enrollment (11%).

Residing, Not Attending (RNA): The total number of students that reside inside of School D's attendance area and are NOT enrolled in School D is 159. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School D's TR (22%).

In this example, School D's design capacity is 690 ideal enrollment is 495. Because School D's enrollment is 633, the actual enrollment efficiency rating for this school is +28% (overcrowded-actual).

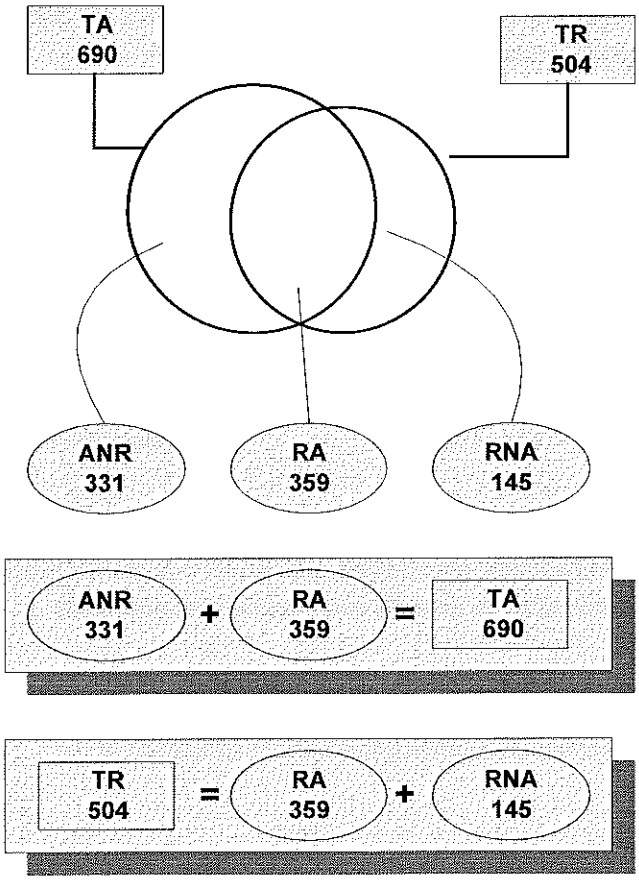
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
690	495	396 – 594	633	+28% Above Ideal	196	+13% Above Ideal

Because actual and notional efficiency ratings yield two different statuses, the former outside the range of +/-20% and the latter within, **School D is determined to be actually overcrowded yet notionally efficiently enrolled.**

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningful negative impact on the utilization of the school.

Example – School E



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School E is 690.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School E's attendance boundary is 504.

Residing and Attending (RA): The total number of students that reside INSIDE School E's attendance area and are enrolled in School E is 359. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School E's enrollment (52%) or as a percentage of TR (71%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School E's attendance area and are enrolled in School E is 331. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School E's enrollment (48%).

Residing, Not Attending (RNA): The total number of students that reside inside of School E's attendance area and are NOT enrolled in School E is 145. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School E's TR (29%).

In this example, School E's design capacity is 915 and ideal enrollment is 657. Because School E's enrollment is 690, the actual enrollment efficiency rating for this school is +5% (efficiently enrolled-actual).

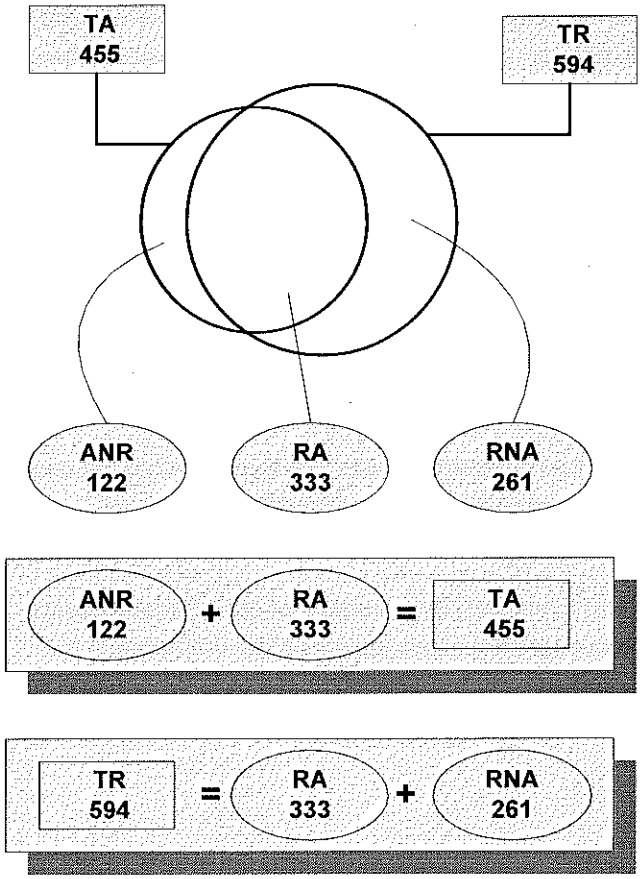
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
915	657	526 – 788	690	+5% Above Ideal	359	-45% Below Ideal

Because actual and notional efficiency ratings yield two different statuses, the former within the range of +/-20% and the latter outside, **School E is determined to be actually efficiently enrolled yet notionally underutilized**.

In such cases, the District finds that the presence of a relatively large number of out-of-area students enrolled relative to the facility's capacity has a meaningfully positive impact on the utilization of the school as long as the school remains efficiently enrolled.

Example - School F



Total Attending (TA) aka "Enrollment": The total number of students enrolled in School F is 455.

Total Residing (TR): The total number of public school elementary school students (grades PK-8) residing within School F's attendance boundary is 594.

Residing and Attending (RA): The total number of students that reside INSIDE School F's attendance area and are enrolled in School F is 333. These students are commonly referred to as "in-area" students and can be expressed either as a percentage of School F's enrollment (73%) or as a percentage of TR (56%).

Attending, Not Residing (ANR): The total number of students that reside OUTSIDE of School F's attendance area and are enrolled in School F is 122. These students are commonly referred to as "out-of-area" students and can be expressed as a percentage of School F's enrollment (27%).

Residing, Not Attending (RNA): The total number of students that reside inside of School F's attendance area and are NOT enrolled in School F is 261. These students are commonly referred to as "choice out" students and can be expressed as a percentage of School F's TR (44%).

In this example, School F's design capacity is 1,200 and ideal enrollment is 861. Because School F's enrollment is 455, the actual enrollment efficiency rating for this school is -47% (underutilized-actual).

School F's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School F. Because School F's RA is 333, the notional enrollment efficiency rating for this school is -62% (underutilized-notional).

Design Capacity	Ideal Enrollment	Efficiency Range	Total Enrollment	Actual Utilization	In-Area Enrollment	Notional Utilization
1,200	861	689 – 1,033	455	-47% Below Ideal	333	-61% Below Ideal

Because both actual and notional efficiency ratings fall outside the range of +/-20%, **School F is determined to be underutilized regardless** of whether the District gauges actual utilization or notional utilization. In such cases, the District finds that the presence of a relatively small or large number of out-of-area students enrolled relative to the facility's capacity has little to no bearing on the underutilization the school.

Summary

As the District proposes to establish standard (actual) efficiency ratings for all elementary schools, to help better portray the relationship between school demographics (in-area vs. out-of-area enrolled) and utilization, the District further proposes to establish notional efficiency ratings in addition to standard efficiency ratings for all elementary schools with established traditional geographic attendance boundaries (e.g., neighborhood elementary schools).

For all neighborhood elementary schools one of the following six status ratings is possible:

1. Efficiently enrolled-actual / efficiently enrolled-notional [Example –School A]
2. Overcrowded-actual / overcrowded-notional [Example –School B]
3. Overcrowded-actual / underutilized-notional [Example –School C]
4. Overcrowded-actual / efficiently enrolled-notional [Example—School D]
5. Efficiently enrolled / underutilized-notional [Example—School E]

6. Underutilized-actual / underutilized-notional [Example—School F]

GUIDELINES FOR SCHOOL ACTIONS[1]
2012-2013 SCHOOL YEAR
("Guidelines")

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

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

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

I. CRITERIA

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

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

1. Space Utilization or Grade Alignment

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

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

2. Constraining Factors

[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 only propose a closure, consolidation, or reassignment boundary change if:

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

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

3. **Additional Information to Consider**

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

B. Criteria for Co-location

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

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

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

II. NOTICE AND SCHOOL TRANSITION PLANS

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

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

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

III. DEFINITIONS

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

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

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

"Higher performing school" means:

(1) receiving a higher level on the Performance Policy for the 2011-2012 school year, or
(2) if the 2011-2012 school year level on the Performance Policy is equal, higher performing means performing higher on the majority of the following metrics:
- for elementary schools – for the 2011-2012 school year, percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math,
- for high schools – for the 2011-2012 school year, percentage of points on the Performance Policy, PSAE composite meets or exceeds score, EPAS gains percentile in reading, and EPAS gains percentile in math, or

(3) for elementary schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have Value Added metrics, higher performing means a higher percentage of points on the Performance Policy and a higher ISAT meets or exceeds score for the 2011-2012 school year, or
(4) for high schools, if the 2011-2012 school year level on the Performance Policy is equal and the school does not have EPAS metrics, higher performing means a higher percentage of points on the Performance Policy and a higher PSAE composite meets or exceeds score.

"ISAT" stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

"Space Utilization Standards" mean the Chicago Public Schools' Space Utilization Standards, found at: http://www.cps.edu/About_CPS/Policies_and_guidelines/Documents/SpaceUtilizationStandards.pdf, establishing standards for determining enrollment efficiency, overcrowding, and underutilization.

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

END OF DOCUMENT

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.

11-0824-EX13

August 24, 2011

AMEND BOARD REPORT 11-0525-EX6
AMEND BOARD REPORT 10-0428-EX5
AMEND BOARD REPORT 09-1123-EX19
APPROVE THE GRANTING OF A CHARTER AND ENTERING INTO A CHARTER SCHOOL AGREEMENT WITH URBAN PREP ACADEMIES INC., AN ILLINOIS NOT-FOR-PROFIT CORPORATION

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING DECISION:

Approve the granting of a charter and entering into a Charter School Agreement with Urban Prep Academies Inc., for a five-year period. The Charter School Agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within the time specified in an amended Board Report approving the location of the school. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this agreement is stated below.

This April 2010 amendment is necessary to authorize Urban Prep Academies to identify the independent facility located at 1014 East 47th Street as the location for the Urban Prep Charter Academy for Young Men High School – South Shore The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of this amended Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This May 2011 amendment is necessary to authorize Urban Prep Academies Inc. to identify the CPS facility known as the Williams Multiplex, located at 2710 S. Dearborn, as the new location for the Urban Prep Charter Academy for Young Men High School – South Shore Campus beginning in the fall of 2011. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amendment authorized herein will only take effect upon certification by the Illinois State Board of Education.

This August 2011 amendment is necessary to authorize Urban Prep Academies Inc. to change the name of the Urban Prep Charter Academy for Young Men High School – South Shore Campus to the Urban Prep Charter Academy for Young Men High School – Bronzeville Campus. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amendment authorized herein will only take effect upon certification by the Illinois State Board of Education.

SCHOOL OPERATOR: Urban Prep Academies Inc.
420 N. Wabash, Suite 203
Chicago, Illinois 60611
Phone: 312-276-0259
Contact Person: Tim King, Founder and Chief Executive Officer

CHARTER SCHOOL: Urban Prep Charter Academy for Young Men High School – ~~South Shore~~ Bronzeville Campus
Location: 2710 S. Dearborn
Chicago, IL 60616
Phone: 312-276-0259
Contact Person: Tim King, Founder and Chief Executive Officer

OVERSIGHT: Office of New Schools
125 S. Clark, 5th Floor
Chicago, IL 60603

773-553-1530
Contact Person: ~~Nora Moreno Cargie, Chief of Staff~~
Andrea Saenz, Chief of Staff

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq.) provides that up to 70 charter schools may be operated in the city of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Urban Prep Charter Academy for Young Men High School – South Shore (Urban Prep – South Shore) proposal was submitted by Urban Prep Academies Inc. and received by the Board on August 10, 2009. The mission of Urban Prep – South Shore is to provide a rigorous college prep curriculum that prepares a traditionally underserved population for success in college and beyond. They believe that their vision of single sex education that is focused on the learning styles of young men and addresses the socio-emotional barriers to academic success will enable them to reach their goal. Urban Prep – South Shore will be a college preparatory high school that ensures that each and every graduate succeeds in college. In addition to providing students with a rigorous college prep curriculum, the school will expose students to opportunities and individuals that will support them in achieving this goal. Once in college, Urban Prep – South Shore will aim to continue to provide guidance and mentoring to its graduates. The school is slated to open in the fall of 2010 serving 135 students in grade 9. In successive years, the school will grow one grade at a time, until reaching a capacity of 500 students in grades 9 – 12. The school will be located at a site to be determined and is contingent upon Board approval. Public hearings on Renaissance 2010 charter school submissions submitted in 2009, as required by statute, were held on September 10, 2009 and November 9, 2009.

In March 2010, Urban Prep Academies submitted a material modification to identify the independent facility located at 1014 East 47th Street as the location for the Urban Prep Charter Academy for Young Men High School – South Shore. A public hearing on the proposed location was held on Thursday, April 15, 2010. The hearing was recorded and a summary report is available for review.

In April 2011, the Board's Office of New Schools and Office of Demographics and Planning worked to identify the CPS facility known as the Williams Multiplex, located at 2710 S. Dearborn, as the new location for the Urban Prep Charter Academy for Young Men High School – South Shore Campus beginning in the fall of 2011. Estimated costs for renovations at this facility will be $6,980,892. This site will require that Urban Prep Charter Academy for Young Men High School – South Shore Campus share its facility with Williams Elementary and Williams Middle Schools. The three schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1. A public hearing on this proposed change was held on Wednesday, May 18, 2011. The hearing was recorded and a summary report is available for review.

In August 2011, Urban Prep Academies Inc. submitted a material modification to change the name of the Urban Prep Charter Academy for Young Men High School – South Shore Campus to the Urban Prep Charter Academy for Young Men High School – Bronzeville Campus. A public hearing on the proposed change was held on Tuesday, August 9, 2011. The hearing was recorded and a summary report is available for review.

TERM: The term of the Urban Prep – South Shore charter and agreement shall commence July 1, 2010 and end June 30, 2015.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the Charter School Agreement. Authorize the Acting Executive Officer of the Office of New

Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification. Authorize the General Counsel to further negotiate and execute any amendments to the Agreement as required by the Illinois State Board of Education.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2010-2011 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY10 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets. The cost of 135 students in 2010-2011 will be approximately $1,032,345.00. These budget figures are based on the revised per pupil funding amounts for FY10. Funding for the board action to relocate the school to the Williams Multiplex is contingent on the project being included in the FY12 Budget.

GENERAL CONDITIONS:
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Approved:

~~Nora Moreno Cargie~~ Andrea Saenz
Chief of Staff

Within Appropriation:

Melanie A. Shaker
Interim Chief Financial Officer

Respectfully Submitted:

~~Terry Mazany~~ Jean Claude Brizard
Chief Executive Officer

Approved as to Legal Form:

Patrick J. Rocks
General Counsel

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Williams ES and Williams Middle (to be operated by Drake ES) and Proposed Co-location of John B. Drake ES with Urban Prep Academy for Young Men - Bronzeville

Public Meeting

STENOGRAPHIC REPORT OF PROCEEDINGS HAD IN the above-entitled matter held on April 10, 2013, at Dunbar Vocational Career Academy, 3000 South King Drive, commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MS. GINGER OSTRO, Budget

MR. BOB BOIK, Operations

MR. JOHN PRICE, BPN-Chief

Reported by: April T. Hansen, CSR

License No.: 084-004048

SPEAKERS

1	ALDERMAN PAT DOWELL, 3rd Ward	8
2	LILIAN ALLEN, Parent, Williams	10
3	ALEXANDER HALL, Parent, Williams	12
4	CYNTHIA ANDERSON, Teacher, Williams	14
5	CYNTHIA ANDERSON, Teacher, Williams	14
6	NAI COLTON, Teacher, Williams	18
7	NONA BEARNEY, Bronzeville CAC	20
8	NONA BEARNEY, Bronzeville CAC	22
9	CYNTHIA ANDERSON, Teacher, Williams	24
10	REBECCA MARTINEZ, CTU	27
11	LILIAN ALLEN, Parent, Williams	31
12	NAI COLTON, Teacher, Williams	33
13	REBECCA MARTINEZ, CTU	34
14	LINDA SUDDUTH, Teacher, Williams	37
15	ALEXANDER HALL, Parent, Williams	41
16	KESHA JONES, (Unknown affiliation)	43
17	KARL HUBERT, CTU	44
18	OSCAR YOUNG, Community Rep	55
19	CYNTHIA ANDERSON, Teacher, Williams	57
20	NAI COLTON, Teacher, Williams	60
21	LILIAN ALLEN, Parent, Williams	61

(Whereupon, proceedings commenced at 5:00 p.m., as follows:)

MS. OSTRO: Good evening. Thank you. We are going to go ahead and get started this evening.

Thanks to everyone for being here on behalf of the Board of Education and Barbara Byrd-Bennett. We are here for a community meeting to hear from you.

My name is Ginger Ostro, I am the Budget and Grants Officer for CPS. Also joining me is John Price, the Network Chief for the area.

We have Alderman Pat Dowell is here as well. And then in addition I will be joined by Bob Boik, who is the Chief of Staff. He will be here shortly. He was delayed.

The purpose of the hearing tonight is to hear from you about the closing, the proposed closing of Williams Elementary and Williams Middle School, and Drake welcoming those students. And then the relocation of all those students -- the consolidation, thank you, into the Williams building.

We have with us today a court reporter

(Whereupon, proceedings commenced at 5:00 p.m., as follows:)

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We have with us today a court reporter

who will be taking down all of your comments. We also have a note taker who will be summarizing the information. All of this will be provided to the Board and to Barbara Byrd-Bennett as well.

In addition to the folks taking down your notes, we have a Spanish interpreter here for us if you need. I'm going to pause for a second to let him make a short introduction.

THE INTERPRETER: Good evening, everyone. My name is it Alex, I will be here to interpret this meeting if anyone needs translation into Spanish. If that is the case I will ask that people to pay attention to the signals I'll make with my hands. Really quickly I'll just give a demonstration.

If I am asking somebody to slow down I'll go like this with my hands. If I am asking somebody to cut off a phrase when I finish translating, I'll use this. And if I am asking someone to raise their voice, I will indicate that to raise your voice so I can hear better.

MS. OSTRO: Thank you very much. And I would just like to acknowledge Mr. Boik who I introduced just a moment ago who has joined us.

Just as a reminder, this is the first of

three meetings that we will be having on this proposed action. The second a meeting will be here at the same location on Monday April 15 from 5:00 p.m. to 8:00 p.m. In addition, there will be a third meeting downtown at 125 South Clark, the CPS headquarters. That hearing will be held on Friday, April 26, from 5:30 to 8:30 p.m.

Again, let me just reiterate this meeting is on the proposed consolidation and co-location of Williams Middle School and Williams Elementary School, and to be welcomed by Drake. And all the students will be in the Williams building.

Let me just provide a little bit of clarification here. All of the current Williams students and Drake students will be in the Williams building next year if this action is approved. So we just wanted to be clear on what was going to be happening through this action.

Let me just remind you that you should have two handouts. One is a one-page handout that describes what I just -- the action as well as the three hearings, the meetings that I mentioned. So that gives you all the detailed information. And

then there is a four-page hand out.

The first page shows you some of the changes and the rationale for the changes. It has a map in the middle. If you don't have the handout, there are folks on the floor that can give it to you.

The second page highlights what the specifics are, and some of the options that you have around enrollment, some of the steps we're taking in the areas of safety and security, and just some other basic information.

The third page describes the investments that are being made in the welcoming school, including air conditioning in every classroom, library, upgraded technology support, and iPads for all students in grades three through eight. There are other things you can take a look at.

And the fourth page has two maps on it which shows you the boundaries.

So we hope this is helpful information for you. And there are some references on the bottom of the first page where you can go to get additional information.

Our process this evening is to hear from

the speakers, so we ask everyone to please sign up to speak. The registration is at the table outside of the main door.

You will have two minutes to speak. We have a timekeeper over here who will cue you to let you know how your time is progressing, and we will let you know when your time is approaching the end. We ask folks to keep it to two minutes so we can allow everyone to speak. Obviously we have plenty of -- we don't have a large crowd, so that shouldn't be an issue. We do ask that folks let people speak one at a time so the court reporter can capture everything.

We will be here until 8:00 p.m. to hear from you. And again, there are other opportunities to speak. The second meeting next Monday, and the hearing on the 26th.

We just encourage you as you start your remarks to state your name and your affiliation with the school for us just to give us some context. And we will be again taking notes, the court reporter will be recording everything that you say directly.

I'M going to turn it over to Bob, and we

will start with hearing from our speakers.

MR. BOIK: Good evening.

Our first speaker this evening is Alderman Pat Dowell.

ALDERMAN PAT DOWELL

Good afternoon. First I want to say that I think that CPS needs to change their language. This is not -- to me this, as it was explained to me, is not a closure and a consolidation. It is a consolidation of Williams Elementary, Williams Middle, and Drake Elementary, with Drake being I guess the higher performing option.

So I want to make that clear. I don't like the way this reads. And I hope that the Board report will reflect the proper school action that's being suggested.

Secondly, I want to reiterate that my understanding is that all students from both Williams Schools and the Drake School will all be consolidated together in one building. Furthermore, my understanding is that the 9th grade freshman class from Urban Prep, those students will be in Drake School. And furthermore, my understanding is that Urban Prep as a school, while they will be in

the Williams building next year, CPS is seeking options to give them their own building. So I want to make sure that's on the record.

The other thing I want to acknowledge to my constituents here from Williams School is that you know there is a lot of talk about -- and I've been receiving calls about how is this school going to be named. Is the Williams School name going to go away, is it going to be Drake?

And my understanding from the Superintendent is that the naming of the school is a community decision, and so we are going to have a process within the community to make that determination. And I want that to be made clear on the record, and I want my constituents to know that as well.

I guess the other question that I have is that since Williams Elementary and Williams Middle are not a neighborhood school at this point, those children who are in those schools, that are in the school now -- John, just shake your head if I'm right. If you can't respond back to me, that's okay. The one that's are there, those that are in the school now all get to stay, no matter where

they live at this point.

MR. PRICE: That is correct.

ALDERMAN POWELL: Correct. So after the consolidation, this will be a neighborhood school with neighborhood boundaries.

And if all of those things happen the way I'm laying out here today, pending any other thing that comes up that I haven't thought of from my constituents, I want that reflected in the Board report, the report that CPS gives to the Board. Because I'm not going on your word, I want to see it in writing.

Thank you.

MR. BOIK: Thank you.

Our next speaker is Lilian Allen.

LILIAN ALLEN

Good afternoon. I'm a parent, a concerned parent of children at Williams Multiplex, that being the Elementary, and the Prep Academy, and I wanted to speak in regards to some questions that I had in regard to your proposal.

One of the things that I was wondering about was the fact that you're saying Drake is going to be the school taken over due to them being

a higher performing school.

However, looking at the statistics, according to the 2012 school progress report, Williams' curriculum is cited as strong, Drake's curriculum is cited as neutral. Drake's culture and climate were partially organized, Williams' culture and climate are cited as organized.

Williams has made great strides since its opening. We have a library, a science lab, a computer lab, the Illinois math and science academy. They offer Mandarin Chinese, they have a state-of-the-art fitness center to support the kids and the parents. They offer programs for after school, tumbling, cheerleading, basketball, things of that nature. Male mentoring, pom-pons, dancing. And all this helps the kids. It helps to enrich them, it's things that they like.

The teachers are wonderful. They connect with the parents in ways that are unimaginable. They know that they can reach me at any time, and I know the same is open for them.

I'm just asking that you take into consideration the staff at Williams and look at the statistics and make a fair decision.

They have a great positive leadership at Williams under Principal Rhea. She has a Master's degree in administration and reading.

So once again, I implore you, and I plead with Alderman Dowell, Dr. Byrd-Bennett, Mayor Emanuel, State Senator Hunter, and you all, and Mr. CAO Christ, take a second look at the data and reconsider.

Thank you.

MR. BOIK: Thank you.

Our next speaker is Alexander Hall.

ALEXANDER HALL

Good evening. My name is Alexander Hall. I'm a parent, I'm also a community stakeholder for over 35 years at Dearborn and Williams Multiplex building.

Chicago Public Schools closed our building in 2003 with the intentions to bring forth a higher learning for the students of Daniel Hale Williams and the community.

Well, with that being said, the building was closed and it was reopened. Williams Multiplex reopened with all the resources needed to succeed. Many students were allowed to come back into the

community school or the, you know, the school citywide school, and either meet or exceed state levels for the last five years. So they've met and they exceeded state levels.

Many of our students were able to apply and enroll at many of the selective enrollment schools for high school, and many of our students are now in community college or university students, making a difference in their education.

But over the years we have seen the strategic forces of politics change the dynamics of our community and our schools. The area was going -- the community was going through transformation moving families from all parts around the City, causing our enrollment to drop dramatically. Over the years Chicago Public Schools has failed to provide the resources to our administration, intentionally setting us up for failure.

The City of Chicago and the Chicago Public Schools have monopolized many ways to destroy our schools, our teachers, our students and our communities. Williams Multiplex is closing once again. Tell me who can we blame? It's not

the fault of the students, teachers.

MR. BOIK: Please allow him to continue.

MR. HALL: Williams Multiplex is closing once again. Tell me who can we blame? Who? It's not the fault of the students, teachers, administrators or the parents. It's the fault of our world-class City with our world-class politicians and their world-class experiments.

Thank you.

MR. BOIK: Thank you.

Before we move on to the next speaker, I want to acknowledge that the principal of Williams Elementary as well as the principal of Drake Elementary are in the auditorium this evening.

Our next speaker is Cynthia Anderson.

CYNTHIA ANDERSON

Good evening. My name is Cynthia Anderson, a special education teacher at William Middle School, with 30.5 years of teaching experience.

I want to address the findings of the utilization plan issued for Williams Prep. According to the plan, Williams Middle School has 11.5 rooms, of which 8 are to be utilized for

instructional purposes. The plan indicated that Williams has a capacity for 240 students. Eight rooms, times 30 students.

What was not taken into consideration was that of the eight rooms, three are used for special education instruction. Within the guidelines of the state and the union contract, special education teachers can have a maximum of 15 students with an aide in their classrooms. This means that the three rooms combined have a maximum capacity for 45 students and not 90, as indicated in the plan.

Williams Middle School has an enrollment of 127 students, of which 34 are receiving specialized instruction. This equates to 27 percent of our student population. There are three special education teachers who service these students, 11 or 12 students, 11 or 12 per teacher. Each teacher services students at two grade levels. Sixth and seventh, seventh and eighth, and seventh and eights.

I service all self-contained students as well as the students who receive resource services. My student have multiple disabilities. Excuse me. Mild cognitive impairs, ADHD, ED,

autism, you name it, it is in my classroom. Because of the services Williams Middle provides, it is impossible for three teachers to share classrooms based on the number of students that we each service.

Based on this current school report card for our special education students, their test scores have been increasing based on our teachers being able to service them in a smaller teacher-student ratio in each separate classroom.

87.1 percent of them made the expected gains on the ScanTron test. The national average was only 50 percent. We are -- there are no statistics in the school report card for Drake according to them for special education students. Disrupting the educational instruction of our students will possibly cause them to digress severely.

On the capacity rate, according to your plan, Williams Middle is at 53 percent capacity, Williams Elementary School is 66 percent, and Drake is 35 percent. How can CPS justify consolidating the Williams School with Drake and Drake becoming the major school, eliminating Williams School

Williams Elementary and Middle School based on this information?

All schools are listed as under-utilized and a level three. Drake has the lowest capacity percentage rate of the three schools, and the lowest change in attendance percentage since the school year 2009-2010.

The plan also indicated that the William Prep has been on probation for five years. This is incorrect. The plan has indicated that Williams Prep -- I'm sorry. This is incorrect. Our first year of probation began in school year 2010-2011 we were listed as an academic warning year one. Since then our school has not received any additional supports for our teachers and our students to use to improve our students's academic performance.

also, during the school year 2010 through 2012, CHA closed down several of the Dearborn complexes for rehab. During this time we lost many students, decreasing our enrollment.

I am requesting that CPS research the information I have brought forth here today. Our schools, Williams Elementary and Williams Middle School, deserve to remain open. We deserve to be

given the opportunity to increase our student population and be given the support given to all other schools to improve our students' academic status.

Williams Multiplex is a community striving to improve the education of its students.

MR. BOIK: Thank you.

Our next speaker is Nai Colton. Sorry if I pronounced that wrong.

NAI COLTON

Good evening, everyone. My name is Nai Colton, I am a mathematics teacher at William Middle School. I just have a couple of concerns.

Concern number one: Listed on the website where it's stated that Williams Middle was on probation for five years in a row. That is not accurate, and the information is contradicting itself.

If you look up on ISBE, and I have some information that's being handed out by security right now. If you look on ISBE, the scores, we met the AYP in every category, reading and in mathematics, with the exception of year 2011. And then we were placed on something called an academic

warning year one where we were supposed to receive some kind of additional support, and we never did receive that.

And also, I'm having a hard time understanding this information that was passed out, where I guess -- and Alderman Dowell made a comment "by the higher performing option school."

What information determines which school is higher performing or not? And I think that's a good question that we need to have answered, as well. And not just verbally, but definitely in writing. Because I compared the two report cards, and even based in the Sun Times, you have Williams Middle at 67.3 and Drake at 69.9.

Does that few points determine that they are a better school? It's just not enough information for the community, the parents, the teachers, everyone involved in this decision making.

Williams from '07-'08, you know, 70.8. '08-'09, 80.5. '09 to 2010, 70. Even 2010-2011, 76 percent. We've had an issue in the Dearborns where they shut down the Dearborns due to reconstruction. Was that a cause in the enrollment

drop?

You know, we need to look at every single detail and not just one report card that's half done, missing data, missing information, to make a critical decision like this. This is impacting people's lives, people's future, people's children.

And I ask you all to look at this data, do not look at one year's worth of data, go back. It's right there. It's public knowledge on ISBE.net. And if you do your research like we have done, you can compare the two. And the comparison also with the network, Burnham Park.

Thank you.

MR. BOIK: Thank you.

Just a reminder, if you wish to speak, please register so that we can capture your name and make sure it's appropriately captured in the officials record.

Our next speak is Nona Bearney.

NONA BEARNEY

My name is Nona Bearney and I'm here representing the Bronzeville Community Action Council.

I want to say, first of all, that the Community Action Council has taken a stance that we are opposed to any school action that leaves our children behind again. This is particularly true because Bronzeville has experienced an inordinate amount of school actions over the last several years.

So when we think about this particular proposal to replace Drake with Williams, co-location with Urban Prep, it seems very, very confusing. In part because, at least in terms of what I've been told by parents, the desire is that students who live around the Williams building be allowed to attend it.

Those who are in Dearborn right now, living in Dearborn Homes, many of them must go to Drake. So still having a co-location in the mist of that seems to be counter productive. That in fact Williams Elementary and Middle School alone could occupy that building, and accept the students who live in the Dearborn Homes as well.

Thank you.

MR. BOIK: Thank you.

So that is the last speaker that we have

registered. Again, if you wish to speak again, I will ask that you register your name again. We have to continue doing that to make sure that everything is appropriately captured for the record.

At this time I have no additional speakers. So if you wish to speak again, you are more than welcome to do so, or speak at all. Please register at the table and then they will bring me the names when that occurs.

(Whereupon, a short break was taken.)

MR. BOIK: Just a reminder if you wish to speak again, please register at the table. We will be here until 8:00 o'clock tonight so we have plenty of time. So, please, you're more than welcome to speak more than once. But we just ask that you please register at the table so that we can take the appropriate record.

(Whereupon, a short break was taken.)

MR. BOIK: Our next speaker is Nona Bearney.

NONA BEARNEY

You already have my information.

What I want to say this time is that we have a concern that the Bronzeville CAC has is the treatment of the children with special needs, and/or children who are in temporary living situations.

In the case of Drake, and has already been mentioned by the teacher from Williams, there is a need for specific attention to appropriate education for special needs children. It bothers me and it bothers the CAC that it seems as if these children can be moved easily, can be placed in sites no matter where they might be, and that there is nothing that needs to be done to facilitate making that more easily accomplished.

The children need to stay in those places. That's what their instructors will say, that's what psychologists will say. I received some extensive e-mails from the parents of two autistic children at Drake. Those children have been at Drake since they have been very small and they are now 12 years old. And the parents and grandparent were extremely disturbed that after so much progress having been made with their children, they are now to be relocated that.

The grandparent did the walk that her children would have to take to get to Williams. She described the construction around the Williams, she described the difficulty of moving and finding the building at off of State Street. So there are a number of things that have to be addressed.

The bottom line is this. When it comes to special needs children, it doesn't make sense to move them anyplace when in fact they have resources and teachers in an environment in which they are used to and are thriving in.

Thank you.

MR. BOIK: Our next speak is Cynthia Anderson.

CYNTHIA ANDERSON

Good evening again.

I have a question, and it's a comment, too. Because on this sheet of paper that you gave us, it says it is a proposal. However, within the school building, I want to know why there are individuals who are now coming in and taken inventory of everything that is in our classroom if this is still in the proposal stage.

Secondly, why are people coming from HR to talk to us about how to transition out of losing

our jobs if this is still in the proposal stage?

Secondly -- that's thirdly, you have on hear, this sheet of paper says that if the teachers become displaced, that the teachers who have top rated -- are rated in the top two performances in each category would be given first -- I guess first selection at job selections.

How do we know that's going happen? How are you going to guarantee that those teachers are going to be given first choice in the selection, if, and it says if, they said if there is an increase. If you are moving two schools together, how can there not be an increase in the number of students? How can there not be an increase in the enrollment of these students?

So I just have some questions specifically about the fact that you all keep sayings the word "proposal."

When Urban Prep moved into Williams Multiplex two years ago, when they had the meeting for the community, they came in saying that it was a proposal. However, two days prior to the time that they came into our school, the Board had already voted on moving Urban Prep into our school

building. So it wasn't a proposal.

The word "proposal" is thrown around too loosely for me. And as an educator, "proposal" means that it is not cut in stone. But however, what is going on around in our school shows that it is cut in stone.

I was at the school during the spring break because we have an after-school program called 21st Century, and there were individuals that came from -- I can't remember the department, but they were surveying the building to make sure that they would have air conditioning, they would be able to have this, they would be able to have that. According to this, what you're saying is you're going to give the students iPads, and they are going to have upgraded technology.

Why weren't we given to the beginning with? If you're going give this to the students that are coming, why can't we have it and why have we not had it now?

Had we had this when I suggested to you we were on academic warning and we weren't giving those supports? We would not be having this conversation today, at least not about the Williams

Multiplex School.

MR. BOIK: Thank you.

Our next speaker is Rebecca Martinez.

REBECCA MARTINEZ

Hi. I'm Rebecca Martinez from the Chicago's Teachers Union. And those are absolutely fabulous points. I would like to hear some answers, but I'm not sure if I'll get them here today. Can I at least get a nod, that, yes, you will answer, or no, that you won't?

MR. BOIK: We are here to listen tonight, we will not be provide answers.

But we are documenting the questions and we will figure out a way to get you responses.

MS. MARTINEZ: So that's what was said at the last hearings that we had like a month ago. So where are the answers to the questions that were posed at the last hearings?

MR. BOIK: I don't have any answer for that question.

We do have information, you will note on the sheet. If do you have specific questions you are free to call 311. And we also have an FAQ document on our website at the website listed on

the first page.

MS. MARTINEZ: Okay. So then I should expect to not get any answers.

So I guess I'm trying to figure out what CPS Public Schools, Rahm Emanuel, Barbara Byrd-Bennett are proposing here as they say it's supposed to improve the quality of education in our schools, but it doesn't seem that way. I mean, you're disrupting students' learning when, you know, since March that they have been told that they have been threatened to have their schools closed. And that doesn't help student at all.

So what CPS is doing is disrupting students lives and the community in general.

And this is -- this could have -- and this is just a process that has been dragged out that should have happened in December. But the intent of Barbara Byrd-Bennett and CPS just going along with the law, you know, they changed it and moved the deadline for submitting the list of school closings to March 31.

It's really horrible what exactly is happening to neighborhoods, especially when this could be avoid. CPS isn't really saving much

money. I mean, if I just talk to the woman before me said, with all these people taking inventory, CPS is spending something around $14 million on taking inventory. Now, $14 million could probably keep half of the schools that are being proposed to closed stay open, if not all of them, keep all of them open. So CPS is spending more money closing schools than it would take to keep those schools open and even provide these schools resources.

So I'm wondering what CPS and Board of Ed and Barbara Byrd-Bennett and Rahm Emmanuel really are trying to do with this.

These decisions are negatively impacting students, and I'm wondering, what's the rush? Why are we rushing to close so many schools, really? And why is there such an ill-conceived plan set in place where there are kids that will be walking way more than one mile to get to their school.

And it's really disheartening to know that these plans are being set forth by people that don't even live in the city, by people who never even set forth in any of these schools, and have no idea what communities are like in Chicago. And these plans for safety are being concocted by an

individual who's from the Marines. You know, our kids are not soldiers, they are not like hostages. Actually, maybe they are being taken hostage by CPS. And it's really ridiculous to think that CPS the children's best interests at heart. And it's not true, it's a lie. And, you know, Barb Barbara Byrd-Bennett has ignored 20,000 parents who said don't close our school.

So why are we having these conversations, why are we having these hearings? If this is really a democratic City, if this is really a place where, you know, you're listening to people's opinions and voices, then why are you still closing 54 schools? And, you know, I would like an answer somewhere, because nothing is good enough.

And I don't know if you all live in the City, if you all even go to any of these schools and see what is happening in these neighborhoods. You shouldn't be closing schools, schools should be getting more resources.

And I encourage you, just as everybody else has encouraged Rahm Emmanuel, Barbara Byrd-Bennett, and everybody else who is in a position of

power and making these decisions, to go to these neighborhoods, go to these schools and walk around and see what a 7 year old, what an 8 year old, what a 9 year old, what a 13 years old, what a 16 year old, has to walk through every single day when they go to school. Just do that. I mean, it's nothing complicated. You know, and then go teach in the classroom where there's 32 kids or there's 18 kids, and then have, you know, or a classroom where there is a high percentage of students with special needs.

You know, it's just disgusting that most of the students that are being impacted are the neediest kids. And it's like what kind of human being can do this and make these horrible decisions that impact the most neediest of all children. And answer me that, and put that somewhere on the website or somewhere where I can find an answer.

MR. BOIK: Thank you.

Our next speak Lilian Allen.

LILIAN ALLEN

I would kind of like to piggyback off her questions in regard to notification.

As a parent, how will I be notified?

When will I be notified? How will you contact me? And in what time frame, so that I can make the best educated decision for my child.

I also have a child with special need. He has ADHD, so I need for him to be in the best possible place. This year he's in fifth grade. We have been going through this since kindergarten. This is the first year that my son has had a stable school year. Now, from what you're proposing, all of this will be gone, in the most critical year of his junior high.

So I would like to know when will I hear something. How long will it take for you to make your decision? How will you communicate this with me? Will I hear this on the news? Will you send me a letter? Will you come and meet with me at the kid's school? How is this going to be communicated with me so I can make the best possible decision?

And if I should not chose to send my kid to Drake, then will my kids have open enrollment where I chose them to go since you're displacing them? I would like to you think about those questions, and I also would like an answer.

Thank you.

MR. BOIK: Thank you.

There are no additional speakers registered to speak. I want to remind everyone that if you do wish to speak, please sign up at the table in front. Actually, I'm getting another list right now.

Our next speaker is Nai Colton.

NAI COLTON

Good evening again.

A question, or if someone from safety passages or safety and transportation can address this, about the students' safety. How can we get these students across these gang lines?

Now, you know, let's just be realistic here. You know, there are boundaries, and some of my students had to tell me about them. If you ask them, they'll let you know which boundaries they cannot cross because they're going into this gang's territory and that gang's territory. What are we doing to make sure that they can actually walk to and from school?

A situation happened at another school over by our area where that child got beat to death. How is CPS addressing that and can confirm

that that would never happen again?

We know that during the wintertime it's getting later, a lot of these schools have after-school programs. We already have an additional time to the learning environment. I know me personally, I don't get out of school until 6:00 o'clock. What can we do for those students? How is that going to be addressed in writing to our parents and our community for their safe travels.

MR. BOIK: Thank you.

So again, if you wish to speak, we are going to be here until 8:00 p.m. this evening. Please register at the front table and we will listen to everybody who registers. We ask that you register so that we can keep an appropriate record.

Our next speaker is Rebecca Martinez.

REBECCA MARTINEZ

I just want to add that I think it's kind of silly that we have to walk back up to the table to write our names when there is like nobody here to create a line.

But there's something on here that's quite interesting, that's about the LSC. So if a school closes, the local school council is

dissolved at the end of the school year. And per school code, local school council elections will be held in spring of 2014. So what that's saying for me is, is that for school year 2013-2014, a school will not have a local school council.

That all sounds illegal based on the 1989 School Code, actually law. Illinois state law that makes it so that there is a local school council at every school. So definitely look in that.

But it's just another way that CPS tries to dis-empower parents and tries to take all kind of the decision making and opinions and decision making, period, from parents and from communities. That's wrong. And, you know, that's just, you know, again like the last hearings that we had were over 20,000 parents said no school closings, and yet Barbara Byrd-Bennett has the audacity to say that she heard parents and she was never at any of these hearings. And she said "I heard tapes," which is unbelievable to me that she would hear, I don't know, hundreds of hours of tapes. Or read, like, hundreds of pages of transcript. And still come up with, you know, through her intelligence,

which she's a very intelligent woman, she knows very well how to close down schools, that she would come to the conclusion that she heard the parents and that they said, yes, close our schools. Just give us -- make it safe for our kids to get to school, which is totally not what the people say said.

But again, for the record, no school closings, zero school closings. CPS needs to keep schools open, invest in neighborhood schools, and stop opening charter schools. If they're closing 54 schools this year, but yet are opening anywhere between 9 and 11 or 12 charter schools for this coming school year. So what's, you know, what's the truth here? Is there money or is there no money for schools? Because that doesn't make any sense.

And again, I would like to know where I would find that answer. Just to find how do you open 9 schools at the very least, 9 charter schools, and close over 50 schools. Over 50 neighborhood schools.

MR. BOIK: Thank you.

If you are just joining us and you wish

to speak, please register at the table, which is just outside the door of the auditorium. And we ask that you register so that we can keep an appropriate record of speakers this evening.

Our next Speaker Linda Sudduth.

LINDA SUDDUTH

Good evening.

MR. BOIK: Good evening.

MS. SUDDUTH: I came here with the intentions of just listening, but after listening to other people speak, and I'm not a speaker, I'm compelled to speak, because I'm a fifth grade teacher at Williams, and over one-third of my class is made up of Special Ed kid. And that was the same as last year, and I had many of them for fourth grade.

But I'm going to speak now on behalf of my children. And, yes, as a teacher I don't want to lose my job or lose my position. But more importantly, I don't want to see my children denied or miss out on anything.

And one of the things that was so upsetting was the day that we got the news, I was not able to go upstairs and say anything to my children because I had no real answers for them,

and I didn't want to put them in a state of emotions. So I felt that it was best for their parents. However, the next day they did come in with tons of questions.

And since that day, our morning meetings have consisted of discussing school. What is the purpose of school, what should they do in school, my purpose. One of the things that I did last year at the end the year was to talk to each individual student and tell them the things I thought they had improved on, the things they needed to work on. And then I gave every single child the opportunity to tell me as a teacher what do you think I did good as a teacher and what do you think I need to improve on.

And I'm concerned, because I really haven't been able to give my children any real answers other than what I've read. Because no one has really said much, other than to read from a script.

And as a teacher I feel obligated to answer my children when they ask a question. If I don't know the answer, I tell them I will find out as soon as responsible and get back to you.

And the thing that brought tears to my eyes was the day that my children asked me, "What are you going to do? Where are you going to be?" And I told them I don't know. "Well, can you find out? Because we are going to tell our parents that's where we want to go."

And I feel I have a very special relationship with my kids. I never ever imagined that I would enjoy having a mixed group made up of over a third special education kids, because I wasn't so comfortable with how I would work with them. But after having them last year, I told my principal I wanted all of them back. I wouldn't have it any other way.

And I've learned a lot from them, I think they have learned a lot from me, and we have a special and unique relationship. But I think they're entitled to be given a lot more information about their future. And no one has thought much about the effect it's having on the children right now. I'm sure it's going to be a major change when the school year opens, but some of them are devastated now.

I'm seeing my children bicker more

between each other because of the uncertainty. They're nervous about what's going to happen. And other than what I've read, there's not much I can say to them. And I certainly can't say to them, well, I'm going to be here to support you, to help with you that transition. But I think the children need some support in the schools from now through the rest of the school year to help them to feel comfortable about the change that is coming.

And as teachers I'm sure we're going to do as much as we possibly can, but we're trying to do instruction at the same time, and it's difficult to take care of those social situations, that uncertainty, at the same time that you're trying to teach them.

So personally, I would like to see the Board invest some time in putting some support in the schools for the children so that they can feel more comfortable at the end of the school year, and not be so anxious about the uncertainty of what's going to happen for next year.

Thank you.

MR. BOIK: Thank you.

Again, if you wish to speak, please

register at the table up front and we will call your name to speak. And again, we are asking people to register, I know we are going asking you to do this multiple times, but we're doing so so we can keep an accurate record of the speakers this evening.

Our next speaker is Alexander Hall.

ALEXANDER HALL

My name is Alexander Hall. I've been a parent, a community activist, a community stakeholder at Dearborn all my life, 42 years of my life. I know what these kids go through, what they breathe, what they eat. I had the opportunity to go to this school and graduate. My son, which is in his first year of college, he graduated from the school. My daughter, she's an eighth grader, she's graduating.

You guys just don't know what you do to these kid when you displace them. And you just put them out in the streets for them to be turned over to the wolves. How would you feel if your kid were in that position? We are not all perfect, but I know that there is a better way for us to compile and do a collective agreement among ourselves in

this world, and it's got to be better.

And it just, you know, my heart is just heavy the way our communities are being treated. If we had the luxuries of all the tools and the equipment and the books and the iPads and the computers that our kids could ever want for and be able to succeed, they would.

But it seems like we always get put behind the eight ball. We never really and truly be our full self. And it hurts me to know that we have people out here that act in this demise, and have so much evil and devilish ways to continue to treat our kid like this.

My mother, my cousins, my grandmother went to Daniel Hale Williams. We have a long tradition at the school. And to re-name it and do all these other things, it's a big -- it's like, you know, you killing our generation off, you know. And it's -- it don't make sense.

So I just want to say this in respect to the name changing, I feel it's a disrespect because we have an alumni association. Alumni of people who they say, "hey, we went to Daniel Hale Williams." The first black open heart surgeon, and

that meant a lot, and it still means a lot. And it means a lot to these kids now.

So that's all I really wanted to say. Thank you.

MR. BOIK: Thank you.

Our next speaker is Kesha Jones.

KESHA JONES

Good evening. I just have a quick question with regards to I have a corrected summary of action for the two schools. So at first I wasn't as concerned when it stated that the Williams and the Elementary and Middle School and Drake, all these students would be sharing two buildings, one at the current Drake building and then the Williams building.

But apparently with the correction, it states that everybody is Drake, the new Drake is going to be one, just the Williams elementary facility. Is that correct?

MR. BOIK: That is correct.

MS. JONES: So then my question is, then, where are all the other students going to go? Because we currently have a capacity space problem with the 127 students in sixth to eighth grade, the 265

students in the K to five, as well as the three grades of students in Urban Prep. There is not a single extra classroom anywhere.

So with that, and with Urban Prep adding another class next year of another 150 students as well as Drake's 200 or so students, I'm just curious as to where are they expecting all of those students to reside? And if someone could answer that for us, we would greatly appreciate it.

Thank you.

MR. BOIK: Thank you.

Our next speaker is Karl Hubert. Did I say that correctly?

KARL HUBERT

Good afternoon. Very briefly, my name is Karl Hubert and I'm a representative over at the Chicago Teachers Union.

I'm not going stand here and holler and scream at you. I realize that basically this group of individuals here are probably collecting information, you're probably not calling any shots, and you're going to take your data and then take it back to I guess the powers that be.

But I am going share that with you. I am

a retired trial lawyer. I practiced trial law for 28 years, and I came back into the education system 10 years ago after I sold my practice. I practiced in the area of excessive police force cases, that kind of thing. And I initially started out at Loyola University, Chicago, and I always wanted to be an elementary school teacher. However, I worked for CPS for a year and things weren't quite right, so I went to law school and I did my thing, helped a lot of people I think and believe. Then I came back ten years ago and I worked over in the Lawndale community and I know how difficult it is for the students in some of our inner-city schools and how dangerous it is. I also worked in the Englewood community as the dean of students in disciplinary, and I also saw some of the drama and some of the horrible things that these, that our children suffered in those particular two particular areas.

I think I only have two minutes, right? How much more time do I have?

MR. BOIK: Technically you have two minutes, but --

MR. HUBERT: You're interested?

MR. BOIK: We're interested, yes.

MR. HUBERT: Thank you very much.

The bottom line is that the principal asked me to be her disciplinary, and I'm going to tell you something. A lot of babies really want to be educated, and a lot of these schools that I believe you're closing down, they offer that opportunity. A lot of folks, I mean, I'm a baby boomer, I will be 63 in June, have made decisions in our life to come back to the system and actually give back.

I mean, I grew up in Chicago in Englewood and I did any thing and went around about and helped other people and came back here with the intention of coming back to the system to help our babies.

But I really think this is, not to cast aspersions on you, but this is a very disruptive process. Because you're taking babies out of environments where they have teachers, such as the teachers here over at Williams and William Multiplex, who can really offer these babies more than just what is you're saying you're going to give them. They can actually offer to nurture

them, okay.

When you take these babies out of their environment and you stick them into a strange environment, just imagine, those of you who have kids. I have three. I have a 42-year-old daughter who graduated from Harvard University, got her MBA from Harvard. But I can't imagine taking her out of the environment where she had so many teachers that nurtured her and taught her, and that caused her to be in a position or helped her to be in a position where she was actually able to go to Dartmouth and then actually get her MBA at Harvard.

I mean, you really, I know you guys don't have any real power, I know you don't, and you know you don't. But when you go back and you talk to these powers that be that's going to analyze the data you're collecting, I mean, talk to them about that.

And having said that, I'm going to give you a little spiel here that I think is very, very important. And I think they talked about it, the powers that be, our leadership, the union, and of course leadership of CPS, and I guess the legislatures and everyone is talking about, the

legislators. They are talking about a moratorium on school closings, okay.

I think when you put the brakes on and just stop for a second. Now, you got real people who are going to end up being displaced and made a part of this gang.

You know, sometimes I think about it and I think about Soweto in South Africa, and I think about how you had all these babies during Apartheid, they had Everybody just confined to Soweto and they draw a circle around them. And they couldn't come out of Soweto unless they had an identification card, they had to go through some kind of identification process.

My question is if this cycle continues, what is going happen to these babies? I remember growing up here in Chicago in Englewood, and I remember all these projects that are all gone. You remember along State, Federal? They are gone.

So you have to ask yourself a question, where are those babies? Where are those people? Where did they go? And I heard that a lot of them moved out to the suburbs, you know, the Section eight. Some of them went to Minnesota, some of

them went to Wisconsin. And that burden is placed on other communities, just so we can do whatever it is we are attempting to do as I guess an entire Chicago community here. It's just something you need to think about and take back.

So anyway, I'm going to give you 30 seconds on the moratorium piece. For too long, CPS. I want this on the record, too. For too long CPS and the Board of Education have claimed that they could improve our schools by closing them. school closings, turn-arounds, and privatizations have targeted African-American and Latino neighborhoods for years.

I mean, where are, and I'm not casting aspersions, but where are the white community schools in this room or at any of these hearings? They are all African American, okay. And you have to think about that, okay.

They target African-American and Latino neighborhoods for years, Latino schools as well as. The voices of our communities have been ignored as we have demanded an end to school action that's destabilizing our neighborhoods, taking resources from our students, and increasing racial

inequity in Chicago.

I remember when I was a kid they started the Dan Ryan. I was a little kid, I guess I was, I don't know, back then I was in fourth or fifth grade. And it was just amazing to me how they just dug a hole through the entire African-American community. And do you know what I'm saying, the Dan Ryan? I don't know if any of you guys old enough to remember that, it was just a big hole. They just separated, divided the community.

And when you do that, then you create -- you create a division in the community where you break up the stores, you break up the resources, and it's an ongoing process. And at some point in time somebody is going to have to really stop that. Because the problem, it doesn't get any better. I mean, yeah, you move everybody out, but then now, you know, like I raise the comparison of Soweto, you push everybody out to Soweto, then you draw a circle around them and you say you can't come back in Chicago. Now you have this drama in Soweto, and then you get all this, I mean, the problems that are created in that community. I mean, it just doesn't make any horse sense.

So having said that, in terms of moratorium, the Board of Education plans to disrupt student education in 133 schools, 23 percent of our public schools are private schools. Where are the babies going to go, okay? Public schools are the only place where they can receive an education. And as a civilization, you really don't want to continually deprive them of the opportunity to be educated, because the problem is going to compounded.

You keep pushing them aside, remember Brown vs. Board of Education. You keep pushing it back, back. Here it is it 50, 60 years later, we have the same problem. Chicago is probably the most segregated school system in America when you think about it. I mean, what happened? Brown vs. Board of Education.

So anyway, 23 percent of our public schools, these actions take resources from the communities who have already lost the most. For years schools have been starved from the resources that our students deserve, overcrowded classes, outdated textbooks.

And I want to tell you something. When I

came back in this game ten years ago, and even though I was asked to be the Dean of Students at Lawndale and Englewod, I did that three years and two years, and then the last year over in Englewood I actually went to a fifth grade classroom because my certification is K through nine, and I really quite enjoyed that. But I tell you straight up, I'm a witness, no textbooks.

We had to deal with what's called and engage in what's called differentiated instruction. I know some of you from CPS are familiar with that. That means you've got five sets of kids who are on maybe different sets of reading levels, but you have to, based upon no child left behind, the state standards, all of that, you have to really try to navigate and educate each of those babies at the levels that they are on in the way they come to you. Very, very difficult. And a lot of teachers have mastered that, okay. We are doing pretty good with that, okay. These are real people.

But when you do what you're getting ready to do, it's going to create quite a bit of havoc.

Now, in closing, we need an immediate

moratorium on all school closings, turn-arounds, and charter school expansions for at least a year. I mean, this is like a snowball thing. It's rushing. You know, you're rushing to judgment, okay. This is real fast, without taking into consideration real people, real babies, okay.

So like I stated, I have children, you know. I don't have any grandchildren yet, but I'm sure hopefully I will. I want to be an advocate and continue to be an advocate for children, or other folks children, just like my own. Because really, I want to tell you something, I consider us a community, a family.

We have come along way. And again, I'm not casts aspersions, but we've come along way from where we began as African Americans. You know, coming over here from Africa and going through what we went through with our ancestors and so on and so forth, and then what we went through in the south and the north. And then all of a sudden we do get Brown vs. Board of Education, the Supreme Court, and it really didn't have any teeth in it.

What happened is many of the them in the south, they shut down the school district and they

educated their children from church schools and home schools. They said we are not going to mix it up. You know what happened in Boston. So we are getting the same kind of thing here.

So, again, I know you don't have the power to really make a decision here, but I know you're going take all this information back to the big bosses. And I'm not putting in you in a class system, but you know what it is that you're going to do. Take information back to them, and somebody just mention to them, say hi, this guy talked about some of the damage that we are doing to these babies. And then tell them to take that into consideration, and then let's get this moratorium going. And then put the brakes on and let's take some time to really think this out. Because if we don't, if we don't, then we are going to have havoc, okay.

So thank you very much, I appreciate it. Thanks for your patience and giving me extra time. Thank you.

MR. BOIK: Thank you.

I just wanted to remind everyone, and if you are just joining us, that if you do wish to

speak, please sign up at the table out in the hallway. We are asking everybody to register, even if you speak multiple times, so we can keep an accurate record of the proceedings tonight.

MR. BOIK: Our next speaker is Oscar Young.

OSCAR YOUNG

Hi there, how are you doing?

MR. BOIK: Good. How are you?

MR. YOUNG: I'm okay. Just a community rep, that's all, that's interested in coming to the meeting. I was interested, and I understand it's about a proposal. And the proposal is to close several schools, a number of schools, Williams being one of them.

And I'm just wondering what is the determining criteria for that?

MR. BOIK: So we are actually here this evening to listen to public comment on the proposed action. We are not here necessarily to answer questions.

The proposed action is to close both the Williams Elementary and Williams Middle School into the Drake building -- or, I'm sorry, into Drake Elementary. But then a Drake will be relocated

into the Williams building. So all of the students from Williams and Drake will be in the Williams building, if this proposal is approved.

MR. YOUNG: Right. And that's what I understood to be the case.

And those factors that made that decision, are those factors available?

MR. BOIK: There is a number of criteria that are on our website at CPS.edu that were used to come up with the current list of proposals that's out there publicly.

MR. YOUNG: Okay. So you answered for all the schools. Is there anyone familiar with this particular school here? Is there anyone familiar with that particular location? It sounds like you're speaking in generalities, I'm speaking about that particular school.

MR. BOIK: All schools were put against the same criteria. So essentially, we went through an extensive process. There were multiple sets of criteria that essentially led to the current list.

So if you want to see all of that information, it is available on our website and you can see the walk down of how we arrived at that

current.

MR. YOUNG: Is the financials on these schools also there?

MR. BOIK: The budget is on the website. So if that's what you're referring to, that is available as well.

MR. YOUNG: I mean, is it a broken down budget?

MR. BOIK: By school.

MR. YOUNG: By school. By category?

MR. BOIK: Yes.

MR. YOUNG: Okay. That's my question. And that can be picked up on the site.

MR. BOIK: Correct.

MR. YOUNG: Thank you.

Our next speaker is Cynthia Anderson.

CYNTHIA ANDERSON

I'm back again.

MR. BOIK: Welcome.

MS. ANDERSON: I have a few questions and comments.

As we were looking over the information that was passed out to us today on this sheet of paper, the day that we were told that there would

be a consolidation of the schools of Williams Elementary, Williams Middle and Drake, the paper that we were given to send the children home, to send home with the children, indicated that the old Drake, or the current Drake now, would be used as a middle school. And that the Williams Multiplex now would be used as a PreK-through-fifth school.

According to this, they're saying that the old Drake, and according to what Alderman Pat Dowell said, the old Drake is going to be utilized by Urban Prep, and the Williams Multiplex as it is now is going house the student from Williams Middle, Williams Elementary, and Drake.

And based on the numbers, you said Williams Middle has 127 students. They said that the Williams Elementary I think it's like 240-some students, and then they said the Drake was 242 students.

Okay, if we do the math, so we're looking at how are they going to phase in all those students into the Williams middle School or the Williams School itself, based on the fact that all the classrooms are being utilized now? And that there is going to be an overcrowding of the

classrooms with this phasing-in process.

And the second thing is if Urban Prep is going to go using, and according to what Alderman Dowell said, Urban Prep is going to be using the old Drake as their ninth graders, which is 150 students, according to the plan, they said Drake has a capacity for 690 students. Urban Prep would have four classes, freshman, sophomore, junior and seniors at 150. That's 600 students.

Why would not Urban Prep be utilizing all of the old Drake building for their purposes, and the Williams Multiplex would be used to phase in the Drake School? Logistically, something is not adding up for me.

So as I said before, there are three different stories that are coming out as to what is going to be happening to the Middle School and Elementary School at Williams, and what is going to be done with the Drake School as it exists on King Drive.

So I think there is some clarification that needs to be given to the teachers, the students, the parents, and the community as to exactly what -- and noting that this is still in

the proposal stage so anything can happen -- what exactly is going to be the final decision for both sets of schools. And both sets of staff, and both sets of students.

MR. BOIK: Thank you.

Our next speaker is Nai Colton.

NAI COLTON

Good evening again. Just a point of clarification. Where it says "Drake will be relocating to the Williams Elementary and Middle building, which will offer." The third bullet point, "a building that has received 6.8 million in recent facility renovations."

Williams Middle did not benefit from that investment. That investment was strictly for Urban Prep. Everything that was done as far as ADA accessibility and other upgrades, that was for the high school. We have no access to that entry, we have no access to the third floor, and the portion of the building that was -- that those upgrades, you know, have been received.

We do not have elevators. The high school has that. They utilize that. Those upgrades were strictly for Urban Prep, and not for

us.

So that's misleading right there, that information.

MR. BOIK: Thank you.

(Whereupon, a short break was taken.)

MS. ALLEN: Excuse me, I signed up again but I don't think they brought the sheet back.

MR. BOIK: Just state your name.

LILIAN ALLEN

Hi. Lilian Allen, Williams Multiplex. I was wondering in regard to meeting number two, when I looked it up on your website it informed me that the meeting is next Tuesday, the 16th. However, your flyer today says the 15th. So I would just like some clarification.

MR. BOIK: It is the 15th.

MS. ALLEN: Okay, thank you.

MR. BOIK: No problem.

For clarification, the next meeting is the 15th from 5:00 to 8:00 p.m., same location. The public hearing is on the 26th of April, and that's at 5:30 p.m., and that will take place at 125 South Clark Street.

MS. McFARLAND: The website actually says it's April 16th. So the public hearing says that it's April 16th at Central offices, but the second community meeting would be here on Monday.

MS. ALLEN: So is there a hearing on the 16th?

MS. McFARLAND: That's what the website says, because I looked it up. But we are going to double check.

MR. BOIK: It appears that it is -- so the next community meeting is the 15th here. The public hearing, according to the list in front of me, is Friday, the 26th at a 5:30 p.m.

MS. McFARLAND: The letter says it the 26th, so the website is wrong.

MR. BOIK: Okay.

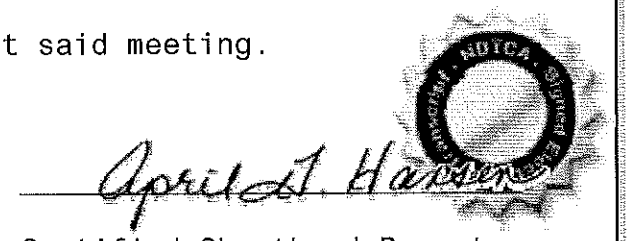
(Whereupon, a short break was taken.)

MR. BOIK: The time is now 8:00 o'clock, and we will bring the meeting to a close. Thank you to everyone who spoke this evening, and we will see you next time.

(Which were all the proceedings heard at the aforementioned meeting, ending at 8:00 p.m.)

STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

April T. Hansen, being first duly sworn on oath, says that she is a court reporter doing business in the City of Chicago, and that she reported in shorthand the proceedings of said meeting, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the excerpts of proceedings given at said meeting.



Certified Shorthand Reporter

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CHICAGO PUBLIC SCHOOLS | CPS
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Community Meeting for the Proposal to Close Williams Elementary and Williams Middle and relocate Drake Elementary School to 2710 S. Dearborn St. and to co-locate Drake Elementary School and Urban Prep Academy - Bronzeville

April 10, 2013: 5:00pm-8:00pm
Location: Dunbar High School, 3000 S. King Drive

CPS Staff in Attendance:
John Price, Chief of Elementary Schools, Burnham Park
Robert Boik, Chief of Staff
Ginger Ostro, Officer, Budgets and Grants

Also in Attendance:
Pat Dowell, Alderman, 3rd Ward

CPS Presentation:
Ginger Ostro, Officer of Budget and Grants, welcomed those in attendance and introduced the meeting. She introduced the sign language interpreters and Spanish translators. She asked if anyone required Spanish translation. The Spanish translator introduced himself and explained his process to the audience. Ostro then presented an overview of the proposal, reviewed the materials available to meeting attendees, and explained the meeting rules and procedures. Robert Boik, Chief of Staff, introduced himself and opened the meeting for public comment at about 5:05pm.

Brief Summary:
The purpose of the meeting was to receive public comment on the proposal to close Williams Elementary and Williams Middle School and relocate Drake Elementary and to co-locate Drake and Urban Prep – Bronzeville, in accordance with 105 ILCS 5/34-230. There were about 31 attendees and 24 speakers. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- A request from the Alderman that CPS change the handouts to state that Urban Prep-Bronzeville will be using the Drake building until Urban Prep is relocated to another facility
- Multiple concerns that the proposal is confusing and unclear
- Expressed concerns about the process to determine the school name and requested the community be involved in the process
- Concerned that Drake is not a higher performing option for students and requested more data to show how it is higher performing
- Request consideration for the positive attitude of the Williams teachers and the highly qualified principal
- Explanation of the programs offered at Williams
- Claims made that CPS has set schools up for failure and that politics has played a role as well
- Williams Elementary students met or exceeded state standards
- Stated the utilization data was incorrect because it does not account for the needs of special education students
- Expressed specific concerns about moving special education students and students in temporary living situations too often
- Felt the probation data for Williams was incorrect

- Concerned that it is not a proposal because facilities and HR have already visited Williams
- Asked why supports were not provided to Williams last year
- Questioned whether CPS will guarantee teachers will be rehired
- Wondered if the reconstruction of the Dearborn Homes contributed to underutilization around the school
- Opposed all school actions that impact children
- The accessibility of the Williams building
- Wanted to know why CPS officials were not answering questions in the meeting
- Felt CPS is spending more money to close schools than it will save
- Concerned that plan for school closings in not organized
- Stated that the process has disrupted students' lives and communities
- Encouraged CPS staff to walk through neighborhoods and go teach in classrooms
- Concerned about students traveling to school in the winter
- Asked when special education students will be notified so families can make decisions about placements
- Felt the process disempowered parents and the communities
- Concerned over status of the LSC because of the voting period
- Asked that CPS provide resources to Williams now and into the new school year
- Concerned about the individual safety plan for students
- Stated the need for a moratorium on school closures
- Concerned about capacity in the Williams facility given current issues with Urban Prep
- Asked when final decisions will be made
- Concerned that upgrades were made when Urban Prep moved in but the same upgrades were not made at Williams Elementary and Middle

CHICAGO PUBLIC SCHOOLS

For the Proposed Closure of Williams ES and Williams Middle (to be operated by Drake ES) and Proposed Co-location of John B. Drake ES with Urban Prep Academy for Young Men - Bronzeville

Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in the above-mentioned matter, held on Monday, April 15, 2013, at Dunbar Vocational Career Academy, 3000 South King Drive, Chicago, Illinois commencing at 5:00 p.m.

CPS STAFF MEMBERS PRESENT:

MS. GINGER OSTRO, Budget;

MR. ROBERT BOIK, Chief of Staff;

MR. ERIC PRUITT, Deputy Chief of Schools.

ALSO PRESENT: MR. ROBERT HEARD, Technology Manager.

Reporter: Kim Bures, CSR, RDR, CRR, CBC, CCP.

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SPEAKERS

Dianna Smith..... 10
Alex Hall..... 12
Student RA..... 14
Nai Colton..... 15
Dwight Fitch..... 16
Lillian Allen..... 18
Isiah Baldwin..... 20
LaAria Williams..... 22
Taylor Heard..... 23
Student MH..... 24
Dianna Smith..... 25
LaAria Williams..... 26
LaAria Williams..... 27
Cynthia Anderson..... 28
Alex Hall..... 32
LaAria Williams..... 33
Dianna Smith..... 34
Dwight Fitch..... 35
Alex Hall..... 36
James L. Hendrix..... 36
LaAria Williams..... 38
Jackie Arnason..... 40
Lillian Allen..... 40
Isiah Baldwin..... 42
Cynthia Anderson..... 44
LaAria Williams..... 48
Tiffany Peewee..... 50
Cynthia Anderson..... 53
Tiffany Peewee..... 56
Dianna Smith..... 56
Tiffany Peewee..... 58
Lillian Allen..... 59
Nai Colton..... 59
Tyesa White..... 60
James L. Hendrix..... 61
LaAria Williams..... 62
Cynthia Anderson..... 64
Tiffany Peewee..... 65
Tiffany Peewee..... 67
Tamarra Doty..... 68
Tamarra Doty..... 69
Student DA..... 72
Tyesa White..... 72
Student JP..... 73

SPEAKERS

(Continued)

Rebecca Martinez..... 74
Tamarra Doty..... 76
LaAria Williams..... 78
David Moore..... 79
Student DA..... 81
Lillian Allen..... 82
David Moore..... 83
Oscar Young..... 86
David Moore..... 89
Deborah Moore..... 91
David Moore..... 92
Cynthia Anderson..... 94

MR. BOIK: Good evening. We're going to go ahead and get started. I want to thank you, everybody, for coming this evening. We are here to hear public comment on proposed consolidation of Williams Elementary and Williams Middle School into Drake at the Williams building, so this means that all current Williams and Drake students will be in the Williams building next year if this action is approved.

My name is Robert Boik. I'm the chief of staff for operations at CPS. I'm joined by Eric Pruitt, who's the deputy chief of the Burnham Park network, and I will shortly be joined by Ginger Ostro, who's our budget director. She's running a little bit late this evening.

This is the second community meeting that we have on this proposed action, and the purpose of this meeting is to listen to public comment on this proposed action. This information will be consolidated into a report that will go to the board of education and to the CEO as well. There will be a third public hearing on this proposed action on the 26th of April at 5:30 p.m. at 125 South Clark Street.

So I want to thank those of you who attended the first meeting, and, as I said, this is the second of three meetings that we will have on this topic, and the public hearing will be the 26th of April.

I want to remind everybody who was here the first time that we do have a court reporter present. We also have a Spanish translator in the event that anyone requires Spanish translation services.

I'll actually ask her to introduce herself quickly, if you don't mind.

MS. LINARES: (Statement in Spanish.) My name is Sarai Linares. If you need my services, I'll be sitting over here.

MR. BOIK: We also have a sign language interpreter as well should anyone require those services.

So over the last week and a half, we've been gathering input and questions from the community in these public hearings, and beginning tomorrow -- a number of people have raised questions in these meetings. We are not answering questions. We are here to listen to your comments

and to take down your questions, but beginning tomorrow on our Web site, we're going to start answering some of the questions that have been posed, so in the event that you are interested in seeing those responses, they'll be available on our Web site at cps.edu/qualityschools.

In addition, we've heard a lot of information regarding safety and security in these community meetings, and I want to highlight a couple of points that are relevant here.

So we have been working very closely with the Chicago Police Department to develop our Safe Passage Program, and essentially what that program is, it's a program where we put adults and police on the streets on heavily traveled routes to and from a closing school to a welcoming school, and so we are working with the Chicago Police Department currently to identify those routes, and as soon as they are identified internally, we will be coming back out to the community to obtain your input on those proposals.

In addition, there are a couple of other points that we wanted to highlight. First and foremost, we want to point out that every welcoming

school will receive the security guard from the school that is closing, so that security guard will follow the students to the welcoming school.

In addition, every welcoming school will receive updated school safety supports such as alarms and entry screening equipment, and, as I said, there will be an ongoing engagement process with the community to vet the routes and to listen and to obtain input directly from you on what our proposal will ultimately be.

So when you walked in you should have received a handout. If you were here for the first meeting, this handout is the same as what was handed out in the first meeting. But on the first page there's just some general information describing the proposed action as well as some rationale behind the proposed action, and at the bottom of the first page, you will see additional places you could go to get some additional information such as dialing 311 or visiting our Web site, which is cps.edu/qualityschools.

The second page of the handout has some general information regarding enrollment options for students, safety and security, impact to

teachers, LSCs and partnerships that may exist within either the closed or welcoming school, and so this just describes how to obtain more information on the specific subjects.

And the third page has information on what every welcoming school will receive if this particular action is approved by the board of education. I mentioned Safe Passage before, but in addition to that, there was some facility improvements that buildings will receive such as air-conditioning in every classroom, a library in every school, upgraded technology supports, iPads for every student in Grades 3 through 8 as well as improved ADA accessibility.

And in addition to that, there also is a description of what we're calling a welcoming school fund. This is a pool of funds that every welcoming school will receive in order for the welcoming school principal and staff to tailor a program to the needs of the students that are coming into the building for next fall, and so that program will be specifically designed around the needs of those students.

And then, finally, the fourth page is a

map of the proposed boundary changes in the event that this action is approved by the board of education.

I have been joined by Ginger Ostro, and she will lead the public comment portion of the meeting, and I will turn the floor over to her in a moment, but before I do I just want to announce one more time that the public hearing will be scheduled -- is scheduled for the 26th of April at 5:30 p.m. at 125 South Clark Street.

MS. OSTRO: Hi. Thank you very much. I'm Ginger Ostro. I just wanted to go quickly through the process for the public comments section and just remind everyone that if you would like to speak tonight we ask that you sign up at the table outside the door.

You will have two minutes to speak, and we do have a timekeeper -- do we have a timekeeper -- who will cue you when your time is running out. We ask that you keep it to two minutes so that everyone who would like to speak has a chance to speak, and then our practice has been that if you would like to speak again after everyone who has spoken -- who has asked for a turn, you can sign up

again, and you can speak for another two minutes.

We will be here for the full three hours of the scheduled hearing time, so please take advantage of that because we really do want to hear your comments. We ask that you start your comments with your name and your affiliation with the school just so that can be part of the official record and captured by the court reporter.

So I think with that we're ready to begin. We have our first list of speakers. The first person is Diane Smith.

MS. SMITH: Hello. How are you? My name is Dianna Smith. I am a parent at Williams Elementary School. I am also local school council chair at Williams Elementary School. I have had one successful child to attend Williams Elementary School, move on to King College Prep. She is now accepting her college application for Howard University. I do promote her education strongly from Williams Elementary and Williams teachers, so I did want to get that out there.

Williams Prep has only been on probation for two years, not five, as stated in the data submitted to teachers by the board. Test data

submitted shows Williams Prep, 2012, outscoring Drake except for school year 2011-2012. Performance policies ratings was given for 2012-2013 school year, and the school year has not ended yet.

CPS keeps saying that the reason for closure is underutilization. However, Drake has the lowest utilization percentage, 35 percent. Williams Elementary is 66 percent, and Williams Prep is 53 percent.

We keep hearing test scores, test scores, test scores. However, that is related to underutilization. The staff at Williams Multiplex were told that the decision was based on the performance matrix, which has nothing to do with the underutilization.

Our students deserve to continue to be instructed by staff who know them, who the families have known, developed a bond, a relationship with.

Our schools already have iPads and upgraded computer labs. How is this an incentive for our students, as a mother, to, I'm sure, other parents? The bond that we have at Williams Elementary, I'm not saying that you can't do

better, but I'm sure you can do better by giving us better staff. Don't give us somebody with two points ahead of us. I don't care what test scores you are basing it on. It doesn't matter. But if this school isn't giving us a ten percent gain or a 30 percent gain, what difference does it make? Let's increase the teachers that we have. Let's give them the supplies that they need and move on. Thank you for this time. You have a great day.

MS. OSTRO: Thank you. Our next speaker is Alex Hall.

MR. HALL: Good evening. I'm good. Yeah. My name is Alex Hall, and I am a parent of an eighth grader. She will be attending King College Prep in the fall.

And I just want to say that the community of the Daniel Hale Williams Multiplex School have reasonable doubt to believe that the Chicago Public Schools' decision to close or consolidate our school, we believe was preapproved by the current administration, and this will be believed because we already had a strike against this already, and this is showing that CPS has so many inconsistencies with providing us with the

resources that we need.

If you gave us the materials and the resources and all of these iPods and all the equipment and tools that we need, we wouldn't be here today, so with that respect, we also believe that all of these closures and consolidations have plagued our community over the last ten years, and we intend to show the inconsistencies of the Chicago Public Schools because they have set us up for failure.

And we also believe that the Chicago Public Schools' decisions to approve many of the pre -- many of the proposed closings and consolidations may be superseded by our mayor appointment of board members. We know how that works. You know, we got people that, you know, work under the table and kind of like give kickbacks and put people in their back pocket, so we know how that works.

The Chicago Public Schools' current transition teams, why are they in our buildings? Why are they forming -- why are they forming parent transitional teams? Why are they forming -- you know, taking photos and making upgrades and it

hasn't been approved yet, so with that respect -- my time is up, so -- but I'd like to thank you very much. I'll see you on the 26th.

MS. OSTRO: Thank you. Our next speaker is RA.

STUDENT RA: So I'm an eighth grader at Williams, and I've been there since preschool, and since preschool I've changed many teachers, but when I came to Williams Preparatory School, it was different, and you get to know your teachers over the three years that you have them, and they're like second parents to you, and like when they see you doing something wrong, they say something, and they don't just let you sit there and do it.

And they try to help their students, and they stay -- all of them stay after school almost every day trying to help their students if they don't understand something, and they don't just pass them along to the next teacher, telling them, okay, well, I don't care or whatever, and they still -- even though they don't have to, they're here, and they're trying to keep the school open.

And they are -- set up lesson plans and stuff after school on their time when they could be leaving and going home and take care of their

personal life, and all of them stay every day to at least 6:00 o'clock, and they help their students.

And since kindergarten when I was at -- you stayed with your teacher for sometimes two, sometimes three years, and they always help you, and they never try to just put you out, and they all the lead you down the right path, not the wrong one.

MS. OSTRO: Thank you very much.

STUDENT RA: Thank you.

MS. OSTRO: And our next speaker is Nai Colton.

MS. COLTON: Good evening. Nai Colton, teacher from Williams Middle School.

I have some concerns. We were told by the CEO that the transition team was not going to come into the classrooms during instruction. That has still been taking place.

Also, I have one other concern about the utilization report. I still believe that those classrooms, those special education classrooms, were counted as full classrooms. The special education classrooms cannot exceed over 15 students based on the disability of the students, and I'm just trying to figure out if we merge Drake's 240

students plus Williams Prep and Williams Elementary, what's going to happen to those special needs students? Because we have students that are self-contained, and they need that support from their -- from their special education teachers, so that needs to be a plan just like the safety plan.

I see you all did come up with some information since the last meeting. That really needs to be taken into consideration about those students with special needs. Even Drake's special education department, what's going to happen to those students? Because now we're going into federal breaking the law, so just think about that. Thank you.

MS. OSTRO: Thank you. We have a new sheet of speakers. Thank you.

Our next speaker is Tyesa White, and I apologize if I mess up anyone's name. Please just correct it when you get to the microphone.

MR. FITCH: You said White, right?

MS. OSTRO: Yes.

MR. FITCH: Hi. I just got in this neighborhood. I'm from Dearborn Homes. My name is Dwight Fitch, and I just got here a year ago.

I have a five-year-old that was not allowed in Williams because they claimed the classrooms were full, but I have another daughter that goes to Williams, and I have to buy 30-days just to get my son to Doolittle every day, and nobody's helping me. I'm doing this by myself. I'm a retired truck driver, 12 years.

The main thing I was -- I want to speak on, if the school supposed to be underutilized -- you know, that's the word they're using, but how can it be that way when my son was not allowed in there for a whole year? He was supposed to be number one on the waiting list at Williams, and he was never allowed in there, but they claim that Williams was not our home school, but it's a block from my house. They claim Drake is, but I don't know if they're going to have him in the school. I don't know if they're going to make him go somewhere else.

You know, my daughter was bused to Drake my first couple of months, but now that she's in Williams, she's able to walk. But I don't understand, you know, how is it underutilized but no kids are allowed from Dearborn in the school?

You know, that's what I'm worried about.

And then where is my kids going to go? You know, I'm going through this every morning. I'm retired. I'm taking my kids to school. I need -- you know, all they're thinking about is closing it up and not thinking about our kids, you know. I wanted to move too, but, you know, they need to see what they're going to do about the kids, getting them bused or whatever they're going to do. That's all.

MS. OSTRO: Okay. Thank you very much. Did we have Tyesa White, Tyesa White? Okay.

Lillian Allen?

MS. ALLEN: Hello. I'm Lillian Allen, parent of children at Williams Elementary and Williams Multiplex -- Williams Prep as well as an alumni of Williams.

And I basically have two questions, one similar to the gentleman who just spoke before me. What is CPS's definition of underutilization if children are being turned away? I will be looking for that on the Web site specifically because I think that speaks directly to the situation going on with Williams, so I'm going to repeat the

question because I will be looking for it. What is CPS's definition of underutilization if parents are being turned away with their children? That's number one.

Number two is why are people being allowed into my child's classroom this year, now, to disrupt his education so that you all can put forth this transition? I will be looking for answers tomorrow. I hope they're there. Thank you.

MS. OSTRO: Thank you.

Unless there's some other speakers coming in from outside, we don't have anybody else scheduled on the list right now. If you would like to speak, please sign up on the sheet, and we will be happy to hear from you.

MR. HENDRIX: Sign up?

MS. OSTRO: Yes. There's a sign-up outside. I'll try one more time. We have Tyesa, T-y-e-s-a, White. Okay. Thank you.

MR. HENDRIX: Excuse me. I was late coming in. I was wondering, what is the supposed proposal about? Are we going to close the school, or is that -- is Williams going to be closed, or is Drake going to just take over that school or --

MR. BOIK: So the proposed action that we're listening to comment on this evening is the consolidation of Williams Elementary and Williams Middle into Drake at the Williams building, so, in other words, Williams Elementary, Williams Middle and Drake will all be in one building if this action is approved by the board of education, and that's the Williams building next year. That's the proposal.

MR. HENDRIX: Where is Drake located now?

MR. BOIK: On your handout there's a map, on the first page of the handout.

MS. OSTRO: So we're going to -- I think we have somebody here. You can sign up in front. You don't have to go out into the lobby to sign up if you'd like to speak. We're going to have the sign-up right here, and we'll call you right from here. It will just make it a little bit more efficient.

MR. HEARD: Next I have Isiah Baldwin.

MR. BALDWIN: Good evening. I'm Isiah Baldwin. I am a teacher at Williams Multiplex. I teach the music curriculum for both the elementary and Williams Prep.

I've been at the school for a number of years, and I have seen students and parents come and go, and the staff at Williams Multiplex all together has worked very hard to ensure that the students have gotten what they needed when they come to school in both academics as well as natural things.

We've spent a lot of time with our children. We've spent a lot of money with our children, and we've spent a lot of what we have in mental resources with these children.

To see the school close is a travesty in the way of what is called the nomenclature, underutilization. Our rooms are jam-packed with children. Every room is in use. Every resource is in use. That that we have not been given, you can't work with anything that you don't have, but that that we have been given has been put to great use, great use.

In the realm of computers, for instance, we have a new lab, a new computer lab, and we work as much as we could with them. Instrumentation in the music department, we work with everything that we have, and we have quite a department. To see

this school close would be, like I said, a travesty.

It's convenient for the neighborhood. It is very good for the neighborhood. We relate to the parents as well as the students better than any school I've ever seen in situations like this. Thank you. Have a great day.

MS. OSTRO: Thank you.

MR. HEARD: LaAria Williams.

MS. WILLIAMS: Hi. Good evening, everyone. My name is LaAria Williams.

My daughter, she's a first grader at Williams Middle School. This is her first year there. When she first came into the school, she did have to take the Options for Knowledge exam in order to be enrolled into Williams Middle School, so now that you have placed Drake in there, is it the same enrollment process for children who are entering in, or is it just open registration? Because to my understanding Drake is a neighborhood school. Correct? Did they have to take Options for Knowledge for that? I'm not sure. Does anyone know? They did not? Okay. So now that they're going into Williams, is it going to be the same

enrollment as before, or is it going to be a different plan?

MR. BOIK: So we will actually log that question, and I mentioned at the beginning that we're taking down questions this evening, and we will post answers to the questions on our Web site beginning as soon as tomorrow, and the Web site is cps.edu/qualityschools.

MS. WILLIAMS: Okay. And so just to piggyback on that, so if they do decide to have open enrollment, as they did Drake middle school, then wouldn't it just -- you know, wouldn't it just open it up for other, I guess, neighborhood areas to enroll into Williams Middle School and, therefore, the facility won't be underutilized at that point? Because if you're going to do it anyway, then why wouldn't it just be done at the beginning without closing the school? And then that way the other kids can then turn to the school that live within the neighborhood, so just a suggestion. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Taylor Heard.

MS. HEARD: Good afternoon. I'm Taylor Heard. I am a special education teacher's assistant at

Williams Middle School.

I have many concerns about the consolidation. I just want to focus on consolidating. So Webster defines consolidation as a process of uniting, the quality or state of being united, specifically the unification of two or more corporations by dissolution of existing ones and creation of a single new corporation.

So when I hear the word consolidation, I believe that two will become one as opposed to a takeover, which is defined as assuming control or possession of or responsibility for.

My question is, are we as Williams Middle and Elementary consolidating with Drake, or is this a takeover? Both words have been used, consolidation and closing. I'm unclear on what's happening for sure with Williams as a whole, so I would like that question to be answered.

MS. OSTRO: Thank you.

MR. HEARD: MH.

STUDENT MH: Hello. My name is M. I am an eighth-grade student at Williams Prep, and ever since attending Williams, it has been like a second home to me. I've been attending Williams since

pre-K, so ever since I was three years old I've been getting my education from Williams.

I graduated from kindergarten. It felt like I was achieving something for the first time from Williams, so knowing that I'm going to be able to graduate this year from Williams, I know I'm going to be achieving something as well, and I would like to see my younger siblings achieve as well for Williams, so I feel like why should Williams be closed when it's been a safe home to me and my fellow classmates as well? Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Dianna Smith.

MS. SMITH: Dianna Smith. I have a few questions. First question is, can we have a report as to the teachers and the principals that is expected to be in the school building of Williams, degrees, accolades, anything that they have? As a parent, I think we have a right to know who we're expecting to have in our building.

And another question, if Williams is the receiving building, why is it that we are changing the name from Williams to Drake? I think Daniel Hale Williams' name alone, first open heart

surgery, is more important than Drake. It makes a statement for our community. We've built our community based on the open heart surgery of Daniel Hale Williams, so, if you can, put that in as an important question, an important statement to our community please. Thank you.

And another one, was this design made based on the resources that Williams Elementary already have in the building? Has anyone come in the building and taken into consideration we have the resources? We just need the attention from CPS in order to grow. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Recalling LaAria Williams.

MS. WILLIAMS: Hi. One more concern. Okay. As I said before, once the school is -- it becomes a neighborhood school and, therefore, is open to neighborhood enrollment, is the system prepared for a wait list for the school, and what happens when the school is overutilized? I don't know if that's part of the plan or not, but if they can consider that, because once it's open there will be Drake kids there, there will be Williams original students there. There will also be students from

the surrounding neighborhoods there, and the school may be overutilized. It will be overcrowded, no funding. The ratios, student-to-teacher ratio will be higher, so I just want to know if that's part of the plan as well. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: If there's anyone who would like to speak, please come see me.

MS. WILLIAMS: And, also, since Williams would no longer be an Options for Knowledge facility, are they going to kind of increase the list of new schools that will possibly be added to the Options for Knowledge? Because I would like my child to at least be enrolled in, you know, one of the Options for Knowledge schools, so if I need to retest her or something, I would like to know her options because there really are no other options in this neighborhood besides Williams, which was Williams magnet school, so are there going to be any other Options for Knowledge schools in the area, because I think that was one of the only ones besides NTA, if I'm not mistaken, so if they can also do something about the list because obviously it's decreasing, so if they can do something about that

or have a plan. Thank you.

MR. BOIK: So I want to point out with respect to enrollment options there is an e-mail address on your handout that you could e-mail and you could ask specific questions, and they will get answered through this e-mail if you have specific enrollment questions.

MR. HEARD: Cynthia Anderson.

MS. ANDERSON: Good evening. My name is Cynthia Anderson. I'm a special education teacher with 30.5 years of teaching experience all in Chicago Public Schools.

In reading the handout that has been given to the community and the parents, the wording is very disturbing to me because you say right now the reality is that too many of our children are being cheated of the quality education they deserve because they are trapped in underresourced and underutilized schools.

With Williams Middle School being not a neighborhood school but a school that can attract and have attendance from students from across the city, I resent the fact that they are saying that the students at Williams are trapped. I also

resent the fact that they're saying that we are underresourced. I am -- as the parent asked a question, what is meant by underresourced?

As Mr. Baldwin indicated, we can only use what we have, and I think we at Williams Middle School have used not only what you all have given us, but we have used what we have brought into the situation on our own.

Also, on the handout there's negativity about Williams Elementary. There's negativity about Williams Middle. However, on the right-hand side, there's nothing that says any information about Drake except for the fact that they say that the students will be welcome into a school that has almost 70 percent of students meeting or exceeding.

Williams Middle has that, so how can they compare apples and oranges when the statistics that we have been given, give or take a few points, both schools are equally the same.

The other thing is that at least with the Williams Middle School we don't have split classes, which means that instruction from the teachers is given specifically for that group of students at that particular grade level. That's not to say

that we don't do differentiated instruction with our students, because within the heterogenous setting, you have to address the needs of all the students that are there.

I've taught split classes before, before I went specifically towards special education, and you have a lot of students who get caught in the middle. You can't teach to the top. You don't want to teach to the bottom, and you teach to the middle. Well, somewhere in that process a lot of students get cheated, a lot of students get cheated.

So I think, as I stated before, if they're going to put this information out about Williams and the middle school and Drake, I think they need to put all the facts out there and then allow the community to make the decision as to how they feel about the different schools because right now this is very negative on this side, and this is positive.

They talk about the $6.8 million of recent facilities investment. That investment only came as a result of Urban Prep moving into the building. What the Williams Middle School and elementary

school did, we got new doors on our classroom, and that's it. We got no air-conditioning. We got no upgraded computer lab. We got none of the things that they brought in for Urban Prep.

They brought in two elevators to which the elementary school nor the middle school are allowed to use, and we have students who have been on crutches just like they do, but our students have to hobble up the stairs. They're not allowed to use those elevators. Well, right now nobody's using them because CPS hasn't paid the bill. So not only that, but that school can't even use the elevators.

So when you put out information, just be fair. Just be fair. Put it out there. Don't assume that the public, as I have done and have other people done -- you have researched this information because it is public knowledge, but don't just make it one-sided. Don't make it seem like Williams Elementary and Williams Middle School are -- we're trapping our kids to be underutilized and underresourced and Drake is not.

We were in a meeting, and the comment was made that Drake had a leaky roof. Well, how many

years ago did Williams Middle School have a leaky roof when I was on the third floor and there was water that was coming down the walls of my room? I'm not talking about something I heard. I'm talking about something I saw. Thank you.

MS. OSTRO: Thank you.

MR. HALL: Hello again. My name is Alex Hall, and I'm a parent at Williams Multiplex building.

And I just want to quote -- I have several quotes that Dr. Barbara Byrd-Bennett quoted as saying that every school that's closed or consolidated will be -- each student will be -- that's coming from a lower performing school will go to a higher performing school -- will go to a higher performing school.

So with that being said, Drake is not a higher performing school, and two points or three points is a disrespect to our community because if Drake is a higher performing school, I want to know: What is a higher performing school in this city? Two points? That's being cheated. We're being cheated again, you know.

A higher -- I'm looking at, what, 20 minutes greater or 50 points greater, so with that

being said, hey, I'm just quoting what she said. She said each student coming from a lower performing school will go to a much higher performing school, and all of this crap that's on here is crap. It's something that she put together, and, also, we need to see her. We're tired of talking to mutes, people that can't say anything. Good night, and have a great day.

MS. OSTRO: Thank you.

MR. HEARD: Anybody else who wants to speak?

MS. WILLIAMS: My name is LaAria Williams.

Previously to 1999 when public housing stood around in the area, Williams was not underutilized, but under Mayor Daley's administration when they tore down the public housing, of course, the population has decreased, and, of course, the population of the students has decreased.

After we all -- as a lot of us may have known, CHA's plan has failed, and public housing which was torn down such as Ickes and different places like that have yet to be rebuilt, and before you tear down the schools for being underutilized, can we use the land that's underutilized?

And then maybe, you know, the population of children as well will increase, because as of yet CHA is supposed to have a new plan for transformation under Mr. Woodyard, who's the new CEO of the Chicago Housing Authority, but they have yet to do so, and so there's a lot of under -- a lot of underutilized land, a lot of homeless people who can use that land and also would bring more students, and the area would not be underutilized, but, like I said, there is a lot of vacant land on the south side of Chicago.

So if we want to look toward the future, hopefully, you know, they can consider that as well before they decide to close the schools because they're, you know, underutilized when we don't have a population down there. Thank you.

MS. OSTRO: Thank you.

MS. SMITH: Dianna Smith. My question is, if we keep hearing the words plan -- you know, you have to really make sure you choose correct words. We're using the word plan. As a plan how can you almost tell me, put in writing this is it? Is this just to show me some sort of maybe future? Is there any way we can change this decision, or is

this a waste of our time?

And another question, even in a plan, you plan for your future. I would think that we would be able to meet the principal and the staff in the plan for our children's future. Can you please note that? Thank you.

MS. OSTRO: Thank you.

MR. FITCH: I used to be an LAC member in the ABLA community. I'm there as well. Nobody --

MS. OSTRO: Excuse me. I'm sorry. Your name was --

MR. FITCH: Dwight Fitch.

MS. OSTRO: Dwight Fitch?

MR. FITCH: Mr. Fitch, yes.

MS. OSTRO: Thank you.

MR. FITCH: I used to be an LAC member, ABLA homes, and, well, actually the point is if I don't have a computer, how am I going to know the answers to any of these questions that these people are asking? I don't do that. My wife do it, but, you know, somebody -- I never been to a meeting -- and I've been to over -- I'm 60 years old in December. I've been to thousands of meetings. Nobody's telling us -- why are we here? That's the main

reason. Why are we in this audience and no one's telling us nothing that's going to go on with our children? These are our babies. Somebody should know some answers. If you all don't know, ship out and get somebody in who do.

MR. HALL: Hello again. My name is Mr. Alex Hall, and I have another question that I would like to have on record.

With respect to the LSC, it states here on your handout that the LSC will be dissolved at the end of the school year and new LSC elections will be held this spring. I don't know how that can happen. Maybe we should ask our mayor if he can run City Hall without a council. That would be illegal for him to do that or anyone else in this city to run an agency or organization without a council or a committee, so with respect to that, I would like that question answered also. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Are there any other speakers?

James Hendrix.

MR. HENDRIX: Good afternoon. For the record, my name is James L. Hendrix. I'm a former learning facilitator with the Chicago Board of Education,

also a former delegate with the Chicago Teachers Union.

I don't have a lot of information to deal with here, but when I saw that a school was closing, that came to my attention. I'm 59 years old, and rarely do I hear about a school closing. I hear a lot of schools being built in certain areas, but few closing.

I think this is a done deal, to be honest, because look who's here. We don't have a big turnout. It seems like when it comes to education you all call the shots even though it's our children that go to these schools.

If a school's underutilized -- in this case we're talking about Williams -- I would think that in the evening we would have some kind of social programs going on if it's nothing but the computer thing. I mean, if a school is underutilized, you've got to have room for something to go in there.

When we talk about the growth of the city, apparently neighborhoods are growing on the south side, on the south -- in the Loop area. Apparently we're going to have some room for more people to

come in. I just don't understand the school closing thing, and, again, like some of the other members here, I'm curious about why isn't anyone giving no answers? How did this come about? Who decides to close one school and leave another one open? That's my comment. Thank you for letting me speak.

MS. OSTRO: Thank you.

MS. WILLIAMS: Okay. I'm looking at the plan --

MS. OSTRO: Could you just state your name for the record?

MS. WILLIAMS: Oh, I'm sorry.

MS. OSTRO: Just for our court reporter.

MS. WILLIAMS: LaAria Williams. I still see a lot of physical changes for Williams school, but I don't see anything as far as the curriculum being approved, and I do see the physical. I do see the air conditioners and the computer lab, but where is the improvement in the curriculum? That I do not see, and that's a big issue for me.

If I have to choose between her having an air conditioner and, you know, a higher curriculum actually, you know, benefitting from the changes, I

prefer it being her curriculum, but I -- and I don't see that, so if they can please release some information regarding what are the curriculum changes going to be that's going to help improve those test scores that we're talking about where we have the two percent difference. I don't see anything about the curriculum that's going to improve those test scores. I just see a lot of physical.

And if they're going to -- if they do decide to do what they're going to do to the school, there's no parking. The driving situation there is terrible, and if we're going to have two school consolidated into one, the parents are not going to be able to enter to pick up their -- because I pick my child up. There's no bus service for my child, so I do have to leave work early to come pick her up, and the parking is terrible, so I don't know. With the land that's maybe over there to the left, if Rahm Emanuel, Mayor Emanuel, can maybe work on that, so -- you know, free parking, of course, if he can do something about that. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Jackie, would you pronounce your last name for me please?

MS. ARNASON: My name is Jackie Arnason. So I'm not a parent, as many of you are. I am a concerned citizen of the City of Chicago. I'm a graduate student at Loyola Chicago, and some of the research I'm doing is on mapping the planned school closings with current SROs, shelters, transitional housing units, all other affordable housing in the City of Chicago, and I don't have the answers.

I actually don't have any questions for all of you. I just want it to be noted that there's a huge correlation in what schools are planning to be closed and what -- and the current housing -- the current low income housing situation, and so if -- that's all. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Lillian Allen.

MS. ALLEN: Hi. My name is Lillian Allen.

I'd first like to make a statement. You have the statement here that our children are being cheated of a quality education. My daughter's an alumni of Williams Prep. She currently attends King College Prep. My daughter was picked 285 out

of 6,000. I highly doubt that is her being cheated of a quality education. That's number one.

You guys need to choose your words differently because this in no way reflects how I feel as a parent. I travel to bring my kids to Williams. My kids don't go to the neighborhood school in my neighborhood because I think they would do a disservice to my children, so I choose to take my children to Williams.

In no way would I as a parent put my child somewhere where I thought they were being cheated ever. It is my job as their parent to make sure that they get the best quality education, food for nourishment. I would never ever do that, so I am offended by your statement.

I'm also offended as a parent of Williams that you have such loving things listed about Drake but nothing listed about Williams. There are things going on at Williams that could be listed here that are equal to what you have or even better than what you have listed here for Drake.

I don't know anything about Drake, so I'm not here to down Drake, and I kind of fault you all for that because you've given me nothing to work

with when it comes to Drake, so as opposed to me standing up here and being upset at them, I'm not upset at them. I'm upset at you because you haven't come prepared. You haven't come prepared because you don't have what I do. You expect me to make a decision by the 19th on whether or not I want to take the chance and enroll my child at another school, yet I know not the outcome of this until -- what is it? The 26th? Bad, really bad.

You guys are really not being fair in your statistics, your information that you're putting out and just in the way that you're going about this. If I'm not going to be given a chance to make a change, then don't whitewash the situation for me. Give it to me in the straight and real. I don't need whitewashing. I need realness. That's what I get at Williams. Once again, I'm not here to bash Drake, but I don't know anything about them, and that's your fault. You need to give me those statistics. Thank you.

MS. OSTRO: Thank you.

MR. BALDWIN: My name is Isiah Baldwin, music instructor at Williams Multiplex.

And since I came out to this meeting, I'm

going to say what I think I feel, and I'm going to say what I think is right because the wording that I keep hearing that is really bothering me is the word cheated. We're dealing with a mayor who has cheated this city since he got into administration.

He cheated his way into the office without residency or validation, but we're the ones -- the school system is the one that's being cheated. We're being cheated because you're going to take away a school that is helping children in more ways than is stated.

This is a very serious issue to us. We're not out here maybe in the biggest numbers that you've seen somewhere else, but it really shouldn't matter because we're still people that make the difference at a place that looks like it's going to go down a drain that the mayor opened up so wide it's a wonder he is still able to walk through the city, because he has no conscience of what he is doing.

I'll take that one minute in consideration, but this is what I want to say. The mayor is cheating the City of Chicago's parents. He's cheating the City of Chicago out of quality

educators, jobs, livelihoods that he takes taxes from, and I don't think it's fair. It's going to show up with his administration at some point. He is not oblivious to the law of reciprocity. Have a great day.

MS. OSTRO: Again, as a reminder for folks that have joined us, that if you would like to speak, we do have a sign-up sheet in front. If you would like to speak, please sign up.

MS. ANDERSON: Good evening again. My name is Cynthia Anderson.

I just want to put a scenario into the records. This year -- because I'm a special ed student -- I mean, a special ed teacher -- I'm sorry -- and I had -- a couple of weeks ago I had to be off because I had to take care of some business with my mother because she's -- she has Alzheimer's, and I was out of town, and I have been -- I went to Cleveland.

I had been there probably about a good hour, hour and a half, and three parents called my cell phone. I give my number out to my parents because that's the type of relationship that we have.

One parent called because she said her daughter needed some information to be given to her because she was trying to enroll her in Simeon, and Simeon said that they needed that information. I told her -- I said, you know what, give me five minutes, I'll call you back.

I called the school. Mind you, I'm on my business trying to take care of my mother, and I talked to Ms. Epps. I said, Ms. Epps, this parent needs this information, she's going to be picking her daughter up, can you please have that information for her. She said, I will try.

That evening I called -- I texted that parent back. I said, did you get that information? She said, yes, Ms. Anderson, I got everything I needed, thank you very much for helping me out.

I got another call from another parent whose son -- and I'm not going to go into the details, but he has some issues, and she wanted to let me know that she had taken her son to try to get some help, and she said, I just wanted to let you know that I'm trying to help you and I'm trying to help you help my son in your class. I said, no problem. She said, take this number down, this is

a new number. She said, if you ever need to call me, she said, don't hesitate to call me, she said, because I never hesitate to call you. I said, thank you very much.

I have another student. His mother -- in fact, she texted me today. She said, here's my new number. She called me. She said to me all the time -- she says, Ms. Anderson, my son has never done a book report. He's an eighth grader. He has never done a book report until he came to your class. She said, he's never completed assignments until he came to your class. She said, I don't know what you do for him and I don't know what you do to him, she said, but you are like the Pied Piper because he would follow you anywhere because that's how much he loves you as a teacher.

Now, as the parent said, I don't know the people at Drake. I don't. I know the parents and the students at Williams. There are other teachers who get this same type of feedback from our parents. I would hate to see that student lose what he has gained in my classroom because, as you know, special education children do not adapt well to transitions. They don't.

As I stated before in the other meeting, I have ADHD, I have autism, I have mild cognitive impairment students in my classroom. I have the plethora of disabilities in my classroom. My concern is, what is going to happen to my students who we have developed this bond with over the last -- and some of them I had in sixth grade and I had them again in seventh grade and I had them again in eighth grade. What is going to happen to those students who have developed a bond with me and I with their families? What is going to happen to those students?

You can't -- I'm not saying that they don't have that at Drake. What I'm saying is I like what I have at Williams. I do. Teachers, parents, community, we all work together. Sometimes we may have to disagree to agree, but that's okay. We don't fall out with one another because we do disagree. We figure out that common ground when we can move forward in the best interests of our children and in the best interests of the community. I don't know whether they're going to have that again. I just don't.

MS. OSTRO: Thank you.

MR. HEARD: Any more speakers at this time?

MS. WILLIAMS: Hi. I'm LaAria Williams.

I was reading this, and I'm not sure exactly what academic intervention programs are. Nobody -- oh, okay. Academic intervention program.

And exactly what is the definition of underutilized? Is it that it's empty classrooms? Is it lower enrollment? I'm not really sure exactly the exact definition of what they're calling underutilized, and I'm saying that because my daughter currently has 29 children in her class, and that's in one classroom, and there's -- if I'm not mistaken, there's one first-grade classroom.

So if they're going to go ahead and add Drake there, do they have the floor plans prepared for two to three first-grade classrooms? Because what I'm reading is that there's going to be smaller group interventions, but I don't know if that's going to happen if they don't have the space for two to three first-grade classrooms, two to three second-grade classrooms, and I don't know how many empty classrooms there are in Drake -- I mean, I'm sorry -- Williams.

VOICES: None.

MS. WILLIAMS: So that's an issue. I don't know how they're going to fit all of these students -- because now there's also going to be a neighborhood school so, therefore, there's going to be Drake, Williams, a neighborhood, and there's no room, and you can't guarantee a small group ratio, a small teacher-to-student ratio with two schools and also neighborhood schools, so that's going to be an issue.

Also, what is the average teacher-to-student ratio? What is their average? What have they prepared in their mind? Are they saying there's going to be -- you know, I'm not sure. I just want to know what's there for that.

And, also, what is the capacity for the school currently? Is there a maximum, a minimum according to regulations? Is there a maximum of how many students can be enrolled or can be held -- housed in that one building? I don't know if that's going to keep up with safety regulations there if there's too many children, not enough classrooms.

I'm just not -- it's just the numbers are not really adding up to me. I don't know the floor

plans of the school, and I just wanted to know the ratio of how they're going to get all of those students in one building, and it's already, like I said, 29 children in my child's class, and there's no room for two or three first-grade classes, two or three second-grade classes, two or three third-grade classrooms, so if they can possibly review the floor plans in that building before they say it's underutilized.

I don't know what underutilized is, like I said. I don't know if they're saying it's low enrollment or if there's empty classrooms that aren't being used, so if they can also get a little bit more specific of what they mean by underutilized. Thank you.

MS. OSTRO: Thank you.

I'm sorry. Did we have another speaker?

MR. HEARD: Yes.

MS. PEEWEE: Hello. My name is Tiffany Peewee. I'm the local school council vice president.

I've got a couple of questions. The first question is, the parent, she just basically brought it up, about the underutilization. John Price and them, they walked through our building. They

pretty much know that the building is not being underutilized.

We don't have like all the spaces that they are claiming that we have. I mean, we had kids to come up into the building to try to get enrolled up in there, but we don't have no room for them because, as you guys know, it's like three schools in one. We have a high school, we have elementary, and we have prep. So my thing is, if we don't have the space for them, how could you all call it underutilized? Who answers these questions?

VOICES: Nobody.

UNIDENTIFIED SPEAKER: You ask them to put it on the Web site.

MS. OSTRO: So we are putting -- we're taking down all of the questions, so we have the court reporter here and the note taker. We're also taking notes so that we can provide answers to everybody's questions on our Web site.

MS. PEEWEE: So is this like the same thing that's been ongoing? Every meeting that we have, they just post it up on-line? I mean, but nobody's really like telling us anything because we was kind

of like hoping that they would have like --

MS. OSTRO: I'm sorry. If we could have one speak at a time so that the court reporter --

MS. PEEWEE: No. I'm just trying to figure out the questions that we have, who going to answer them? I mean, we're here for answers. We're not here just for you all to put stuff on on-line for us to read about later once they made their decision on what they're going to do with our school.

It's not your school, it's not your school. It's our kids' school. So we're just really trying to figure out: Why would he send you all? Why would John Price send you all and he don't come himself? Somebody should have came that can answer some questions for us because you're all just sitting here like robots.

MS. OSTRO: Again, the purpose of this meeting is to hear from everyone, to be able to record all of your comments, thoughts, reactions, that we can capture all of that so they can be reviewed by the board, by Barbara Byrd-Bennett as we go through this process, so it is important for us to hear your comments and questions.

MS. PEEWEE: I mean, it's important for you all to hear the comments and the questions, but, I mean, we need some answers like today. We really needed them yesterday because they're making a decision on our kids's future, not you all's.

You know, I mean, every question that we ask, it never get answered, so I don't feel like this is -- you got 15 seconds up? Oh, okay. But I don't feel like, you know, that's kind of like fair for us and our kids. I really don't, you know? Time is up? Okay. So that mean I got to sit down?

MS. OSTRO: Yes. Thank you.

MS. ANDERSON: I'm back again. I'm Cynthia Anderson.

Last Thursday -- I think it was last Thursday -- we had a meeting with Mr. Price, and the information that we were given talked about performance policy, and he said that the performance matrix was what was used to determine which school would be what they call the controlling school.

And based on the information that he gave us, they said the overall rating for 2011-2012 for ISAT composite, meeting and exceeds, and Williams

was 70 percent, and at Drake it was 66.9. Then they said for the 2011-2012 school year that the ISAT composite meets and exceeds for Williams was 75.8 percent and in Drake it was 67.1 percent.

The question that I have is: On this information they say that there's a performance rating -- performance policy rating for 2012-2013 school year, and based on what they have, if I'm not mistaken, we're still in the 2012-2013 school year, so how can they put out information that states about a performance rating of a school year that has not ended yet?

If we're going to make a decision based on what they say is trend and they look at the information over the trend -- and it was also brought up that during the 2011-2012 school year was when we had a lot of construction that was being done at our school.

My classroom in particular, there was -- because they had to tar the roof. My class in particular, the tarring machine, that big, old machine, sat right underneath my window, so when it was 90 degrees outside in August and September, I couldn't open my windows because my kids got sick,

literally got sick. There were times when we had to go to other rooms to have instruction because we couldn't take the smell and we could not take the heat.

So when you look at the test scores and what they're talking about, the trend, did they take into consideration the conditions that would have impacted the test scores during that school year?

We had teachers that were teaching -- okay. We had teachers that were teaching -- okay. We had teachers that had to take their classrooms into the auditorium to teach because of the smell, and we had white plumes of smoke that came up from the construction that was being done in the basement.

So I think it was more than just test scores because if you have the same teachers who are teaching year to year to year and you have one year where there was a drop in scores, you have to really ask the question, why, what were the conditions around those students that impacted that score? Because they're telling us underutilization and I'm getting the impression that

underutilization means that because the test scores dropped we weren't teaching. That's not the case. We were teaching every day.

MS. OSTRO: Thank you very much.

MS. PEEWEE: Hi. Tiffany Peewee again.

I have a question that I know probably everybody here is wondering. What are they going to do as far as the namewise? Are they talking about changing it to Drake, or are they going to keep it as Daniel Hale Williams? Because, you know, he was the first black man to do the open heart surgery, so we would like to at least try to keep our namesake for the school.

You know, we don't want it to be called Drake. It's like no if, ands and buts about it. We don't want it. I don't know if they want it. I know I don't want it. I went to Williams myself, so, you know, if they're talking about doing whatever they're going to do, they do need to keep our name, you know.

MS. OSTRO: Thank you.

MS SMITH: Dianna Smith. I have something that would benefit both Drake's staff, administration and both Williams' administration. You have Urban

Prep High School in the facility, so whomever have it as the next school year administration, how can they perform in a classroom when you have the high school students running throughout the building?

They use the same facility as the elementary and prep students. They have to switch up on gym time, lunchtime or et cetera. Well, you're rushing our children out of an activity such as physical education, which is very important to our children. How can they get that knowledge of diabetes and things of that nature? Health is very important, but they're being rushed out of that program.

You have our children testing every three weeks, four weeks or so, a different Scantron here, a different test there. How can they focus on testing when they're listening to the high school students running above their heads, running throughout the hallways? It doesn't matter what administration you bring into the building. Until you control Urban Prep outrageous young men that we do not report on a daily basis, it will not work for no one. Have a good one.

MS. OSTRO: Thank you.

Again, we'd encourage you if you'd like to speak to please go ahead and sign up.

MS. PEEWEE: When will these questions be answered?

MS. OSTRO: I'm sorry. Could you introduce yourself?

MS. PEEWEE: Tiffany Peewee. I'm sorry. This is Tiffany Peewee again. I'm sorry.

When will these questions be answered? When can we go on-line and look this up?

MR. BOIK: They will be on our Web site, posted on our Web site, which is cps.edu/qualityschools, and we will begin answering questions as soon as tomorrow. It will be updated regularly beginning tomorrow, but from the earlier meetings, those meetings will be up tomorrow, and then we will be updating as quickly as we can.

MS. PEEWEE: Okay. Can we get some of you all's phone numbers so we can call you all just in case you all miss something? I mean -- I'm not being funny. I'm serious; I'm serious. No?

MS. OSTRO: The court reporter is taking down all of the questions that you're raising, so we do have a transcript.

MS. PEEWEE: They trained you to say that, didn't they?

MS. ALLEN: Hi. Lillian Allen, parent of Williams.

Can you put this question in the log? When will I get to speak with Barbara Byrd-Bennett? Thank you. Lillian Allen, again. Face to face so I can get some answers. Thank you.

MS. COLTON: Hi. Good evening again. Nai Colton from Williams.

I'm really just in need of some clarification about some things. I know in the beginning of this process when they first started talking about closing schools it was due to underutilization because CPS has faced a drastic drop of enrollment, so that means we have no more students.

But now I'm listening to the conversation, AYP, test scores is being implemented, and even in the information that was given today, which one is it? Is it because CPS, we just don't have the children that we used to anymore, or is it due to testing? Because that's -- you know, once again we are using mixed signals.

And, also, what's going to happen as far as in our neighborhood -- because Bronzeville is expecting an increase of population by seven percent. Where are those children going to go? I think we're really facing an issue with overcrowding classrooms, and that's going to be a huge problem that CPS -- you're not going to be able to handle that, so I need that question definitely answered on the Web site. Thank you.

MS. OSTRO: Thank you.

MS. WHITE: Hi. My name is Tyesa White. I'm a parent of Williams Elementary.

I just had one question, if it was going to be fair for the closing of Williams Elementary. It stated that additional teachers from Williams if it's necessary. If it's based upon the kids' academic performance to close Williams down completely, why would it be fair to bring in Drake's whole staff? Why not go through the teachers to see which ones has the better standards or accreditations or what -- you know, whatever it is, to just roll out the whole Williams teachers if it was a fair decision? Because it seems like the decision is already made.

Why would you bring teachers from Drake whose children may be not be performing as well as the teachers that work hard into the situation? How come -- I think that should be proposed instead of the whole staff coming. If it's already a made decision, why not let the kids perform better all the way around the board? Thank you.

MS. OSTRO: Thank you.

We do want to hear your comments and concerns, so please sign up if you haven't had a chance to speak or -- sign up so we can keep your name for the record.

MR. HENDRIX: James L. Hendrix again. I do not have a student in public school right now. My youngest is 30, but I am a resident of Dearborn Homes.

I'm kind of curious that some of the schools that are performing well, do they have some type of proprietary, you know, lock on information or learning? I think when information is shared, be it a high function of the school or a low function of the school, when people are able to compete on a level field, everybody rises to the top. We shouldn't have this one school down and

one school up.

And the way money is spent in certain schools -- this was a great school, Dunbar. I mean, when I was coming up, everybody was wanting to go to Dunbar, but look at it. Where's the money for this school? I mean, the money's going around, but why do we pick places? Jones just built a new school down on State Street. The old building's still there. Nobody's saying close it down. Just a thought.

MS. OSTRO: Thank you very much.

MS. WILLIAMS: Hi. LaAria Williams speaking.

I just have another question. Like I said before, these numbers are just not adding up to me. Like I said, what is the average teacher-to-student -- I'm going to make sure they get it. What is the average teacher-to-student ratio? How many students does Drake currently have? How many students does Williams currently have? What is the capacity of the building that Williams Elementary School can hold?

Is the building prepared to have multiple-grade levels such as two first-grade classrooms, two second-grade classrooms, et cetera?

Now that it is a neighborhood school -- so that will be not only Williams students, not only the population from Drake students and not only the population from neighborhood schools -- where are the students who cannot be admitted into the school due to capacity being filled -- where are they to go?

Even if they are neighborhood schools and now they're closing -- well, typically closing two schools and the other schools in the surrounding neighborhood are performing at a lesser level than Williams actually is and also Drake actually is, where are those students to go once Williams -- which it will get to capacity -- where are they to go? Thank you.

Like I said, the numbers are just not adding up. I need to know, what's the capacity of the building? Will my child be able to get that small group ratio that they're talking about? Will she get the academic intervention? I don't know what it is, but it's supposed to be a positive thing. Will she be able to get that with the population of the building increasing? Will that really benefit her? Thank you.

MS. OSTRO: Thank you.

MS. ANDERSON: I wanted to piggyback on her --

MS. OSTRO: I'm sorry. Could you state your name for the court reporter.

MS. ANDERSON: Cynthia Anderson. I'm sorry.

MS. OSTRO: Thank you.

MS. ANDERSON: According to the utilization plan that was on the CPS Web site, it said that Williams currently -- Williams Middle School currently has 127 students. It said that the elementary has 256 students and that Drake has 242 students with the math adding up to 623 students.

And it said that the Williams Middle School had 11.5 classrooms, of which eight of those classrooms were supposed to be utilized for student instruction, and I can't remember the exact number for the elementary, but it was close to that.

If you divide 623 students, give or take -- let's just say 600 students -- and you divide that by what they're -- how they calculated, 30 students per class -- let me see -- that averages out to how many classrooms? And I don't -- that averages out to like 20, 20 some classrooms, something like that, and so where are

they going to get 20 some classrooms in that building?

And my concern is for the special ed students because as a teacher we can't teach in the closet. We can't teach in the washrooms. We can't co-teach because if you have two special ed teachers who have 15 students and you're trying to teach your 15 students at one time within one classroom, that's 30 students.

We already know that those students, if they had the capacity to be in the general ed classroom where they would be able to focus and function, they wouldn't need to be in a smaller classroom setting which is according to their IEP, so there's no way that you can co-locate two special ed classrooms into one. Are they talking about doing more inclusion into the classrooms for the special ed students? That's my question.

MS. OSTRO: Thank you.

MS. PEEWEE: Tiffany Peewee again. I want to know -- I wasn't here for the beginning of the meeting, so I really don't know what questions people asked, so if I'm like, you know, like going backwards or whatever, you know, I don't care.

But what is Drake talking about bringing that Williams has not brought? What are they talking about bringing for our kids that Williams is not doing? I would like to know that, you know. I'm really talking about iPads and all -- iPods and all that stuff. That's kind of like irrelevant, you know, because they're getting that already, but I'm talking about as far as educationwise, you know, what are they going to bring as far as the strategy towards our kids and their learning growth, you know?

I mean, as far as like the teachers, are they going to bring just the teachers from Drake to over here? So what are they going to do with Drake school? It's still going to be -- is it still going to be Drake over there on 20 -- you know where it's located. I don't know the exact address, but is that still going to be considered Drake? And their staff from over there is coming, or are they going to get a whole new staff? How is that going? Thank you.

MR. BOIK: So while we're waiting for our next speaker, I just want to describe the proposed action again. This is the consolidation of

Williams Elementary and Williams Middle School into Drake at the Williams building, so what that means is that both Williams Elementary, Williams Middle and Drake will all be in the Williams building if this action is approved next year -- I'm sorry -- if this action is approved by the board in May.

MS. PEEWEE: So are they planning on -- Tiffany Peewee again. I'm sorry.

Are they planning on getting more space? Is they going to like build another building, or are they going to take Urban Prep out of it? I mean, how is they going to do that? Because we already don't have enough room for the kids that's trying to get up in there now, so if you're going to bring Drake kids over here, where are they going to go? I mean, what classroom are they going to use? How are they going to learn? Are they going to be in a hallway, I mean, in a gym room, the library, the lunchroom? Where are they going to go? Because we don't have the room for them now. That's hard to understand. How is it being underutilized? Thank you.

MS. OSTRO: Thank you.

Again, as a reminder, we ask people to

please sign up before you speak. We have a sign-up sheet down here in front.

MS. DOTY: Hi. My name is Tamarra Doty. I have two children currently in Williams Elementary School, and they were -- before Williams Elementary School they went to Doolittle, which is located on 35th.

When my kids left Doolittle, their academic level was very, very, very low. Discipline was out of control. I had to take my kids from Doolittle and put them in Williams. My kids' academic levels raised, and, also, scores as far as class tests, quizzes, has increased, has improved.

My son's discipline has gotten much better. I couldn't have -- I couldn't thank you guys enough, I promise you, but now you're saying you're going to take three schools, place them into one school that I've walked the halls, went into classes and seen they're already full.

You're going to also have academic scores that's going to fall because you have one teacher providing for 30 or more students per class. Also, the disciplinarian, there's going to be none. Kids

are going to be all over the place. They're not going to have no control because you're grouping children from different areas into one class.

My child is in seventh going to eighth. My son is in sixth going to seventh. Those are critical, critical grades. They don't need the pressure at that time, and they don't need the overcrowding. They need attention. That's going to be -- I don't think that's just a good move. I really don't. The school, for one, is not big enough.

Now, Williams wouldn't have had a problem if they wouldn't have put Urban Prep in it. Urban Prep took the complete third floor, and then you all took -- stopped the community from enrolling in Williams that wouldn't have -- at that moment that's when the -- should I say the enrollment got less? I didn't see a problem with the community or any other school in the community, in the school. Thank you.

MS. OSTRO: Thank you.

MS. DOTY: Hi. Tamarra Doty again, and I have just one more thing to address.

Okay. Right now we at, should I say, a

high economy of gang violence, guns brought into schools, children just getting out of hand. Now, we're going to bring Drake, which didn't have a problem with their children, into Williams, who then also don't have a problem with their children.

We never -- neither one of the schools ever had a high crime value, gangs and had none of that, but now you're talking about turfs. That's when it starts because Drake kids is comfortable with their turf, and Williams kids is comfortable with their turf, not saying that the kids is going to have a hard problem getting along, but as the economy, that's what they're around. That's what they're surrounded around.

Kids have a problem with getting along, and as far as the high schoolers, that's when they -- now, that's why the high schoolers are worse like they are now, because they're enrolling from different areas, different areas. You've got kids from the south side, from the north side coming to Dunbar. Now Dunbar have some problems.

Dunbar kids is very, very extremely wild on 35th Street. I, as also an employee that works on 35 th Street -- and I also live on 35th Street.

It's terrible at 3:30. Too many schools are let out in that area at 3:30. I don't want that for my child. It's overcrowded on 35th Street with students walking up and down the street in groups, not single walking.

You got ChiArts. You got Phillips. You got the little school on State Street, De La Salle. You got kids everywhere on 35th Street. I don't want that for my child coming from Williams. My child can take the No. 4 Cottage Grove bus all the way to Williams with no problems, without running into these kids. Now you're going to overcrowd all these kids in one school.

I mean, when is it going to stop? When is it going to stop? I can see you closing down some of them high schools on 35th Street and putting the high schoolers all in one school. They want to fight each other anyway. Why not? But why do it to the kids? These are babies. Why do it to these babies? This is enough.

MS. OSTRO: Thank you.

For others who may wish to speak, we have the sign-up sheet down here. If you'd please sign your name, we will let you speak.

STUDENT DA: Hi. My name is DA, and I am a sixth-grade student from Daniel Hale Williams.

I feel that my school should be kept open. Daniel Hale Williams is important to me and others. We should learn so much that we can't even explain. It's hard to say good-bye to one school that some kids who have been here for they whole life.

This school, Daniel Hale Williams, can fight for what's right. One right is keep Williams open, to keep Williams open. I believe that Williams can do better, and you should too. Let's fight for what's right, and one thing I can prove is that I scored 11 points in mathematics from my teacher, Ms. Cotes.

MS. OSTRO: Thank you very much.

MS. WHITE: Tyesa White again. I just wanted to put on there that Williams, these teachers work hard. I have three students -- three students that attend Williams. One child in the third and fourth grade scored one of the highest scores around the whole Chicago Public School Systems, so that's evidence that those teachers there are working hard and achieving something for our children not one year, but two years, one of the highest test scores

in reading and math, third grade, and reading and science for fourth grade for the Chicago -- whole Chicago Public School System. Thank you.

MS. OSTRO: Thank you.

STUDENT JP: Very good afternoon, council, good evening. I'm a Dunbar senior, class of 2013. I'm also a former graduate of Williams Preparatory Academy, class of '09.

I can tell you it was a great school. I enjoyed my time there at Williams and learned a lot. I'm currently graduating top five percent of my class, ranked number five here at Dunbar Vocational Career Academy as well as a local council student rep.

I can't say that it's right or wrong to close the schools. I'm not here to judge decisions made by adults, but I can say that in the best of the students I think this school should be continued to be worked on. I'm not going to say it should be closed but to continue to work on progress.

Drake and all the community schools are underutilized because of funding. I think funding, resources are all things that are kind of -- they

have problems in different communities, meaning the black community, Latino. All races have different issues in different schools. Underutilization just doesn't happen here in this community. It happens all around. Thank you.

MS. OSTRO: Could you state your name for the record for us?

STUDENT JP: JP.

MS. OSTRO: Thank you.

STUDENT JP: No problem.

MS. MARTINEZ: Rebecca Martinez, Chicago Teachers Union.

I just want to start off by saying that the billion-dollar -- projected billion-dollar budget is totally wrong. It's a big lie. The CPS hasn't had a budget deficit, even though it's alleged a budget deficit, in the last eight of the -- in the last eight years, only six of those years it actually had -- six of the last eight years have been all budget surpluses, so to say there's a budget deficit is a huge lie. That's just a way to justify the decisions that they're making to close down all these schools.

Also, interestingly enough, that the money

is the issue, it's costing more money to close down schools than it is to keep them open. To keep a school open, you need like $50 million. I'm sorry. That's not even the right amount. That's like $500,000, and it will be about $50 million that the CPS will be saving, but yet CPS has spent $14 million on, you know, paying people to transition, to take inventory of all of the things in the school, $14 million.

That could have kept roughly 30 schools open this coming school year, so CPS has the wrong priorities. I don't know what their priorities are, but it's definitely not to educate children right now.

CPS has had four CEOs in the last four or five years. Barbara Byrd-Bennett just started. How can this woman who just started make decisions that impact over 40,000 children and that impact 133 schools -- that's 20 percent of the schools in the City of Chicago -- a person who doesn't even live in the City of Chicago, a person who's from Cleveland, who is really just here because of her expertise and being a really good person in closing down schools.

So these are -- and I said it before. These acts are criminal. This is a criminal act on poor people, poor children, communities, working-class people, African-American people, communities of color. This is a criminal act on a whole generation of young African-American children that are, you know, being subjected to being shuffled around the City of Chicago and also being denied an education.

And Barbara Byrd-Bennett says that you need to make hard decisions, and Mayor Rahm Emanuel says he needs to make hard decisions, but why do the hard decisions need to be at the cost of all these young peoples and jobs in our city when the very difficult decisions that he can ask are from the bankers, right? Why don't you ask the banks to pay their share? Why don't you ask the banks to pay -- to renegotiate interest rate swaps where CPS is losing $35 million every year? That's money that can go to our schools. Zero school closings. Stop the lies. People need to act. Thank you.

MS. DOTY: My name is Tamarra Doty.

I'm also agreeing with what the lady said about the funds. I'm also agreeing about the

funds. Now, I worked on the Illinois State lottery machine for seven years. I'm seeing these people, hard taxpayers, come and play this machine. They are spending practically your rent in a day, and for them to say no funds, I thought some of that money was going to these kids, kindergarten through eighth, but now of a sudden the schools are closing. Why? How is that?

Illinois State lottery has Pick 3, Pick 4, My 3, Little Lotto, Mega Million and also Powerball. That is six games. My 3 is played midday and evening, Pick 3 midday and evening, also Pick 4 midday and evening. These people are spending -- I see one customer spending at least $200 on midday.

So imagine. Every convenience store, every gas station in the State of Illinois own an Illinois State lottery machine and also a big, old Gemini machine that sells instant tickets, $1, $2, $3, $5, $10 and $20 tickets. I don't see why there's a budget. I just don't see it.

Already CPS supposed to have funding with the Illinois State lottery included with it, right? Now we're getting the schools closed down because

of no funding or the -- low enrollment, low enrollment because, for one, they tore down the majority of the homes on State Street, so, therefore, these families had to relocate again.

Now you're going to make these kids relocate again to different schools. Why? Again, no funding. I don't understand, but we can go off and fight war. We're about to fight another war now because Boston just got blew up, so here we go again, but we're going to go fight war, but we have funding, right? It's some funding somewhere.

MS. OSTRO: Thank you. Can we let the speaker who hasn't --

MS. WILLIAMS: Oh, no problem.

Okay. I have a quick question.

MS. OSTRO: Your name please?

MS. WILLIAMS: Sorry. LaAria Williams.

I just want to know: When is the comprehensive plan going to be sent out? Because right now it just seems like it's a very vague plan. It just states what's going to happen, but it doesn't really state how it's going to be done, and it's like -- it's almost like the decision is being made and you're going to kind of fix it on

the way.

It's like nothing is definite. Like, you know, you're going to close the school, oh, we'll worry about that later, because I'm reading it, and it says that the safety and security plan is still being worked on, but you make a decision, but there's no comprehensive plan of how things are going to be done, and I say Rahm Emanuel because we all know he's really the one that's pushing the boat here, so when is the comprehensive plan going to be done? Thank you.

MS. OSTRO: Thank you.

MR. HEARD: David Moore.

MR. MOORE: Thank you very much. If you don't mind, I'll be careful about my time, but I just want to address the audience because at the end of the day, you're talking to them, and that's good. They're doing their job, and it's done already. It's moving forward. The thing is it's actually about what you're going to do, okay?

I ran for alderman in the 17th ward. I fell short by 321 votes, and I mention this because Alderman Latasha Thomas is the chairman of the education committee, and she's been silent on this

issue over there, okay?

At the end of the day, what you all have to do, you've got to decide whether you're going to fight or whether you're going to lay down, and that's all this is about, nothing else you say. It's about -- it's just people hearing you, and when they say something is done, that does not mean it's done.

You guys remember the Alabama bus boycott. You guys remember us sitting in lunchroom counters. These were laws, so anything can be undone, but it's about what you're willing to do. The hard part is -- and I'm really talking to the parents and the teachers who may talk to the parents that they're close to.

Are you willing to next fall take your kid to that closing school and not go to any other school until they open that school? And that means if your child miss a year of school, but guess what? America's not going to let that happen. They don't want that pressure, but you have to be willing to do it because today it's schools. A few years ago it was public housing, okay?

All this is about privatization. It's

about what are you willing to do, so everything else, you know, it's good that you come out in voice because you should come out and show that you're concerned so people will say you were out, but at the end of the day, if you're not willing to go to the end of the earth to change this, the next thing you know, it's going to be your housing. Everything is going to be privatized.

And that's what it's all about, and all that is is a pipeline to prison for our young men. Do you understand that? Do you all truly understand that? We can nod our heads, and I thank you for nodding your head, but that's an action, and it's hard because those people in Alabama did not want to get bit by the dogs, but it happened. So it's what you're willing to do, and it took five years for that Alabama boycott to be resolved. Thank you so much.

MS. OSTRO: Thank you.

We still do have time for others who would like to speak if you would sign up at the front.

STUDENT DA: Again, my name is DA. I have a question. So, for instance, Williams Middle School and Williams Elementary School, we work hard enough

to do what we can. Like we might not be the most successful school, but I know that we could do better.

But, anyway, how do you all -- how do you all know if that Drake can make it better or like Williams -- Williams is a good school like -- on the NWEA test I scored 350 on mathematics and three other -- two other kids. We work hard for what we know.

Like it's not so much stuff that we can do, but it's so much stuff that we cannot do, but we can learn in the future. We can't -- we can't learn none of this from the past. The only thing we've got to worry about is for the future.

MS. OSTRO: Thank you very much.

MS. ALLEN: Lillian Allen, parent of Williams Elementary and Prep.

My question and concern is in regard to Urban Prep, and if you are proposing to -- I won't call it Drake. I'll call it the students of Drake. If you're proposing to move those students into the Williams building, at what point in time will you be transitioning the Urban Prep High School out of the building so that the kids can utilize the whole

building to have what I would call four schools in one building?

That in itself is a disservice to the children. That is overpopulating the school, so my question is in regard to Urban Prep. How long will they utilize the Daniel Hale Williams building? At what point will they be seeking their own building? And if, in fact, Drake is moving into the Williams building, then why can they not utilize the Drake building? Thank you.

MS. OSTRO: Thank you.

MR. MOORE: Do we have to keep signing up? Two minutes? Okay. You're going to have to cut me off. David Moore again, because things just keep coming up as I hear people talk, and part of what I'd like to do is educate, and we move forward based on action and not just, you know, complain, but I know it's hurting, and you have to get it out.

The other thing, let me tell you, when they talk about charters and everything else, before, you know, they were trying to close schools based on performance. That didn't happen too well, and then they wanted to come back and do it on

performance again, but they have to close down all our schools based on performance.

They were going to start hitting charter schools as well for performance, so they started to think underutilization, and that's from the fact that you just stop putting resources into schools.

Then you've got to understand when they talk about the turnaround schools, only 50 some schools are getting closed, but you've got another 50 or schools being turned around, and that's going to be -- so you're really affecting over 4500 kids. You understand what I'm saying?

And now at the end of the day, what begins to happen is that you hear about Urban Prep, and we get excited when they say 100 percent of men getting accepted to college. That sounds good. I dare you to go check their ACT scores. I dare you. They don't put that average out, and that's real, you all.

So the other part of that, understanding what's happening, okay -- because they want it to be privatized. Remember that, privatization, privatization, same way with the meeting. It's no different. It's hurting the people. It's hurting

the community.

What changes this? If you guys don't do what I say -- and I know it's a hard sale to talk about sending the children out, but if you don't do it, the next step is 2015 is a new election. If you can't get rid of Rahm, if we don't get a viable candidate to run against him, you all have to come out and vote and get these aldermen out that are saying yes, yes, yes.

You all have the power. You all -- your vote is so powerful. Do you understand what I'm saying? So in your different wards you have to get these aldermen out so you can have a strong council that will stand up to this, okay, and begin to get a school board, an elected school board.

Me, I want to serve in like a hybrid school board where a mayor can appoint somebody because I've been in a situation where we just had elected school boards, so we've got to figure it out.

MS. OSTRO: Will you bring your remarks to a close?

MR. MOORE: Okay. So -- did you ring the bell? Is my two minutes up? I didn't hear the bell ring.

I'm sorry.

MS. OSTRO: That's why I interrupted.

MR. MOORE: Oh, okay. I apologize.

So from that standpoint, you know, I'll close back out, because I'm sure I'm going to get back up after somebody else say something.

And at the end of the day, the elected officials, you all have the voice, action. What am I going to do when I leave here? If you don't have an action plan, you just talk and you hurt your child, okay? Thank you.

MS. OSTRO: Thank you.

Do we have other speakers at this time?

MR. YOUNG: Oscar Young. I just want to, I guess, follow the lead of the gentleman here that ran for the office and turn and speak to these gentlemen here and ladies that are listening.

It's about you guys, and really look at this, and it's really an insult to look at these numbers and believe that these things really happen. You know and I know that these numbers are lies.

MS. OSTRO: I'm sorry. Could you speak into the microphone for the court reporter.

MR. YOUNG: Yes, I sure can. I don't want to speak too loud. I sure will. Can you hear me?

Okay. The numbers don't give you anything really of substance. I think before it was asked where can you go and find the numbers for each school and see how they're underutilized, what's happening with them dollars and centswise.

The only variable between Drake and Williams would be the teachers. The light bill, the gas bill, all of those will still be the same, but if you look at the teachers at Williams, the salary range versus the young student teachers that are coming in from Drake throughout the entire system actually, the certified teachers are being waved out, and it's something to do with the budget.

And it's also something to do with the reason why Mr. Emanuel is the mayor. He was appointed or selected because his ambition is to fulfill the dreams of those individuals who backed his campaign. Privatization is what's happening. It's about privatizing the school system.

Charter schools, just like the charter school students, if one acts up and gets put out of

charter school, where is he going to come? Back to a CPS school, but that -- I'm not clear. Maybe this is something that they bring back to us. What happens if the charter school doesn't perform, which a lot of them are not doing, but they're not being questioned? What happens to that school system if they don't perform? Do they shut them down as well?

So a lot of the questions -- I'm looking at this. You're being given air-conditioning. How about that? How about that? I bet you no one grew up in school without air-conditioning. Upgrade to computers, I bet you're being compared with schools that have computers for their students, but you're being compared in an unfair environment because it's not a level playing field.

22 percent of the students -- and these are their figures over the last nine years. How many of those students were put out in the last two years since Urban Prep has been there? I bet you that 22 percent is probably 20 percent of them.

MS. OSTRO: Could you bring your remarks to a close please?

MR. YOUNG: Sure will. I'm sure I will.

Basically these numbers don't mean anything. It's about you keeping your school, and maybe you should join with other groups that are trying to do the same thing. You teachers, it's too bad that you guys are going to be -- you're really the variable in this whole process. Compare the numbers, if you can get someone to give you the numbers, and look at the salaries of the two locations, and look at how many teachers are there. Yes. You're welcome.

MS. OSTRO: I'm sorry. Could you also state your name for the record please?

MR. YOUNG: Yeah. Oscar.

MS. OSTRO: Thank you.

MR. MOORE: We have a lot of time. You guys are on salary. I want to make sure the time is not wasted.

For the ones that I talked about -- David Moore again -- that I say a pipeline to prison, I don't like using words and then people say you let it go.

First of all, I was looking at you young men, and I'm so glad you're here. You are here because you all are going to be the ones to change

this thing. It's young people that's going to do it, but that whole pipeline to prison concept, you know that there -- and I tell you when I say something, don't believe just what David say. You go and you search for yourself, okay? And you do your own homework.

They are building private prisons, and investors on Wall Street are investing in these prisons, not just for fun, but for money, okay? But that's not even the big money. You know why a lot of corporations are not hiring? It's because young man that are in prison are making products right now that we are buying, free labor.

This is huge, you all, and they have to keep that going. I know sometimes this stuff sounds so farfetched, but then they say truth is stranger than fiction because the truth is stranger than fiction, and you won't even realize what hits you until it's too late. So that whole pipeline to prison concept is real, and they have to build one, okay?

And so like we was talking about with the privatization and everything, it's happening, okay, like I said, from your parking meters, now to

they're trying to do everything with your schools. And I remember when I worked at CHA and they were doing the teaching academy, which was one of my projects.

And the LAC president, they were supposed to have been bringing the state-of-the-art, Golden Apple teacher, this teacher, all this stuff, but when I made our LAC president sign and said do not sign off on this document give me a letter that says Ickes' children will have first priority to attend this school, which Paul Dulles fought, but finally had to do it because they had to get that school built. They let the kids go there, but do you think they gave them the resources? Not at all, you all.

So this is real. And I'm not talking about -- check me on anything. These are facts, and I want to thank our -- okay. I'll stop right there for now. Thank you.

MS. OSTRO: Thank you.

MR. HEARD: Deborah Moore.

MS. MOORE: Thank you. Hi. My name is Deborah Moore, and I'm a school nurse.

I've been at Williams school now for

several years, and I have interacted with staff. I have spoken with them. I have been in their classrooms, and I can reassure you without doubt that you have a group of very dedicated and caring teachers. I really truly appreciate them. They keep me busy, but that's good, and I think it would be a serious mistake if anything was done to discourage those teachers from coming back next year to that school. Thank you so much.

MS. OSTRO: Thank you.

MR. MOORE: Thank you. David Moore, again, and hopefully these are my last comments.

One thing I want to point out to the people, understand the whole impact. Most African-Americans who are middle class worked and work in the public sector, okay, in some form or fashion, and with this school closing, it's really going to affect the middle class community, and so that's what I'm saying.

There's a call to action that you have to take because not only are teachers getting displaced -- and what I see, I know a lot of teachers that are single mothers. Their household is going to be very disrupted. Their children are

going to be disrupted.

See, you're just looking at the number of students. The whole impact of disruption is so widespread when you've got an unemployed single mother and everything else. It becomes a trickle effect that's going to again affect our community as a whole, and we're talking about janitors, lunchroom ladies, every -- men and women. I'm telling you. It's going to be a great impact, so that charge for action is real.

And my final thing is this is one that I almost cried about the other day because this one is real. Our special ed children, these children -- it's so hard for them to get attached to someone, and they don't respond, and you get somebody to respond to that one person in that school. They won't talk to anybody else, and they finally talked to one person. Boy, when you guys get that -- now you're going to mix that up?

This whole thing -- and think about it. It's not that schools probably shouldn't be closed. The thing is don't do everything so fast, so haphazardly. There should have been a moratorium. Everybody should have been involved although people

were talking about this over a year ago, but your leadership, this is what I'm talking about, you all. You can get mad at Rahm, and you can do all that, but your leadership is failing you, and when you go back to the polls and constantly elect them, it's not their fault. It's yours. Thank you so much.

(Off the record at 7:10 p.m.)

(On the record at 7:15 p.m.)

MS. OSTRO: Are there any other speakers who would like to speak?

(Off the record at 7:15 p.m.)

(On the record at 7:18 p.m.)

MS. OSTRO: Are there any others who wish to speak?

(Off the record at 7:18 p.m.)

(On the record at 7:23 p.m.)

MS. ANDERSON: Cynthia Anderson again.

We were having a conversation back here, and we were talking about the fact that there's a person who is taking a transcript of everything that's being said, and you all say that you all are taking notes about what's being said.

We were talking about the fact that with a

transcript can that translate into the emotions that are being put forth by the parents? Can that be translated in the emotions that are being put forth by the teachers?

We have nothing against Drake, because we don't know Drake, but we do know what we have at Williams, and we believe that what we have at Williams works.

You talk about the support that's being given or going to be given. Where is the support now to enable us to do better? In the last meeting we mentioned that when the schools went on probation, where was the support that was supposed to be given to the schools that went on probation? Because we didn't get any. We didn't.

So the words -- and I'm hoping that the court reporter and the note taker can put the emotion in the words or behind the words that are being said by all the people who are speaking today, because words are just words, and until you hear them and understand the emotion behind them, that's all they are. They're just words. They're just words.

MS. OSTRO: Thank you.

(Off the record at 7:25 p.m.)

(On the record at 7:29 p.m.)

MS. OSTRO: We'd like to make a final call for anyone who would like to speak, and in the meantime we'd like to remind everyone that the final hearing on this proposed action will be held downtown at the CPS offices at 125 South Clark on April 26 at 5:30 p.m.

Again, we'd like to make a final call for anyone who wishes to speak this evening. And a reminder that the public hearing will be held April 26 at 5:30 p.m. at 125 South Clark.

MR. BOIK: Since there are no more speakers this evening, we want to thank everybody for coming. Again, the public hearing is the 26th of April at 5:30 p.m. at 125 South Clark. Thank you, everyone, very much for coming.

Did you have additional comments?

A VOICE: Thank you all.

MS. OSTRO: Thank you very much.

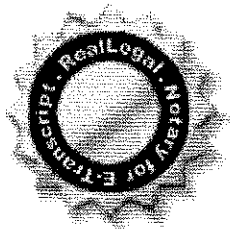
A VOICE: For listening.

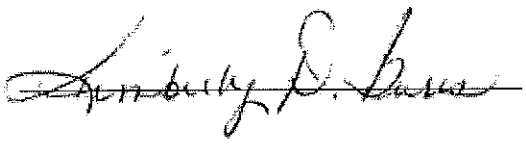
MS. OSTRO: Thank you. We are adjourned.

(Proceedings concluded at 7:34 p.m.)

STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

KIMBERLY D. BURES, being first duly sworn, on oath says that she is a court reporter doing business in the City of Chicago; that she reported in shorthand the proceedings given at the taking of said public hearing and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains all the proceedings given at said public hearing.





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CHICAGO PUBLIC SCHOOLS CPS

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Community Meeting for the Proposal to Close Williams Elementary and Williams Middle and Relocate Drake Elementary to 2710 S. Dearborn Ave. and to Co-locate Drake and Urban Prep – Bronzeville

April 15, 2013; 5:00pm – 8:00pm
Location: Dunbar High School, 3000 South King Drive

CPS Staff in Attendance:
Erick Pruitt, Deputy Chief of Elementary Schools, Burnham Park Network
Robert Boik, Chief of Staff, Office of the CEO
Ginger Ostro, Officer, Budgets and Grants

Also in Attendance:
Robert Heard, Technology Manager

CPS Presentation:
Robert Boik, Chief of Staff for the CEO, welcomed those in attendance and introduced the meeting. He noted that there was a court reporter, note taker, Spanish translator and sign language interpreter. He asked if anyone required translation services and the Spanish translator introduced herself to the audience. Boik then presented an overview of the proposal and reviewed the materials available to meeting attendees. Ginger Ostro, Officer of Budgets and Grants, then explained the meeting rules and procedures. The meeting was then opened for public comment.

Brief Summary:
The purpose of this meeting was to receive public comment on the proposal to close Williams Elementary and Williams Middle and relocate Drake Elementary to 2710 South Dearborn Avenue and to co-locate Drake and Urban Prep – Bronzeville, in accordance with 105 ILCS 5/34-230. There were approximately 31 people in attendance, a number of whom also spoke. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Stated that Williams has only been on probation for two years not five
- Belief that utilization reports for Williams are inaccurate
- Stated that students should be taught by teachers that they know
- Belief the schools closures are already decided
- Felt that schools have been setup to fail
- Frustrated that transition teams are already inschools that are proposed to be closed
- Appreciated the opportunity to voice concerns at the meeting
- Concerned that the special education classrooms were not being counted appropriately
- Worried about the transition for special education students
- Confused about what school impacted students will attend in the fall
- Questioned why children werebeing turned away from Williams if they are underutilized
- Noted that classrooms at Williams are already overcrowded
- Asked about the registration process for students, particularly the impact on Options for Knowledge students

- Felt the action is a takeover of Williams
- Wanted the school to keep the Williams name
- Questioned the credentials of teachers at Drake
- Think CPS should provide more support to schools
- Wondered what the schools in the area will be an option for families given Williams will no longer be an Options for Knowledge school
- Felt the handout provided by CPS is too negative and should be more positive
- Resented the fact that CPS isclaiming students are trapped in under resourced schools
- Concerned about split classes
- Belief that Drake is not a higher performing school because it is only two points higher on the performance policy
- Frustrated that CPS continues to not answer questions at the community meetings
- Wondered how the land at Williams could be used to improve utilization
- Asked if families will be able to meet the new principal and staff prior to students attending Drake
- Frustration at the process overall
- Belief that dissolving the LSC should be illegal
- Curious about curriculum improvements
- Worried about increased traffic and parking challenges at Williams
- Pointed out a correlation between schools proposed for closure and the availability of low-income housing in an area
- Do not believe families have been provided with all of the information necessary to make decisions
- Asked about academic intervention programs
- Confusion about how the performance policy in calculated
- Belief that Urban Prep co-location is disruptive to current Williams students
- Asked to speak to Barbra Byrd-Bennett directly
- Belief testing is another reason for closure that is not being discussed
- Curious about the average student to teacher ratio after the proposed closure
- Concerns about violence
- Suggested consolidating high schools instead of elementary schools
- Belief that budget crisis is overstated and closing schools is going to cost more money than it will save
- Asked when the comprehensive safety plans will be available
- Wondered when Urban Prep is moving out of the Williams building permanently

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:

Proposed Closure of Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and Co-Location of Drake Elementary School with Urban Prep Academy for Young Men Charter High School - Bronzeville

Statement of Ashley Richardson, Portfolio Planner

April 26, 2013

Good evening, Your Honor. My name is Ashley Richardson, and I am a Portfolio Planner for Chicago Public Schools. I have been in this position since June of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to joining CPS, I worked as an analyst and manager at Kraft Foods before obtaining my Masters of Education in Education Policy and Management at the Harvard Graduate School of Education.

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 2710 South Dearborn Street facility with respect to three proposals: (1) the proposal to close Williams Multiplex Elementary School, (2) the proposal to close Williams Preparatory Academy Middle School, and (3) the proposal to relocate Drake to the 2710 South Dearborn facility and co-locate it with Urban Prep Academy for Young Men Charter High School – Bronzeville, or Urban Prep.

Williams Elementary and Williams Middle are both currently located at 2710 South Dearborn Street and share this facility with Urban Prep. As of the 20th day of attendance for the 2012-2013 school year, Williams Elementary serves 256 students in pre-kindergarten and Kindergarten through 5th grades and Williams Middle serves 127 students in grades 6 through 8. Urban Prep currently serves approximately 405 students in grades 9 through 11. Urban Prep will add a 12th grade class next year and is anticipated to reach an enrollment of 500. The Board Report approving this school is located in your binder at Tab B17.

According to the Chief Executive Officer's School Action Guidelines for the 2012-2013 school year, the CEO may propose to close a school if it is underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Space Utilization Standards, which are located in your binder at Tab B14.

The enrollment efficiency range is plus or minus 20% of the facility's ideal enrollment. For an elementary school facility, the ideal enrollment is defined as the number of allotted homerooms multiplied by 30. The number of allotted homeroom classrooms is approximately 76-77% 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 or compromised. As an elementary school's enrollment decreases below the efficiency range, a school

may be considered underutilized as classrooms are unused or poorly programmed, making the use of limited resources less effective.

A typical elementary school building has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76-77% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment of 900. Finally, the enrollment efficiency range is plus or minus 20 percent of 900, which is 720 - 1080. If a school in a typical elementary school building had an enrollment below 720, it would be considered underutilized. Alternatively, if the school's enrollment was above 1080, it would be considered overcrowded.

There are 55 total classrooms within the 2710 South Dearborn Street facility. Approximately 76-77% of this number is 42, the number of allotted homerooms. 42 multiplied by 30 yields the ideal enrollment of the facility, which is 1,260. As such, the enrollment efficiency range of the 2710 South Dearborn Street facility is 1,008-1,512 students.

The 55 total classrooms within the 2710 South Dearborn facility are currently apportioned between Williams Middle, Williams Elementary and Urban Prep.

17.5 classrooms are available to Williams Elementary, with 0.5 representing the presence of one or more small classrooms. Approximately 76-77% of 17.5 is 13, the number of allotted homerooms. 13 multiplied by 30 yields the ideal enrollment of Williams Elementary, which is 390. As such, the enrollment efficiency range of Williams Elementary is between 312-468 students. As previously stated, Williams Elementary serves 256 students as of the 20th day of attendance for the 2012-2013 school year. 256 is below the enrollment efficiency range, and thus, the school is underutilized.

11.5 classrooms are currently available to Williams Middle. Approximately 76-77% of 11.5 is 8, the number of allotted homerooms. 8 multiplied by 30 yields the ideal enrollment of Williams Middle, which is 240. As such, the enrollment efficiency range of Williams Middle is between 192-288 students. As previously stated, Williams Middle serves 127 students as of the 20th day of attendance for the 2012-2013 school year. This number is below the enrollment efficiency range, and thus, the school is underutilized.

The CEO has proposed that Williams Elementary and Williams Middle students be welcomed by Drake Elementary. As my colleague John Price will explain next, Drake Elementary is a higher performing school, and thus, this proposal meets the criteria of the Guidelines.

Further, if this proposal is approved, Drake will relocate from its present location to the 2710 South Dearborn Street facility. Drake will co-locate with Urban Prep, and these two schools will share the 2710 South Dearborn facility. The facility at 2710 South Dearborn has enough space for students from Drake and Urban Prep, including the students welcomed from Williams Elementary and Williams Middle as I will explain in showing how the co-location proposal meets the Guidelines.

The CEO's School Action Guidelines for the 2012-2013 school year also include criteria for co-locations, when two schools share space in the same facility, or on the same campus, but operate independently from each other. 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. I will discuss the first factor, while my colleague, Cory Davis, will discuss the second factor.

If this proposal is approved by the Chicago Board of Education, the resulting space utilization will not exceed the 2710 South Dearborn Street facility's enrollment efficiency range as defined by the CPS Space Utilization Standards.

To fully explain the enrollment associated with these schools, I would like to direct your attention to the screen. Projected is a slide that shows the enrollment trend of the four schools, green hashed lines showing the enrollment efficiency range of the 2710 South Dearborn Street facility, and a circle representing the combined projected enrollment for 2013-2014. As I previously explained, the enrollment efficiency range of the 2710 South Dearborn Street facility is 1,008 – 1,512.

Drake currently has 242 students enrolled, Williams Elementary has 256 students enrolled and Williams Middle has 127 students enrolled. The combined enrollment from Williams Elementary, Williams Middle, and Drake is 625. Including the current enrollment of Urban Prep of 405, the combined current enrollment of all four schools is 1,030, within the 2710 South Dearborn Street facility's enrollment efficiency range.

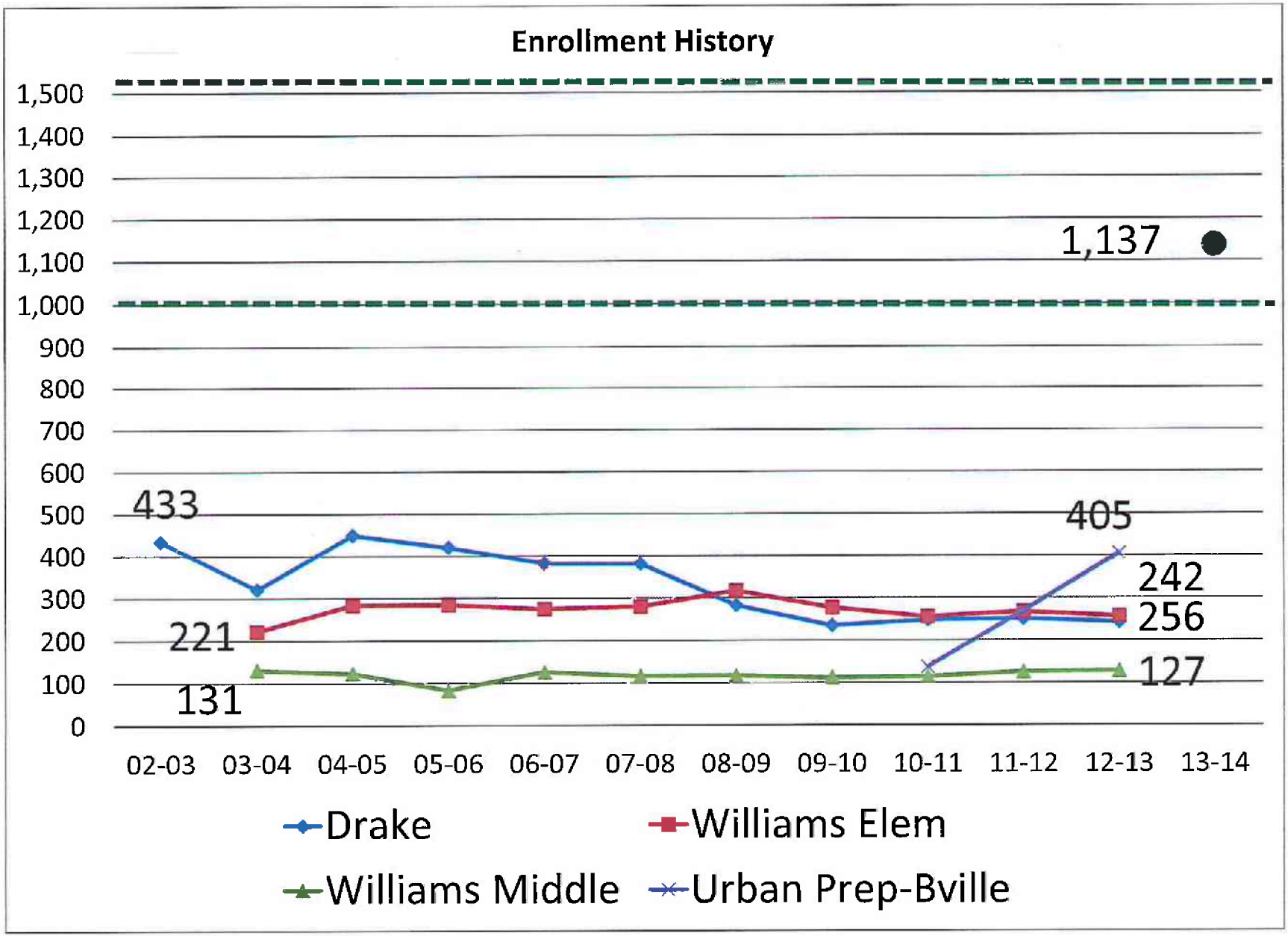
Further, for the 2013-2014 school year, the projected enrollment for Drake is 252, the projected enrollment for Williams Elementary is 257, the projected enrollment of Williams Middle is 128, and the projected enrollment for Urban Prep is 500. The combined projected 2013-2014 enrollment for these four schools of 1,137 is within the 2710 South Dearborn Street facility's enrollment efficiency range. Thus, there is enough space within the 2710 South Dearborn Street facility for students from Urban Prep and from Drake after welcoming students from Williams Elementary and Williams Middle.

To accommodate the projected enrollment of both schools, approximately 27 classrooms would be assigned to Drake and approximately 28 classrooms would be assigned to Urban Prep.

The number of classrooms assigned to Drake, 27, is sufficient to accommodate its enrollment going forward and the number of classrooms assigned to Urban Prep, 28, is also sufficient to accommodate its enrollment going forward.

You will next hear from my colleague, John Price, who will discuss the performance of Williams Elementary, Williams Middle and Drake Elementary and highlight the proposed transition efforts.

Thank you, Your Honor. This concludes my statement.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Urban Prep-Bville

Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries

Proposed 2013-14 Boundaries

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Closure of Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and Co-Location of Drake Elementary School with Urban Prep Academy for Young Men Charter High School - Bronzeville

Statement of John Price, Chief of Schools for the Burnham Park Elementary Network

April 26, 2013

Good evening Your Honor. My name is John Price. I am the Chief of Schools for the Chicago Public Schools, Burnham Park Elementary Network. Chicago Public Schools are divided up into Networks. Network offices are run by a Chief and provide support and oversight for the schools assigned to them on behalf of the CEO. Williams Elementary, Williams Middle and Drake Elementary are within the Burnham Park Elementary Network and I am responsible for the support and oversight of these schools on behalf of the CEO. I have been the Chief of Williams Elementary, Williams Middle and Drake since February 2012.

By way of background, I have been an educator for approximately 18 years. I began working as a teacher in 1995. I have taught at the elementary, middle school and college levels. I have also worked as an Assistant Principal and Principal where I led efforts to significantly close the achievement gap for students. Currently, I serve as the Chief of Elementary Schools for the Burnham Park Network, managing 35 schools with approximately 13,000 students. I hold a bachelor degree from Stanford University and a Masters of Administration and Leadership from the University of Illinois at Chicago.

As you have already heard, Williams Elementary and Williams Middle fit the criteria of the Chief Executive Officer's Guidelines for School Actions because they are underutilized based on CPS Space Utilization Standards and student enrollment numbers recorded on the 20th attendance day for the 2012-2013 school year. If this proposal is approved, Williams Elementary and Williams Middle students will be welcomed by Drake, and Drake will relocate to the current Williams multiplex facility located at 2710 South Dearborn Street and maintain its current attendance boundary as shown at Tab C24 in your binder.

When Williams Elementary and Williams Middle students are welcomed by the Drake administration, staff, and students, they will be attending a higher performing school based on the CEO's Guidelines for School Actions. The CEO's Guidelines for School Actions define a higher performing elementary school to be a school receiving a higher level on the Performance Policy for the 2011-2012 school year. If schools share the same Performance Policy level, the CEO's Guidelines define a higher performing elementary school to be a school performing higher on the majority of four performance metrics for the 2011-2012 school year. Williams Elementary and Williams Middle and Drake each received a Level 3 rating in 2011-2012 as indicated on the Performance Policy Reports for these schools located in your binder at Tab C27. Thus, the higher performing school under the Guidelines is the school that performed higher on the majority of four performance metrics.

There is a slide presentation on the screen in front of you which provides diagrams of the four performance metrics. A copy of this slide presentation is also located in your binder at Tab C26.

The four performance metrics analyzed are the percentage of points the school received on the Performance Policy, the ISAT composite meets or exceeds score, the Value-Added score in reading, and the Value-Added score in math. I will now explain each of these four metrics and how Drake performed higher than Williams Elementary and Williams Middle in 2011-2012.

The first metric to compare is the schools' percentage of points received on the Performance Policy. The Performance Policy bases its rating on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. For 2011-2012, Drake received 42.9% of available points, Williams Elementary received 26.2% of available points and Williams Middle received 21.4% of available points. Thus, Drake received a higher percentage of points on the Performance Policy.

The second metric is the ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments. Drake's 2012 ISAT Meets or Exceeds Composite score was 69.6%, Williams Elementary's was 61.4% and Williams Middle's was 67.1%.

The third and fourth metrics are the schools' Value-Added score in reading and math. Value-Added is a component of the Performance Policy that compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in the Students in Temporary Living Situations program, Individualized Education Program (or IEP) status, English Language Learner status and gender. Controlling for these factors allows us to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardization means that the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84% of schools in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the District. And a negative score means that students at the school are growing at a slower pace than similar students in the District.

As you can see, Drake's 2012 reading Value-Added score was 0.3, Williams Elementary's was -1.9 and Williams Middle's was -1.7. This means that, on average, students at Drake grew at a faster pace in reading when compared to students at Williams Elementary and Williams Middle. Drake's 2012 mathematics Value-Added score was 0.3, Williams Elemenary's was -2.4 and Williams Middle's was -0.4. This means that, on average, students at Drake grew at a faster pace in mathematics when compared to students at Williams Elementary and Williams Middle.

To summarize, Drake performed higher than both Williams Elementary and Williams Middle in 2011-2012 on the four metrics identified in the CEO's Guidelines for School Actions, and thus, is a higher performing school.

If this proposal is approved, students will receive additional supports at Williams Elementary and Williams Middle during the remainder of this school year and at Drake next year and the Network will provide assistance to ease the transition process as much as possible. CPS has developed a plan dedicating additional resources to address any safety concerns and to fulfill students' academic, social and emotional, and other individual needs. The draft transition plan, explaining these additional resources, was sent home to all families affected by this proposal and is located in your binder at Tab A1. CPS will publish final transition plans, if the Board approves this proposal, which will incorporate feedback from community meetings, this hearing and additional input received.

The CPS Office of Safety and Security, or OSS, has worked with the Chicago Police Department, the Department of Family and Support Services, local community groups and faith partners, elected officials, and other sister agencies to develop a plan for the safe transition of students. If this proposal is approved, OSS will take the following steps:

- First, OSS will review and update school safety audits, security personnel allocations, and school safety technology systems to make enhancements as appropriate.
- Second, OSS will be available to address specific safety concerns raised by students and staff.
- Third, OSS will provide Safe Passage supports for students and staff traveling to and from school. Safe Passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. Prior to the start of the 2013-2014 school year, OSS will work with the Drake administration and the community to designate specific intersections for safe passage supports.

Additionally, students will receive academic supports as they transition, including the following:

- First, a Principal Transition Coordinator, or PTC, will be assigned to help the principals of Williams Elementary and Williams Middle maintain academic rigor for the remainder of the school year and ensure a smooth transition to Drake. PTCs are former principals, or other administrators with significant experience, who will be a resource for the administration and ensure continuity of support for faculty and students.
- Second, the Drake administration will receive comprehensive, student-specific data on all transitioning students to allow staff to proactively identify individual student needs and prepare to meet those needs.
- Third, I have set aside dedicated time to hold "office hours" and will welcome families and students affected by this action to discuss concerns and educational options. The office hours for Burnham Park are Tuesday mornings 9-10 AM and Friday afternoons 4-6 PM
- Fourth, principals will receive discretionary resources to provide direct academic support to students. For example, these funds may be used to provide an instructional coach, teacher leader, or to obtain an academic tutoring position or program for students in reading and math. I will support the principals as they consider how to use these resources and approve their selections once decisions are made.

Students will also receive social and emotional supports to help them adjust to a new school environment, including the following:

- First, CPS will help school staff members facilitate intervention groups or peace circles aimed at helping students work through concerns associated with the transition.
- Second, CPS will help staff members implement restorative practices, such as peer circles and peer juries, to encourage peer-to-peer problem solving and resolution.
- Third, groups of students in need of more individualized attention will be provided with access to highly structured interventions.
- Fourth, to foster an environment that is both supportive and inclusive for all students, CPS will provide resources to the Drake leadership to implement culture-building activities, such as staff luncheons and team- and trust-building activities. Resources will also be provided to sponsor activities such as school visits for families, coffee chats with the principal, picnics, field trips, or parent meetings to help transitioning families get to know their new school.

Additional transition supports will be provided to ensure that Williams Elementary and Williams Middle students who have unique needs or circumstances are adequately supported in this transition, including students with diverse learning needs, students in temporary living situations, English language learners, and early childhood participants. These additional supports are described in more detail in the draft transition plan, located in your binder at Tab A1.

Finally, if the CEO's proposal is approved and Drake later wishes to consider changing the school's name, the requirements of the Board's School Renaming Policy will be followed to ensure both school and community engagement in evaluating potential new names.

In conclusion, Williams Elementary and Williams Middle are underutilized, the combined enrollment of Williams Elementary and Williams Middle and Drake students as well as Urban Prep students at the 2710 South Dearborn facility will not exceed the facility's enrollment efficiency range, and Drake is a higher performing school. The CEO believes that these proposed school closures will help the District better serve all students and is prepared to assist students with additional supports as they transition.

Thank you for your time and attention. This concludes my statement.

CHICAGO PUBLIC SCHOOLS | CPS

Proposal for School Closure

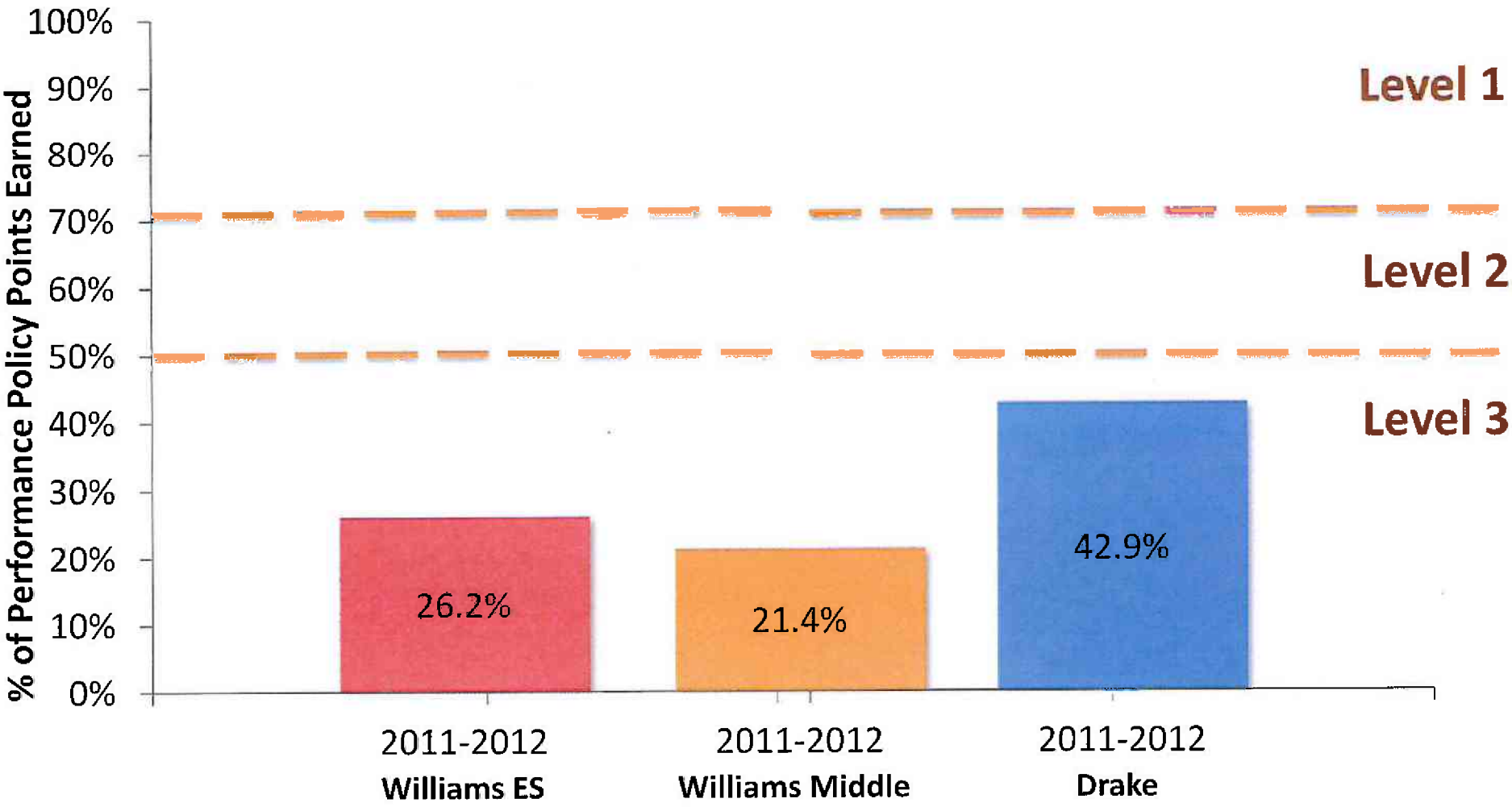
Williams Elementary School and

Williams Middle School

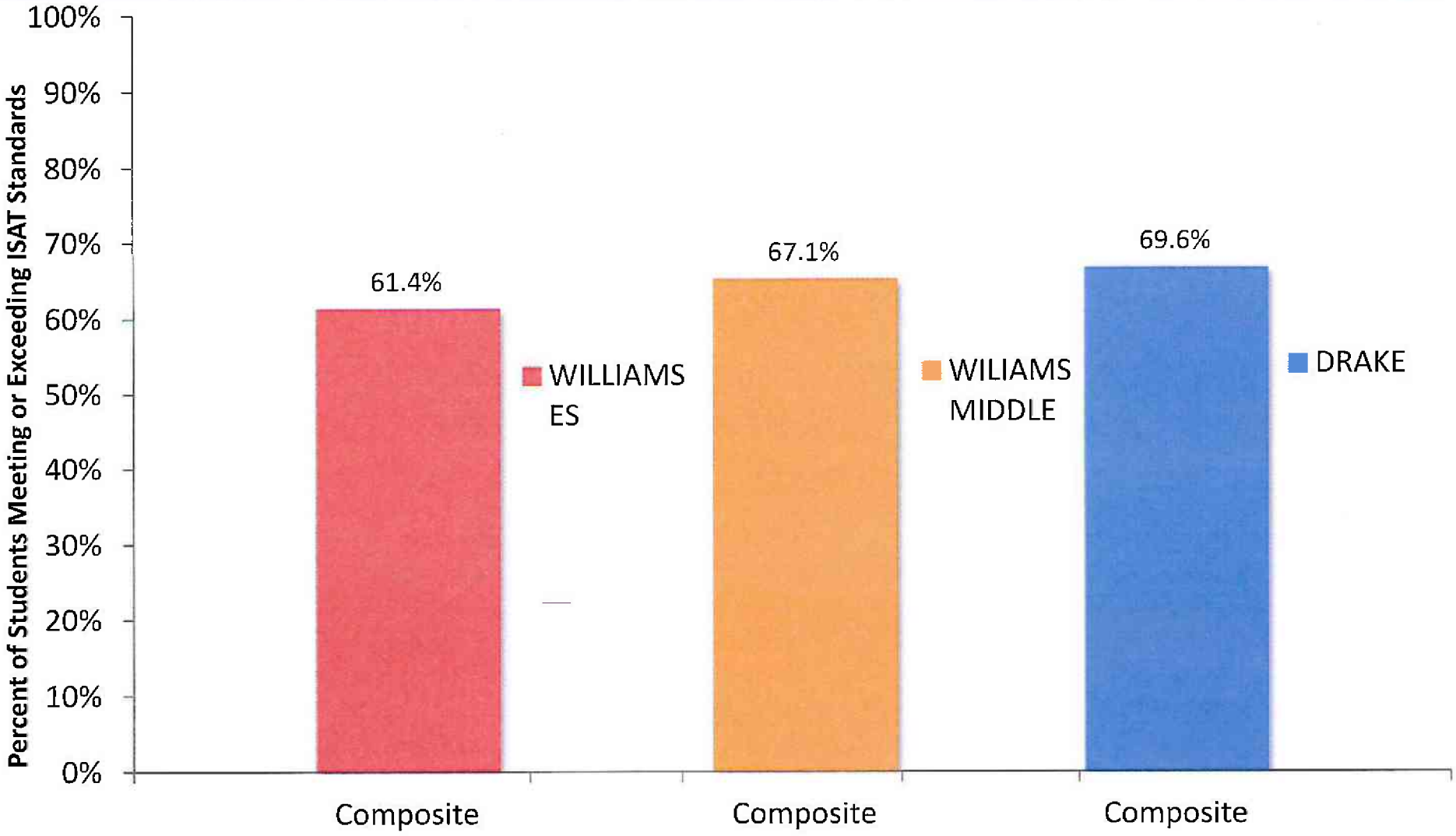
Office of Accountability

April 2013

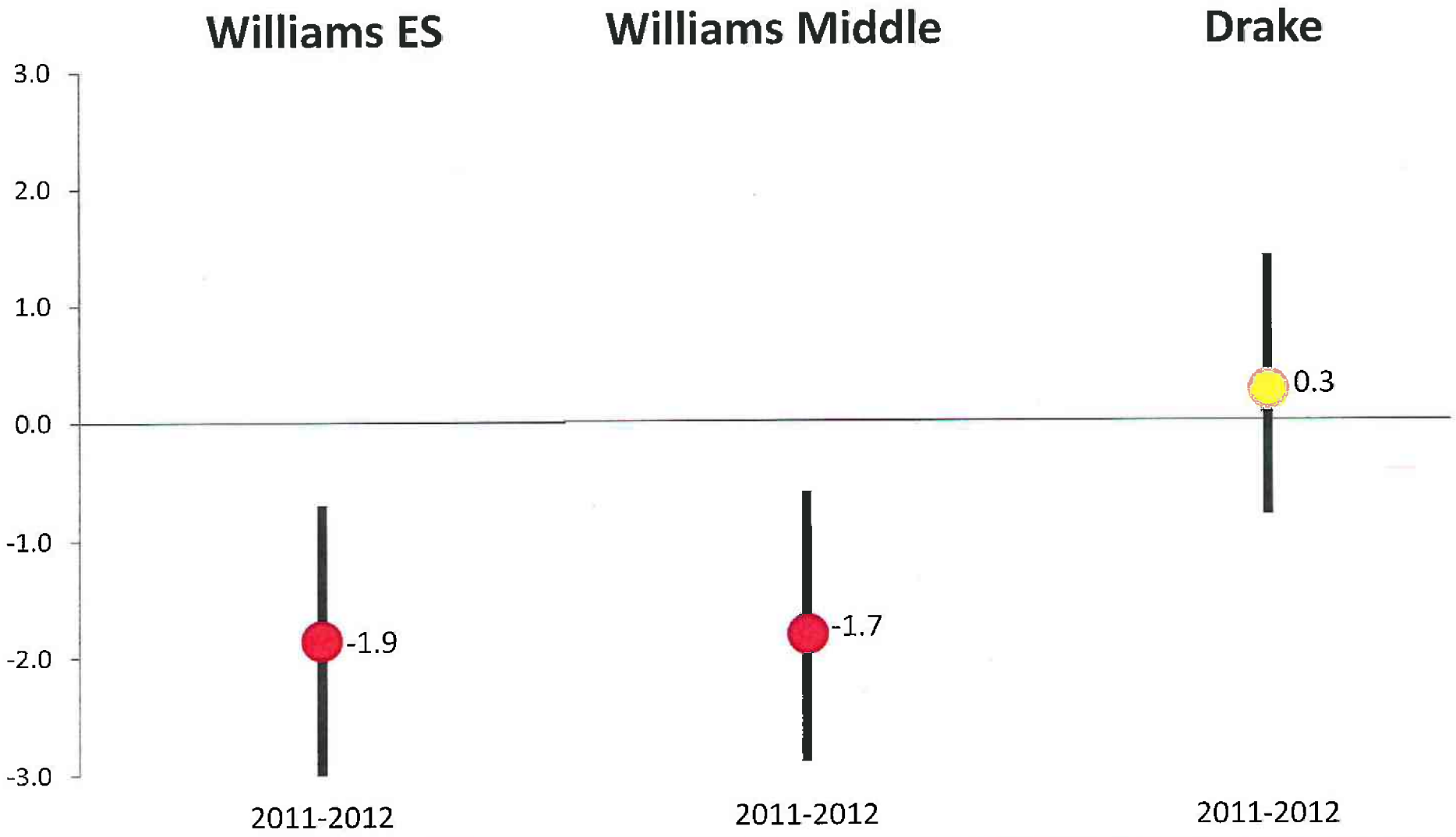
Performance Policy



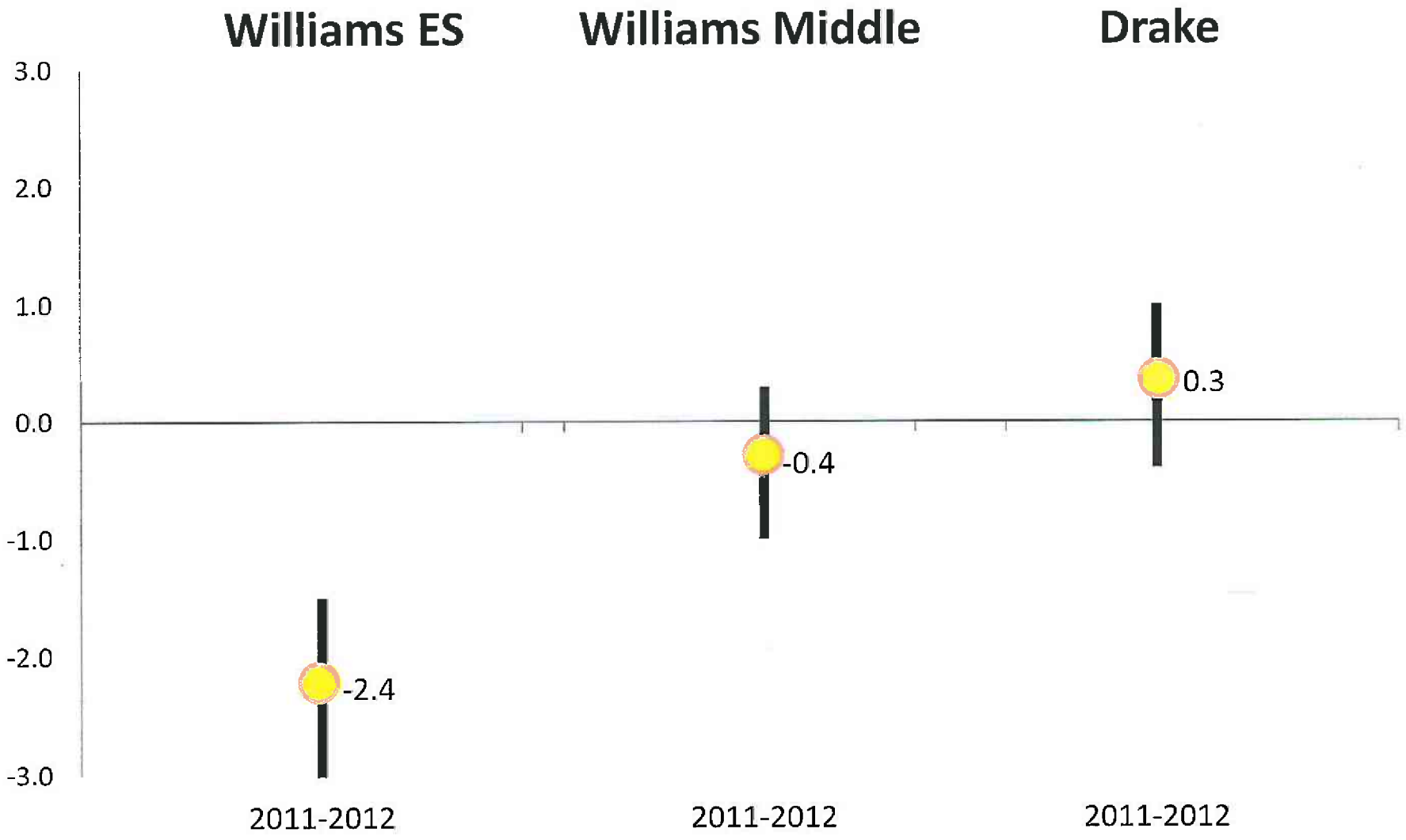
2012 ISAT Scores



ISAT Reading Value-Added



ISAT Mathematics Value-Added



Performance Policy

2012 Elementary School Performance Policy Report

Williams Multiplex Elementary School

School ID: 610232
Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	57.3%	54.5%	68.5%	56.0%	62.3% (1 point)	-4.1 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	71.8%	70.3%	80.2%	69.8%	75.0% (2 points)	-4.3 (0 points)	2 of 6
ISAT Science Meets/Exceeds %	60.4%	52.2%	70.4%	52.8%	61.5% (1 point)	-8.5 (0 points)	1 of 6
ISAT Composite Exceeds %	11.8%	10.4%	24.5%	10.7%	17.6% (2 points)	-4.9 (0 points)	2 of 6
5th Grade ISAT Composite Exceeds %	6.7%	7.8%	13.6%	13.5%	13.6% (1 point)	+4.1 (2 points)	3 of 6
Adjusted Attendance Rate	92.6%	93.1%	91.7%	92.7%	92.2% (1 point)	+0.1 (1 point)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.9	3rd	0 of 3
Value-Added Math	-2.4	0th	0 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	11 of 42 (26.2%)	28 of 42 (66.7%)	11 of 42 (26.2%)
Performance Rating	Level 3	Level 2	Level 3
ISAT Composite Meets/Exceeds %	61.4% (2012)	73.9% (2011)	60.8% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status — For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.

Trend — For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.

Ceiling — If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.

Value-Added — This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.

Adjusted Attendance — For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.

Minimum Performance Standard — Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Performance Policy

2012 Elementary School Performance Policy Report

Williams Preparatory Academy Middle School

School ID: 610336
Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	82.1%	68.5%	75.7%	69.3%	70.2% (2 points)	-10.8 (0 points)	2 of 6
ISAT Math Meets/Exceeds %	78.8%	75.0%	74.8%	72.3%	73.6% (2 points)	-3.9 (0 points)	2 of 6
ISAT Science Meets/Exceeds %	81.0%	59.5%	80.0%	58.5%	69.3% (1 point)	-15.0 (0 points)	1 of 6
ISAT Composite Exceeds %	12.4%	11.1%	11.7%	7.0%	9.4% (1 point)	-4.7 (0 points)	1 of 6
8th Grade ISAT Composite Exceeds %	5.3%	16.7%	7.9%	1.5%	4.7% (0 points)	-8.5 (0 points)	0 of 6
Adjusted Attendance Rate	96.1%	95.0%	93.3%	93.1%	93.2% (2 points)	-0.9 (0 points)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.7	4th	0 of 3
Value-Added Math	-0.4	33rd	1 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	9 of 42 (21.4%)	20 of 42 (47.6%)	20 of 42 (47.6%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	67.1% (2012)	75.8% (2011)	70.0% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling =90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Performance Policy

2012 Elementary School Performance Policy Report

John B Drake Elementary School

School ID: 609894
Network: Burnham Park E'ementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	70.3%	67.5%	67.1%	69.6%	68.4% (1 point)	+1.3 (1 point)	2 of 6
ISAT Math Meets/Exceeds %	66.7%	68.8%	70.7%	73.8%	72.3% (2 points)	+5.1 (2 points)	4 of 6
ISAT Science Meets/Exceeds %	48.1%	58.3%	56.5%	57.4%	57.2% (1 point)	+3.0 (2 points)	3 of 6
ISAT Composite Exceeds %	7.1%	5.3%	7.4%	5.3%	6.4% (1 point)	-1.3 (0 points)	1 of 6
8th Grade ISAT Composite Exceeds %	3.8%	5.2%	15.0%	9.4%	12.2% (1 point)	+1.4 (1 point)	2 of 6
Adjusted Attendance Rate	94.0%	94.3%	94.0%	93.9%	94.0% (2 points)	-0.3 (0 points)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	+0.3	62nd	2 of 3
Value-Added Math	+0.3	63rd	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	18 of 42 (42.9%)	19 of 42 (45.2%)	20 of 42 (47.6%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	69.6% (2012)	67.1% (2011)	66.9% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:

Proposed Closure of Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and Co-Location of Drake Elementary School with Urban Prep Academy for Young Men Charter High School - Bronzeville

Statement of Cory Davis, Director of Capital Renovation and New Construction

April 26, 2013

Good evening, Your Honor. My name is Cory Davis. I am the Director of Capital Renovation and New Construction. In this role I am responsible for the renovation of existing CPS facilities and the construction of new facilities. This provides me with knowledge of CPS facilities and how they support the academic programming of a school. I have been in this position for over three years.

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 Drake Elementary with Urban Prep Academy for Young Men Charter High School – Bronzeville, or Urban Prep.

As stated in the Board's 2005 Shared Facility Policy, which is included in your exhibit binder at Tab B13, 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 bring one or more additional schools into the facility. You have already heard from my colleague Ashley Richardson, who has explained that the 2710 South Dearborn facility is not being utilized to its full capacity. I will now speak about how this facility can support the academic programming of both Urban Prep and Drake Elementary after Drake welcomes students from Williams Elementary and Williams Middle.

Facility Description

There is a slide presentation on the screen in front of you which provides diagrams of this facility. A copy of this slide presentation is also located in your binder at Tab C29. The 2710 South Dearborn facility was originally constructed in 1952, with subsequent additions constructed in 1955 and 1994.

The facility is a 3-story structure, with a centralized corridor, flanked primarily by classrooms. At the south end of the facility on the first floor is an auditorium, lunchroom and gymnasium and on the second floor is a library. At the north end, there is an administrative space on the first floor and classrooms on the floors above. Science labs, computer labs and a music room are dispersed throughout the facility.

Proposed Allocation of Space

The 2710 South Dearborn facility has sufficient space to accommodate the needs of both Drake Elementary and Urban Prep for academic courses, lunch, physical education, administrative offices, and other programming. If this proposal is approved, a specific memorandum of understanding, or MOU, 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. Our recommendation for the allocation of space can be seen in the next five slides. As the legend shows, you will see that the proposed Drake Elementary space is in blue, proposed Urban Prep space is in light brown and shared space is shown in red.

I understand that Drake needs a total of 27 classrooms and that Urban Prep needs a total of 28 classrooms. To fulfill this need, Drake could use the majority of the space on the first and second floors for classrooms. To fulfill Urban Prep's needs, Urban Prep could use the north side of the second floor and the entire third floor for classrooms.

Both schools need administrative office space. Urban Prep will use administrative space on the northwest of the first floor and Drake will use administrative space on the southeast side of the first floor.

Additionally, both schools need to maintain separate school identities while still sharing certain common areas, so we have identified separate entrances to the facility. Drake could use the existing Williams main entrance on Dearborn Street, while Urban Prep Academy could continue to use their main entrance on 27th Street.

Lastly, each school will have their own lunchroom. Drake will use the existing lunchroom on the south side of the first floor and Urban Prep will use the converted recreational room in the basement as a new lunchroom.

To meet other needs of these two schools, we propose that they share the library, auditorium, gymnasium and weight room.

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

Scope of Renovation Work and Estimate

If this co-share proposal is approved, the Department of Operations will propose the following facility improvements to the 2710 South Dearborn facility for the benefit of all Drake and Urban Prep students and staff:

- Provide signage that reflects all newly allocated spaces
- Provide window A/C units for all classrooms
- Provide selective interior cosmetic improvements, as needed
- Convert existing space into a new lunchroom
- Provide Americans with Disabilities Act (ADA) accessibility upgrades, in accordance with ADA Titles I and II compliance requirements

The Department of Operations anticipates that the cost to equip this facility to welcome the new students and provide for the existing students will be close to $2M.

To conclude, these two schools can fit within the 2710 South Dearborn facility and if this co-location is approved by the Board, CPS will work to develop an MOU that outlines all dedicated and shared spaces.

Thank you Your Honor. This concludes my statement.