

**PUBLIC HEARING TO CONSIDER THE
PROPOSED CO-LOCATION OF
KWAME NKRUMAH ACADEMY
CHARTER SCHOOL WITH WALTER Q.
GRESHAM ELEMENTARY SCHOOL**

APRIL 20, 2013

COMMENCING AT 2:00 P.M.

HON. ROBERT BOHARIC

HEARING OFFICER

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2. Notice Letter to Administrators, Faculty, Staff, and Local School Council Members at Gresham and Administrators, Faculty, Staff, and Board Members for Nkrumah dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location of Nkrumah with Gresham
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 Gresham Elementary School and School Personnel and Board Members of Nkrumah 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 11, 2013 and April 18, 2013
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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
Walter Q. Gresham Elementary School
8524 S. Green St.

Parent or Guardian of a Student at
Kwame Nkrumah Academy Elementary School
901 E. 95th St.

Re: **Proposed Co-location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham 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 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 Kwame Nkrumah Academy Elementary School (Nkrumah Charter) with Walter Q. Gresham Elementary School (Gresham).

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 Nkrumah Charter within the same CPS facility as Gresham, located at 8524 S. Green 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 Nkrumah Charter and Gresham.

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 311 (City Services).

Public Comment on this Proposal

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

Community Meeting 1

Saturday, April 06, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Community Meeting 2

Saturday, April 13, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Public Hearing

Saturday, April 20, 2013

2:00pm-4:00pm

CPS Central Office

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 Nkrumah Charter with Gresham at the 8524 S. Green 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,

A handwritten signature in black ink, reading "Barbara Byrd-Bennett". The signature is fluid and cursive, with a large initial "B" and a stylized "Bennett" ending in a long horizontal stroke.

Barbara Byrd-Bennett
CEO, Chicago Public Schools

**For the Proposed Co-location of Kwame Nkrumah Academy Elementary School with
Walter Q. Gresham 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 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 Kwame Nkrumah Academy Elementary School (Nkrumah Charter) with Walter Q. Gresham Elementary School (Gresham) in a shared facility located at 8524 S. Green St. This decision is based on the underutilization of Gresham 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 Nkrumah Charter with Gresham in the same CPS facility located at 8524 S. Green St. within the Englewood-Gresham Elementary Network of CPS. Gresham is located in a CPS-owned facility and serves 341 students in PE, PK & K-8th grades. 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, and the facility can support the academic programming of both schools. If this proposal is approved, Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter, 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 8524 S. Green St. has enough space to accommodate the combined classrooms required to serve Gresham and Nkrumah Charter. 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 8524 S. Green 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, Gresham and Nkrumah Charter will 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 Gresham and Nkrumah Charter. 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 Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter 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 8524 S. Green 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 8524 S. Green St. currently is not accessible to persons with disabilities according to the Americans with Disabilities Act. As part of the facility upgrades explained in more detail below, CPS will begin renovations at the facility to provide all floors with a basic level of access. 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

No additional transportation will be offered as a result of this proposal.

- 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

Gresham and Nkrumah Charter 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.cpsdae.org),
- By email (dae@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.cpsdae.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

Saturday, April 06, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Community Meeting 2

Saturday, April 13, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Public Hearing

Saturday, April 20, 2013

2:00pm-4:00pm

CPS Central Office

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.



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
Walter Q. Gresham Elementary School
8524 S. Green St.

Administrators, Faculty, Staff, and Board Members
Kwame Nkrumah Academy Elementary School
901 E. 95th St.

Re: **Board of Education Proposed Co-location of Kwame Nkrumah Academy Elementary School with
Walter Q. Gresham Elementary School**

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 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 Kwame Nkrumah Academy Elementary School (Nkrumah Charter) with Walter Q. Gresham Elementary School (Gresham). 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 Nkrumah Charter within the same CPS facility as Gresham, located at 8524 S. Green 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 Gresham or Nkrumah Charter.

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 Gresham 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

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3:00pm-5:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Saturday, April 13, 2013
3:00pm-5:00pm
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CPS Central Office
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 Gresham and Nkrumah Charter at the 8524 S. Green 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,

A handwritten signature in black ink, reading "Barbara Byrd-Bennett". The signature is fluid and cursive, with a large initial 'B' and a stylized 'H' at the end.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN

For the Proposed Co-location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham 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 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 Kwame Nkrumah Academy Elementary School (Nkrumah Charter) with Walter Q. Gresham Elementary School (Gresham) in a shared facility located at 8524 S. Green St. This decision is based on the underutilization of Gresham 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 Nkrumah Charter with Gresham in the same CPS facility located at 8524 S. Green St. within the Englewood-Gresham Elementary Network of CPS. Gresham is located in a CPS-owned facility and serves 341 students in PE, PK & K-8th grades. 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, and the facility can support the academic programming of both schools. If this proposal is approved, Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter, 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 8524 S. Green St. has enough space to accommodate the combined classrooms required to serve Gresham and Nkrumah Charter. 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 8524 S. Green 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, Gresham and Nkrumah Charter will 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 Gresham and Nkrumah Charter. 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 Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter 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 Gresham and Nkrumah Charter 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 8524 S. Green 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 8524 S. Green St. currently is not accessible to persons with disabilities according to the Americans with Disabilities Act. As part of the facility upgrades explained in more detail below, CPS will begin renovations at the facility to provide all floors with a basic level of access. 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

No additional transportation will be offered as a result of this proposal.

- 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

Gresham and Nkrumah Charter 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 (oe@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

Saturday, April 06, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Community Meeting 2

Saturday, April 13, 2013

3:00pm-5:00pm

Harlan HS

9652 South Michigan Avenue

Public Hearing

Saturday, April 20, 2013

2:00pm-4:00pm

CPS Central Office

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](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 Natasha 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 Ignace 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 Crisp 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 Mozhiah 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

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.

Ad Number: **525660-01**
 Insertion Number:
 Size: **2x56.00**
 Color Type: **B&W**

Client Name:
Advertiser: **EXTRA SPACE STORAGE #0730**
Section/Page/Zone: **Classified/042/**
Description: **COOK COUNTY**

[illegible]

PATTERNS CROSSWORD

ACROSS		1	Not doing much of anything	44	Enjoy an entire Catcher before the plate?	7	Artist's studio site	37	Miscred chippeau
5	Yort cost	46	Wily white clouds	48	Cheapskate	52	On a Grecian Urn	53	His root is itself
9	Baigul on the pickers' mound	54	Baby's first word?	56	Yoko's surname	57	Crude but effective	61	Muscleman's quality
14	Harvest Chinese dynasty during the time of Confucius	63	Arthurian lady	64	Two-dimensionsal calculation	65	Musical composition	66	Poker buy-in
15	Chinese	67	Filipino earthenware	68	"Teeny" follower	69	"Home on the Range" enter	70	Drops in the field
17	Wood-dress-Ing tool	71	Wood-dress-Ing tool	72	Wood-dress-Ing tool	73	Wood-dress-Ing tool	74	Wood-dress-Ing tool
18	Bowie knife handle, e.g.	75	Wood-dress-Ing tool	76	Wood-dress-Ing tool	77	Wood-dress-Ing tool	78	Wood-dress-Ing tool
19	Computer command	79	Wood-dress-Ing tool	80	Wood-dress-Ing tool	81	Wood-dress-Ing tool	82	Wood-dress-Ing tool
20	Direct order?	83	Wood-dress-Ing tool	84	Wood-dress-Ing tool	85	Wood-dress-Ing tool	86	Wood-dress-Ing tool
23	Type of hay or chest	87	Wood-dress-Ing tool	88	Wood-dress-Ing tool	89	Wood-dress-Ing tool	90	Wood-dress-Ing tool
24	Bother the heck out of	91	Wood-dress-Ing tool	92	Wood-dress-Ing tool	93	Wood-dress-Ing tool	94	Wood-dress-Ing tool
25	Onetime co-sister of Teri, Felicity, and Marcia	95	Wood-dress-Ing tool	96	Wood-dress-Ing tool	97	Wood-dress-Ing tool	98	Wood-dress-Ing tool
28	Spinning loy	99	Wood-dress-Ing tool	100	Wood-dress-Ing tool	101	Wood-dress-Ing tool	102	Wood-dress-Ing tool
29	Narrow groove	103	Wood-dress-Ing tool	104	Wood-dress-Ing tool	105	Wood-dress-Ing tool	106	Wood-dress-Ing tool
31	Threed site	107	Wood-dress-Ing tool	108	Wood-dress-Ing tool	109	Wood-dress-Ing tool	110	Wood-dress-Ing tool
33	Feeling of lury	111	Wood-dress-Ing tool	112	Wood-dress-Ing tool	113	Wood-dress-Ing tool	114	Wood-dress-Ing tool
34	Unreel	115	Wood-dress-Ing tool	116	Wood-dress-Ing tool	117	Wood-dress-Ing tool	118	Wood-dress-Ing tool
36	Chawes morsel	119	Wood-dress-Ing tool	120	Wood-dress-Ing tool	121	Wood-dress-Ing tool	122	Wood-dress-Ing tool
37	Didn't have to fact-check	123	Wood-dress-Ing tool	124	Wood-dress-Ing tool	125	Wood-dress-Ing tool	126	Wood-dress-Ing tool
38	What very busy people seem to be?	127	Wood-dress-Ing tool	128	Wood-dress-Ing tool	129	Wood-dress-Ing tool	130	Wood-dress-Ing tool
42	Song from Placido	131	Wood-dress-Ing tool	132	Wood-dress-Ing tool	133	Wood-dress-Ing tool	134	Wood-dress-Ing tool
43	Island side dish	135	Wood-dress-Ing tool	136	Wood-dress-Ing tool	137	Wood-dress-Ing tool	138	Wood-dress-Ing tool
DOWN		1	Some Arab League members	2	Withheld	3	More schifful	4	Fencer's weapon
5	Blood of the gods, in Greek myth	6	They're given in November	7	Artist's studio site	8	Protestant denomination	9	Carpenter's cutter
10	Fairy-tale meany	11	One uses for scissors	12	Electrically charged atom	13	Word that's often contracted	21	Woman's headress
22	The Oscars and Olympics	27	Snake-sable	28	Barth facing the altar	30	Deavenport's	32	Church singing group
32	Church singing group	35	Secretarial skill	37	Miscred chippeau	38	Dry as dust	39	Free
40	Disgruntled person	41	Furnymann's lode	42	Blood system letters	43	Type of fair set fire to	44	Enigle, often win the love of
45	King and queens, e.g.	46	More	47	eccentric guy in debt?	48	Last Stuart of the monarchy	49	Relaxed condition
50	Upscale auto initials	51	Uncooked eggs	52	On a Grecian Urn	53	His root is itself	54	Baby's first word?
56	Yoko's surname	57	Crude but effective	61	Muscleman's quality	64	Two-dimensionsal calculation	65	Musical composition
66	Poker buy-in	67	Filipino earthenware	68	"Teeny" follower	69	"Home on the Range" enter	70	Drops in the field
71	Wood-dress-Ing tool	72	Wood-dress-Ing tool	73	Wood-dress-Ing tool	74	Wood-dress-Ing tool	75	Wood-dress-Ing tool
76	Wood-dress-Ing tool	77	Wood-dress-Ing tool	78	Wood-dress-Ing tool	79	Wood-dress-Ing tool	80	Wood-dress-Ing tool
81	Muscleman's quality	83	Wood-dress-Ing tool	84	Wood-dress-Ing tool	85	Wood-dress-Ing tool	86	Wood-dress-Ing tool
87	Wood-dress-Ing tool	88	Wood-dress-Ing tool	89	Wood-dress-Ing tool	90	Wood-dress-Ing tool	91	Wood-dress-Ing tool
92	Wood-dress-Ing tool	93	Wood-dress-Ing tool	94	Wood-dress-Ing tool	95	Wood-dress-Ing tool	96	Wood-dress-Ing tool
97	Wood-dress-Ing tool	98	Wood-dress-Ing tool	99	Wood-dress-Ing tool	100	Wood-dress-Ing tool	101	Wood-dress-Ing tool
102	Wood-dress-Ing tool	103	Wood-dress-Ing tool	104	Wood-dress-Ing tool	105	Wood-dress-Ing tool	106	Wood-dress-Ing tool
107	Wood-dress-Ing tool	108	Wood-dress-Ing tool	109	Wood-dress-Ing tool	110	Wood-dress-Ing tool	111	Wood-dress-Ing tool
112	Wood-dress-Ing tool	113	Wood-dress-Ing tool	114	Wood-dress-Ing tool	115	Wood-dress-Ing tool	116	Wood-dress-Ing tool
117	Wood-dress-Ing tool	118	Wood-dress-Ing tool	119	Wood-dress-Ing tool	120	Wood-dress-Ing tool	121	Wood-dress-Ing tool
122	Wood-dress-Ing tool	123	Wood-dress-Ing tool	124	Wood-dress-Ing tool	125	Wood-dress-Ing tool	126	Wood-dress-Ing tool

**APPROVE THE GRANTING OF A CHARTER AND ENTERING INTO A CHARTER SCHOOL
AGREEMENT WITH KWAME NKRUMAH ACADEMY, 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 Kwame Nkrumah Academy, 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 120 days of the date of this Board Report. 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.

SCHOOL OPERATOR: Kwame Nkrumah Academy, Inc.
901 E. 95th Street
Chicago, Illinois 60619
Phone: 773-548-6675
Contact: Dr. Iva Carruthers, Chair, Board of Trustees

CHARTER SCHOOL: Kwame Nkrumah Academy Charter School
901 E. 95th Street
Chicago, Illinois 60619
Phone: 773-548-6675
Contact: Dr. Iva Carruthers, Chair, Board of Trustees

OVERSIGHT: Office of New Schools
125 S. Clark, 5th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Nora Moreno Cargie, Chief of Staff

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) 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. This school operated as an existing public school during the 2008-2009, 2009-2010 and 2010-2011 school years (Board Report 07-1024-EX14). This proposal to convert a public school to charter school status is consistent with Section 27A-8(b) of the Illinois Charter Schools Law.

CHARTER APPLICATION PROPOSAL: The Kwame Nkrumah Academy Charter School (Kwame Nkrumah Academy) proposal was submitted by Kwame Nkrumah Academy, Inc. and received by the Board in August 2010. The Kwame Nkrumah Academy aims to be a global model of African-centered teaching and learning, a center and community of academic excellence and uncompromised expression. Kwame Nkrumah Academy will equip students with a strong sense of personal identity, requisite ethical moorings, and academic and leadership skills to prepare them for participation in the global community of the 21st Century. The curriculum of the Kwame Nkrumah Academy will focus on discipline and measured instructional outcomes, and include the use of age-appropriate global scholar mentorships, community-based experiential learning, exploration dialogue with diverse peers, language immersion and exchange programs. The school is slated to open in the fall of 2011 serving 201 students in grades K-4. At capacity, the school will serve 421 students in grades K-8. The school will be located at 901 E. 95th Street. Public hearings on charter school submissions submitted in 2010, as required by statute, were held on December 13, 2010 and January 18, 2011.

TERM: The term of the Kwame Nkrumah Academy charter and agreement shall commence July 1, 2011 and end June 30, 2016.

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 written Charter School Agreement. Authorize the 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.

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 2011-2012 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY12 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

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 June 23, 2004 (04-0623-PO4), as amended from time to time shall be incorporated into and made a part of the agreement.

Approved for Consideration:



Nora Moreno Cargie
Chief of Staff

Respectfully submitted:




Terry Matany
Chief Executive Officer

Within Appropriation:



Diana S. Ferguson
Chief Financial Officer

Approved as to Legal Form: 



Patrick J. Rocks
General Counsel

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

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.

CROSS REFERENCES

Alternative schools, Chicago public schools, contracts for services, see 105 ILCS 5/13A-11.

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.

LAW REVIEW AND JOURNAL COMMENTARIES

Access to government information. 68 Nw.U.L.Rev. 363 (1973).

Formerly cited as IL ST CH 122 ¶ 34-18

All wired up: An analysis of the FCC's order to internally connect schools. 50 Fed.Comm.L.J. 215. (1997).

Collective bargaining power of school board employees. 33 U.Chi.L.Rev. 852 (1966).

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Formerly cited as IL ST CH 122 ¶ 34-18

Illinois Law and Practice Schools § 218, Curriculum, Grades, and Textbooks.

UNITED STATES SUPREME COURT

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

Formerly cited as IL ST CH 122 ¶ 34-18

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. Brennan, 1898, 52 N.E. 314, 177 Ill. 194, 69 Am.St.Rep. 222. Schools 55

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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


Formerly cited as IL ST CH 122 ¶ 34-18


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)

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

Current through P.A. 97-1170 of the 2012 Reg. Sess., and through P.A. 98-4 of the 2013 Reg. Sess.

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Effective: July 13, 2012West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

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

"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

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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Effective: November 30, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated CurrentnessChapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)School Action and Facility Master Planning**→→ 5/34-225. School transition plans**

§ 34-225. School transition plans.

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

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

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

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

(2) options to enroll in higher performing schools;

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

(4) the provision of appropriate transportation where practicable.

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

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

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

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

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

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

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

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

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

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

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

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

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

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

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

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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Chapter 105. Schools (Refs & Annos)

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Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

→→ 5/34-232. 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

Current through P.A. 97-1165 of the 2012 Reg. Sess., and through P.A. 98-2 of the 2013 Reg. Sess.

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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 30¹.

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 then 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

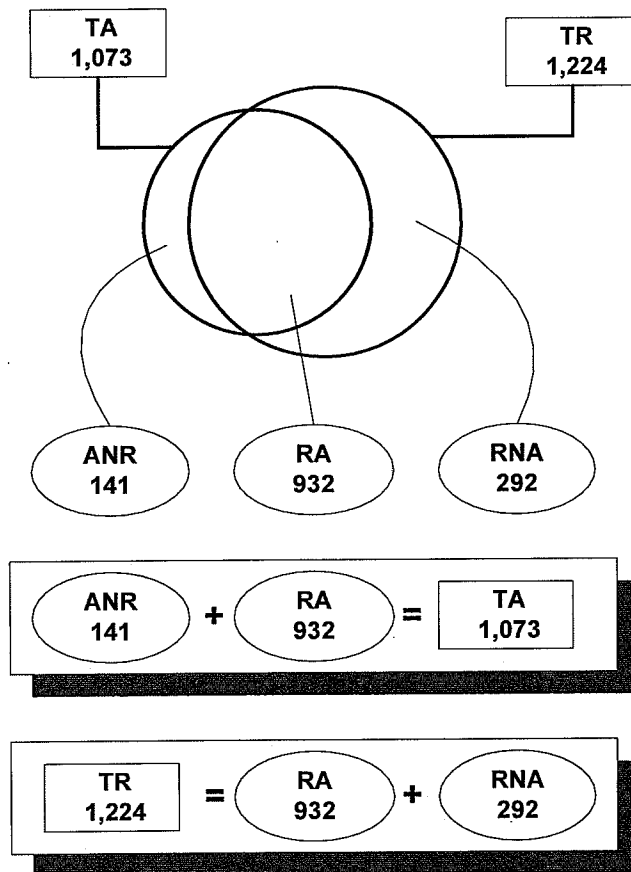
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities 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%).

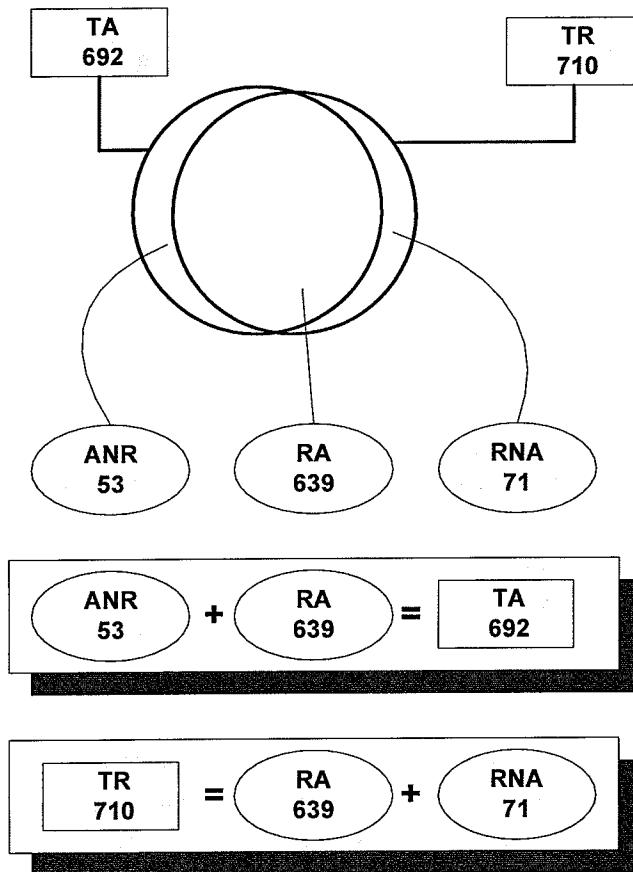
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
1,440	1,034	827 – 1,241	1,073	+04%	932	-10%
				Above Ideal		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%).

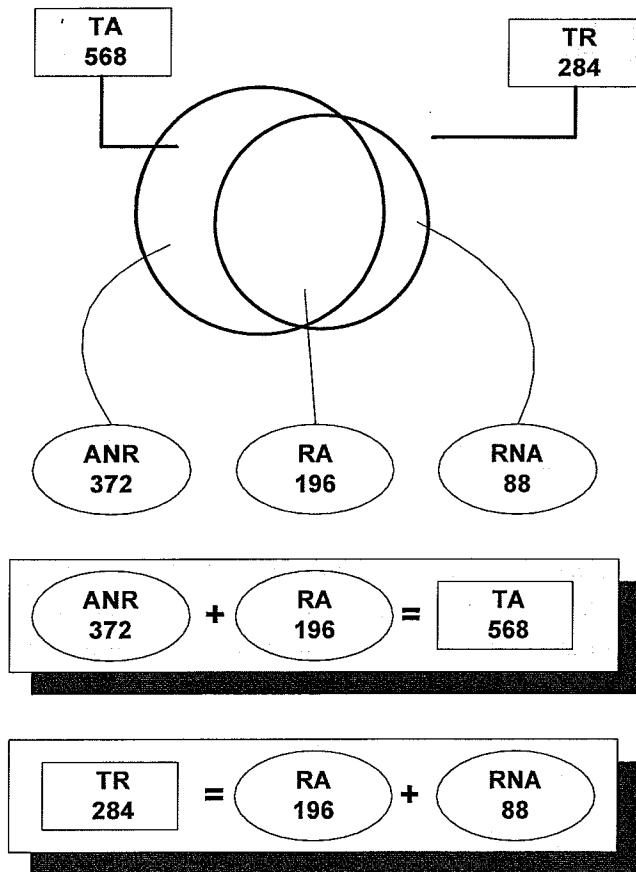
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
660	474	379 – 569	692	+46%	639	+35%
				Above Ideal		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).

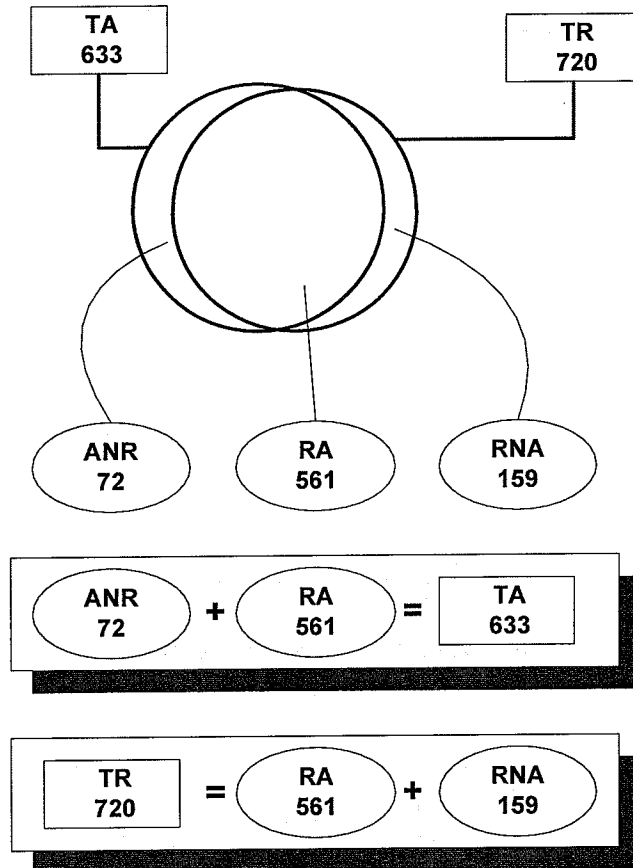
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
570	409	327 – 491	568	+39%	196	-52%
				Above Ideal		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).

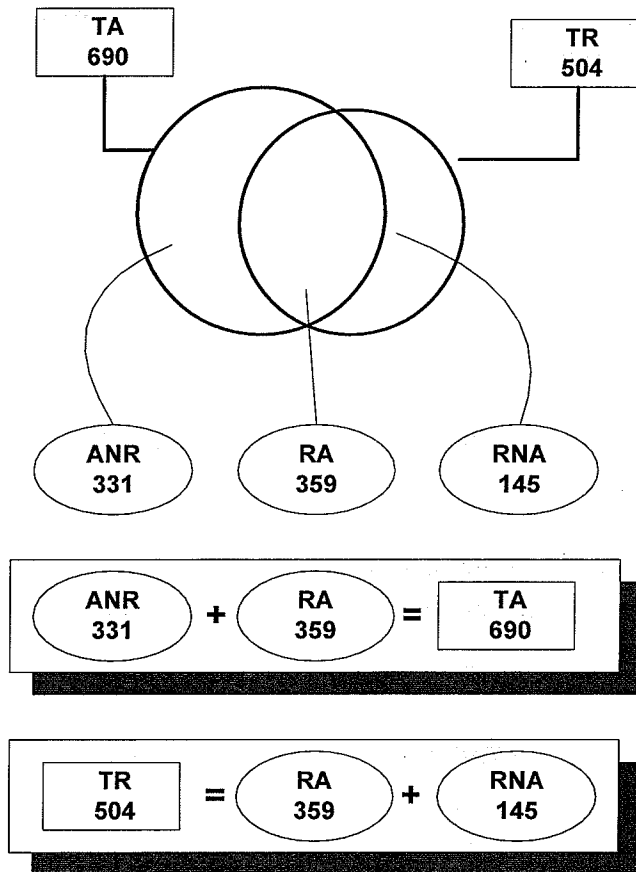
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
690	495	396 – 594	633	+28%	196	+13%
				Above Ideal		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).

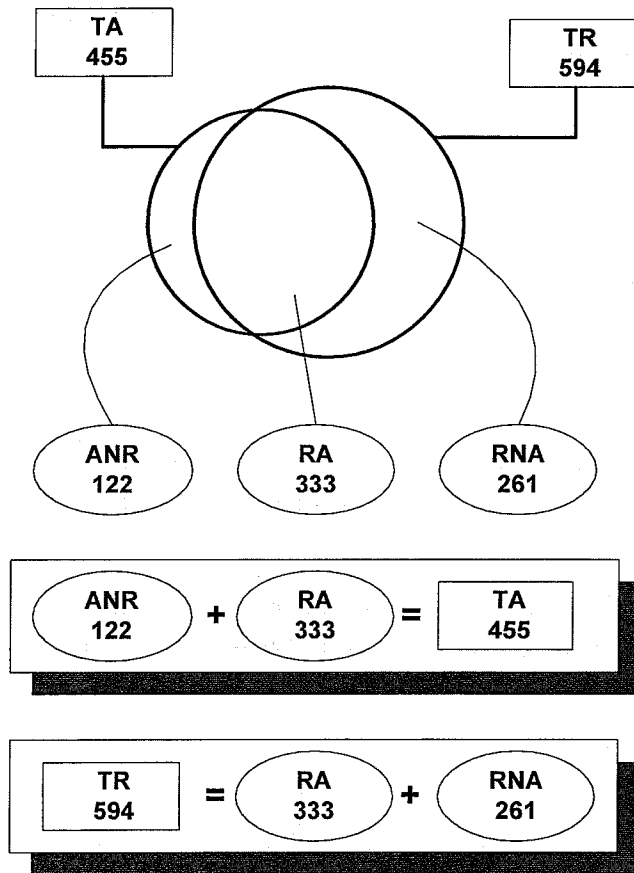
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
915	657	526 – 788	690	+5%	359	-45%
				Above Ideal		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).

<u>Design Capacity</u>	<u>Ideal Enrollment</u>	<u>Efficiency Range</u>	<u>Total Enrollment</u>	<u>Actual Utilization</u>	<u>In-Area Enrollment</u>	<u>Notional Utilization</u>
1,200	861	689 – 1,033	455	-47%	333	-61%
				Below Ideal		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 ACTIONS¹

2012-2013 SCHOOL YEAR

("Guidelines")

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

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

- 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, PSAC 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 PSAC 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.

SB630 COMMUNITY MEETING
COLO NKRUMAH/GRESHAM

April 6th, 2013

3:00 o'clock p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 6th, 2013, at the hour of 3:00 o'clock p.m.

PRESENT:

DR. MARKAY WINSTON, Chief Officer over Diverse Learner
Supports and Services
MS. ANNETTE GURLEY, Chief Officer of Teaching and
Learning
MR. ADRIAN WILLIS, Chief of Schools for the
Englewood-Gresham Network
MR. DONELL UNDERDUE, Deputy Chief of Englewood-Gresham
Network
MS. THYATIRIA TOWNS, FACE Manager
CAPTAIN DALY, CHICAGO POLICE DEPARTMENT

1 MS. GURLEY: Good afternoon. First of all, my
2 name is Annette Gurley. I'm the new Chief of
3 Teaching and Learning for Chicago Public Schools;
4 and assisting today with this community meeting is
5 the Chief of Students with Diverse Learning Needs,
6 which is Ms. Dr. Markay Winston.

7 I also want to recognize the court
8 reporter, who is here. She's taking copious notes,
9 and we will document any information that is shared
10 at this meeting, and it will be shared with both the
11 CEO and the Board of Education. Also to my left, we
12 have sign language interpreters, Barbara Williams
13 and Carmen Sander.

14 The Chief of the Englewood-Gresham Network
15 is Mr. Adrian Willis, along with his Deputy Chief,
16 Mr. Underdue. We are here this afternoon to listen.

17 On behalf of CEO Barbara Byrd-Bennett and
18 the Board Office, we want to hear from you on the
19 proposal to co-locate Nkrumah Charter with Gresham
20 Elementary School.

21 I should share with you that this is the
22 first of three meetings before the Board votes.
23 Meeting No. 2 will be held on Friday, April 12th, at
24 this same location from 7:30 p.m. to 9:30 p.m. It

1 will be followed by public hearing, and that public
2 hearing is scheduled to take place at the Board of
3 Education located at 125 South Clark Street on
4 Tuesday, April 23rd, from 5:30 p.m. to 7:30 p.m.

5 The proposal is to co-locate Nkrumah with
6 Gresham, just to reiterate that. You should have
7 received handouts when you came in. One is hot pink
8 in color, and the other one has the CPS logo on
9 them, and I'll go through the information that is on
10 that in just a moment.

11 I'm sorry, I did not identify for you that
12 we do have a Spanish interpreter, and he's sitting
13 over there, and that is Mr. Arturo Carrillo, who is
14 here with us today.

15 If I could if I could direct your
16 attention to the sheet. Again, this is just a
17 notice of when the future meetings are going to be
18 and proposed action.

19 The second sheet you have on the front
20 says, "Pending Board approval of proposed
21 co-location," again, it describes for you the
22 proposed action that is to take place. On the flip
23 side of the sheet, it describes for you in detail
24 the upgrades that all of the welcoming schools are

1 expected to receive.

2 Each of you who signs up to speak will
3 have two minutes to share your thoughts and your
4 concerns about this proposed co-location, after
5 which time you will be called. The length of this
6 meeting is two hours, and so we started our meeting
7 3:00 o'clock. We're starting at 3:00 o'clock. This
8 meeting will run until 5:00 o'clock.

9 So, we do encourage you to share your
10 thoughts and your ideas. Each person who comes up
11 to speak will be allowed to speak for two minutes,
12 and you can only speak one time. So, we do ask that
13 you gather your thoughts.

14 If you have anything in writing, when you
15 are done speaking, we ask that you provide a written
16 copy to the timekeeper, who will be seated just over
17 here. With that said again, I would like to thank
18 you for giving up a portion of your Saturday
19 afternoon to be here with us today.

20 Are there any principals in the audience
21 by any chance? Ma'am, can you tell us what school
22 you are representing?

23 SPEAKER: Gresham.

24 MS. GURLEY: Thank you. I would like to

1 announce the principal of Gresham is joining us here
2 this afternoon. With that said, Dr. Winston will
3 now begin the process for community comments.

4 DR. WINSTON: Good afternoon, everyone. Again,
5 my name is Markay Winston. I'm the Chief Officer
6 for the Office of Diverse Learner and Support
7 Services.

8 The focus for today is to make sure
9 everybody is heard, that you have an opportunity to
10 say your point of view; and then know that that
11 information is going to be taken and shared back
12 with our CEO Barbara Byrd-Bennett, as well as with
13 our Board.

14 The timekeeper is going to be holding up
15 note cards or time cards, to give you an indication
16 as to how much time you have left to speak. So,
17 please be mindful of that.

18 As Ms. Gurley has indicated, if you have
19 any written speeches or any other written testimony,
20 please be sure to share that with him as well; and
21 we will make sure that goes to the court reporter,
22 so it becomes a part of the permanent record.

23 The sign-up sheet at the registration desk
24 will main open through the entirety of the meeting.

1 So, as other guests arrive, if they choose that they
2 would like to sign up and be heard, they will have
3 an opportunity to do so.

4 If you have not yet signed up and would
5 like to speak, please feel free to do that at any
6 point in time; and as I already indicated, we just
7 want to reiterate the fact that the second meeting
8 is going to be on Saturday, April 13th, from 3:00 to
9 5:00 p.m. at this location, as well as the public
10 hearing is going to be on Saturday, April 20th, from
11 2:00 to 4:00 at the Board of Education Office.

12 As soon as the registration desk brings me
13 the list of people who are signed up to speak, we
14 will go ahead and begin. What I will do is I will
15 call up the first three names and ask you to line up
16 at the microphone.

17 As you come up here, I'm going to ask you
18 to state your name and affiliation with the school,
19 and then you will have your two minutes. Your two
20 minutes will begin at that particular point in time.

21 I will continue to call up speakers in
22 advance so that people will know when they're going
23 to come up and have an opportunity to share their
24 comments. We also wanted to make sure to recognize

1 Captain Daly from the Chicago Police Department is
2 here as well. Thank you very much for joining us,
3 Captain. Okay, very good.

4 Anyone in the audience, have you already
5 signed up to speak? No one here has signed up yet
6 to speak? Okay. Please think about it. We would
7 like to definitely have an opportunity to hear from
8 you.

9 Give it a moment and think about it; and,
10 please, consider having your voice heard, so that it
11 goes into the record, so that we can hear your
12 thoughts.

13 So, if you haven't yet signed up, please
14 consider doing so. We'll remain here for the entire
15 two hours. So, again, if you would like to speak,
16 please take a moment to go to the registration desk
17 and sign up, so that we can hear from you, but we
18 will be here listening for two hours.

19 Again, as a friendly reminder, we are here
20 to listen for two hours. We will be remaining here
21 to listen. So if you have a thought, a perspective,
22 a point of view that you think should be heard by
23 our CEO, or should be heard by our Board of
24 Education, I strongly encourage you to sign up at

1 the registration desk so your voice can be heard.

2 With that said, we're going to go ahead
3 and begin, and our first speaker is Marlene Wadley.
4 Please come to the microphone, state your name, your
5 affiliation and speak loudly and clearly into the
6 microphone, so that our court reporter can capture
7 all of your words.

8 You'll need to get very close to the
9 microphone. Ms. Wadley, please.

10 SPEAKER: Yes, my name is Marlene Wadley, and
11 my granddaughter attends Kwame Nkrumah Academy.

12 We had a meeting this past week regarding
13 this move, and everyone was surprised because we
14 wasn't notified until Friday, the Friday before
15 spring break, that we were actually moving.

16 Also, I think the turnout may be so low
17 because the mayor has said that there's no more
18 negotiations, that everything is done. My concern
19 is, okay, our school located way over east, and the
20 children are going to go way over west, and so I'm
21 concerned about safety issues.

22 We don't know the neighborhood,
23 transportation, how exactly will the school
24 co-exist. You know, it's a lot of factors to

1 consider in a short period of time, and I wish more
2 people had showed up, but these are my concerns.

3 My granddaughter is a kindergartener, and
4 I just hope this transition won't be too much for
5 her where it would affect her grades or, you know,
6 emotionally. That's all I have to.

7 DR. WINSTON: I thank you very much for taking
8 the time to share it.

9 For those of you who have arrived just in
10 the last couple of minutes, we are going to be here
11 for two hours, the entirety of two hours, from 3:00
12 until 5:00 p.m.

13 And we would like to strongly encourage
14 you if you have a perspective, a thought, that you
15 think you feel strongly about, and you think our CEO
16 and School Board needs to know about, I encourage
17 you to go to the registration desk and sign up so
18 that you can be heard.

19 You will have two minutes to speak; and at
20 the conclusion those two minutes, we'll ask you to
21 conclude with your remarks, and then we'll go ahead
22 and proceed with the next person.

23 So, again, if you haven't signed up, if
24 you haven't registered to speak, please consider

1 doing so. So, we will be here for the duration of
2 the two hours.

3 Again, those of you who have arrived in
4 the last few minutes, if you haven't yet had a
5 chance to register, please do so, so that you can
6 have your comments and your perspectives written
7 into the network.

8 Our next speaker is it Tanisha Maxwell.
9 If Tanisha Maxwell could come forward. Please state
10 your name and you affiliation, and speak very
11 clearly into the microphone so that the court
12 reporter can record every word you say.

13 SPEAKER: Hi. My name is Tanisha Maxwell, and
14 I'm with KNA.

15 DR. WINSTON: A littler to the microphone,
16 please.

17 SPEAKER: Hi. I'm Tanisha Maxwell, and I'm
18 affiliated KNA. Our main concern was one of safety,
19 and the safety of being in the school, for our
20 security and safety of being outside of the school.

21 We want to know how basically we're going
22 to be safe as far as our kids moving from one
23 location to another location, and are they going to
24 have security in school and outside of school as the

1 kids are coming in and being dismissed from school?

2 We also are concerned about when they come
3 down to lunch and gym, are we going to be together
4 KNA and Gresham, or KNA going to be separate and
5 Gresham be separate in the gym area?

6 DR. WINSTON: There are three areas where you
7 can get some information. Today our role and our
8 sole function is to listen.

9 SPEAKER: Okay.

10 DR. WINSTON: But you can call 311, you can go
11 to the District's website that is on the sheet that
12 you have, or you can contact one of the department
13 offices, if you have any specific questions; but
14 today, we will not be answering questions.

15 We will, in fact, be listening and taking
16 the information back to our CEO and to the School
17 Board.

18 SPEAKER: Is that number on there, you said the
19 other number you said to call?

20 DR. WINSTON: You can call 311.

21 SPEAKER: A website?

22 DR. WINSTON: You can contact the departments
23 that are listed on your sheet, and then the website
24 is --

1 SPEAKER: 553-1930?

2 DR. WINSTON: The website is not in front of me
3 at the moment, but I will find it and give it to you
4 shortly. My apologies. The website is of
5 CPS.EDU/qualityschools. It's on the pink sheet
6 lower right-hand corner.

7 SPEAKER: What's that other number besides 311?

8 DR. WINSTON: 311.

9 SPEAKER: No, there was another number you said
10 to call.

11 DR. WINSTON: On the other sheet that you have,
12 there are several offices that are listed there.

13 SPEAKER: Okay.

14 DR. WINSTON: Regarding special population, so
15 if you have a question regarding any of those
16 special populations, you can contact those numbers.

17 SPEAKER: Okay, thank you.

18 DR. WINSTON: Again, I strongly encourage you
19 to register so that we can hear your voice, and your
20 comments can go into the record.

21 If you have not yet signed up and
22 registered to speak, please consider doing so. We
23 will be here the duration of the two hours.

24 MS. GURLEY: For anyone who may have just come

1 in, again, the purpose of this afternoons meeting is
2 to hear from you. We are here to listen. We are
3 here on behalf of CEO Barbara Byrd-Bennett, and the
4 Board office; and, so, as you are sharing your
5 concerns, your comments, we are copiously taking
6 notes.

7 Pam Marzullo is our court reporter who is
8 taking the notes. We will be here for the duration
9 of the meeting. So, we will be here until 5:00
10 o'clock. However, that's a long time to just sit.

11 So, if you have something to say, I
12 encourage you if there are concerns that you still
13 have, and I suspect that you do, because you are
14 here, I do encourage you to sign up so that your
15 comments can be recorded. Thank you.

16 DR. WINSTON: If Monique Whittington can come
17 to the microphone, we would like to give you an
18 opportunity to share your remarks.

19 When you do so, please state your name and
20 your affiliation with the school. Speak very
21 clearly, articulately into the microphone, so that
22 our court reporter can record every word, so that
23 your words will go into the permanent record. Thank
24 you.

1 SPEAKER: Greetings, everyone. My name is
2 Monique Whittington. I'm a principal at Kwame
3 Nkrumah Academy. I.

4 Would first like to thank all of our
5 parents that are here today for your support, and I
6 know that this is a change for all of us; but I am
7 very, very positive that this is a great move.

8 I am anxious to meet with the principal of
9 the school and to speak to the community, so that we
10 can find out how we can best serve the needs of the
11 community, because that is what we are about.

12 Kwame Nkrumah is an African-centered
13 school; and when we go into the community, we want
14 to make sure people know we're there, and we are
15 there to serve. There are a lot of unknowns. I
16 have a lot of questions that cannot be answered at
17 this time, until we get into this proposed
18 co-location.

19 Nevertheless, I have a positive outlook
20 and attitude, and I would ask that our parents would
21 just continue to have faith, just like the meeting
22 we had, and we talked about our challenges. It was
23 a great meeting where people were able to voice
24 their opinions, because it is very a

1 emotionally-charged subject, the moving of our
2 school.

3 But nevertheless, it needs to go to
4 Gresham; and again, I just wanted to make it be
5 known that I'm here. If there any questions, if
6 there are people from Gresham or from the community,
7 if you have questions of me, I would be more than
8 happy to avail myself to answer them, to the best of
9 my ability at the time. Thank you.

10 DR. WINSTON: Thank you, Ms. Whittington. Do
11 we have anyone else who would like to speak?

12 As previously indicated, you're here for a
13 reason, and I know you have some strong feelings,
14 thoughts and opinions; and we would love the
15 opportunity to listen to your thoughts and to be
16 able to take that information back to our CEO and to
17 the School Board.

18 So, if you would like, please feel free to
19 register, sign up so that we can give you your time
20 to speak. Thank you.

21 If we could have Zwahyyah McElrath, by
22 Iris Bess. Zwahyyah McElrath, followed by Iris
23 Bess. Thank you.

24 SPEAKER: I know that's me, but that's not my

1 name.

2 DR. WINSTON: Did I mispronounce your name?

3 SPEAKER: It's okay. My name is Zwahyyah
4 McElrath. I am a parent of a KNA student. Although
5 I am excited about the transition, this distance
6 actually bothers me, from going 95th and Cottage
7 Grove over to 85th and Green. That is a long
8 distance. So, that is actually my concern.

9 I know you are not answering questions. I
10 would like that to be put on the record. Is there
11 any other school that you can take into
12 consideration, or any other area that KNA can occupy
13 or has the final decision been made? Thank you.

14 DR. WINSTON: Thank you. Iris Bess.

15 SPEAKER: Good afternoon. I'm Iris Bess, also
16 a parents of two students at Kwame Nkrumah Academy;
17 and I, too, have the same concerns in regards to
18 location.

19 Safety issues are of slight concern, but
20 the meeting that we had at school was very
21 productive, so we got answers there; but my concern
22 is that when they thought about co-locating schools,
23 again like this woman just said, we are so far
24 apart.

1 So, if you are trying to cater to a
2 particular area, you have students that are walking,
3 students that are public transportation, that will
4 have a hard time getting to that school.

5 So, I would hope they would consider that,
6 in regards to where they are going to place
7 students.

8 DR. WINSTON: Thank you very much.

9 I just want to let you folks know again
10 we're still eager to hear from you. There are a few
11 of you that have been in the room for the last few
12 minutes.

13 If you haven't had a chance to register at
14 the front desk to be able to address the audience
15 and share your perspective and your thoughts on this
16 co-location, please take a moment to do so. Think
17 about coming forward.

18 You are here for an reason. Like we
19 indicated before, we would love to hear your
20 thoughts and be able to take that information back
21 to the Board, as well as to the CEO. So, please
22 feel free to come forward. Thank you.

23 We would like to welcome Tiffany Powell to
24 the microphone. Tiffany, please be sure to state

1 your name and affiliation with the school, and share
2 with us your perspective.

3 SPEAKER: Okay. My name is Tiffany Powell.

4 DR. WINSTON: And the court reporter is here
5 recording your every word for the permanent record,
6 so speak loudly enough so she captures that.

7 SPEAKER: Okay. I'm Tiffany Powell, Lawrence
8 and Tierra Powell's mother. My question and
9 concerns are they going to have a bus service for
10 the children?

11 DR. WINSTON: We're here to listen today, so
12 we're not able to provide any answers, but we do
13 have information on the handouts that you would have
14 received.

15 You can contact 311 is one of the
16 telephone numbers. There's a website that is listed
17 on the pink sheet, as well as there are departments
18 that are listed, as well as you can contact those
19 offices with specific questions.

20 Our purpose today is to listen solely and
21 to take the information back to Dr. Barbara
22 Byrd-Bennett, our CEO, as well as to our School
23 Board.

24 SPEAKER: Okay. Thank you.

1 DR. WINSTON: Thank you for taking the time to
2 come forward. For those of you who are here, we
3 want to just kind of remind you that we're going to
4 be here until 5:00 o'clock. You are most welcome to
5 stay with us through the duration until 5:00 o'clock
6 as well.

7 If you still decide that you would like to
8 share a few words, please feel free to register,
9 sign up, and we will be more than happy to hear your
10 information and then take it back to the District
11 Office. Again, you are most welcome to stay with us
12 until 5:00 p.m. as well.

13 If I can get your attention. We would
14 like to invite Ms. Joy McCann to the stage, to the
15 microphone, to be able to speak.

16 Please state your name and your
17 affiliation, and speak very clearly and closely into
18 the microphone so that our court reporter can record
19 all of your words.

20 SPEAKER: Okay. My name is Joy McCann.

21 DR. WINSTON: We need for you to come a little
22 closer.

23 SPEAKER: Okay. My name is Joy McCann. My
24 daughter is Loren McCann. She's in kindergarten

1 there.

2 First of all, I came in this room, you
3 know, I rushed and canceled appointments. I thought
4 that it would be -- this meeting is not what I
5 thought it was to be.

6 First of all, people are just sitting up
7 here, sitting here, it seems like it is a waste of
8 time. You know, it don't seem like anything. She's
9 going to write down something, it's going to be
10 logged in, and what's going to happen? What's next?

11 The point is the passion behind, as we
12 love KNA. It is an awesome school. That's the
13 reason why I'm sacrificing my Saturday. I work.
14 I'm selfed employed. I own an investment company,
15 and I'm supposed to be giving somebody keys to an
16 apartment, and I'm here. I'm here for my daughter,
17 you know.

18 I feel like I wasted my time basically,
19 and I'm not happy about it; but the reason why I'm
20 here is because I feel that you guys should give us
21 a better option than moving us three miles away to
22 88th Street, to, you know, move us over there to
23 what is that, Gresham School.

24 Their scores are low, you know, and our

1 scores are not. So, basically, I'm here to stand up
2 for my school. It's an awesome school. It's a
3 village. It is unlike any other public school that
4 is out there today.

5 It's basically it's a family there. The
6 principal, I don't know if she's here, she really
7 cares about her kids. She's been here. There's
8 only a couple of us here, you know, and they were in
9 and out, in and out.

10 You know, sacrificing our time here to
11 show the passion for our school, I don't think it's
12 a good idea to move us all the way over there. Do
13 you have another building for us? Is there any
14 other options for us closer?

15 I said in a meeting before they donate
16 buildings for dollars. You know, the firehouse,
17 they got a building for a dollar donated to them. I
18 do real estate, so I know stuff like this.

19 The government has a lot of programs. I
20 know my time is up. I'm almost done, but the
21 government has a lot of programs out here. Why
22 can't we get help that way? The government has so
23 many programs where they give away property.

24 They gave the firehouse for a dollar. Why

1 can't we get a building for education? They're
2 doing that for the firehouse, I understand,
3 whatever. We need this for betterment of our
4 children.

5 So, my thing is that safety is an issue.
6 I'm sure you heard that today. Transportation is an
7 issue. You expecting the kids to be on time and not
8 be tardy, coming three miles away. You know, you
9 want them to be on time for their education.

10 DR. WINSTON: Thank you, Ms. McCann.

11 SPEAKER: McCann.

12 DR. WINSTON: McCann, I apologize. Just as a
13 reminder to everyone, we are here to listen. Our
14 role today is to listen to your feedback, your
15 comments and remarks, to make sure that it's
16 properly recorded so that we can, in fact, take that
17 information back to our CEO Barbara Byrd-Bennett, as
18 well as to the School Board Members.

19 I again extend the invitation to anyone
20 else that is still here, if you would still like to
21 speak, if you haven't registered with the front
22 desk, please register your name, and we will make
23 sure that you have an opportunity to have your voice
24 heard. Have you signed up?

1 SPEAKER: Yes. Okay, let me make sure they
2 bring the sheet, so I can properly get you in the
3 queue.

4 We're going to be here, as I've stated
5 several times, we're going to be here until
6 5:00 p.m., so that everybody who wants to be heard,
7 will have had a chance to be heard. So, we have
8 about 10, 12 more minutes to wrap up this evening.

9 I think we have a couple more folks who
10 have signed up, and we're going to go ahead and hear
11 from you now. I would like to invite Kelly Vaughn
12 to the microphone, followed by Freddie Winston.

13 SPEAKER: How you doing? I'm speaking on
14 behalf of that's my wife. I just wanted to say I
15 appreciate everybody being here to show up.

16 DR. WINSTON: Could you state your name and
17 your affiliation so the court reporter can have
18 that?

19 SPEAKER: Kelly Vaughn for Kwame Nkrumah. So,
20 I just wanted to say I appreciate everybody's
21 diligence and effort, you know, just to make it
22 here, too, because not only did we sacrifice, but
23 you guys have to be here, too.

24 I'm sure you have family and friends and

1 places you could have been as well.

2 So, just being here, having your support,
3 we appreciate it. And, so, just speaking about the
4 school, I noticed that it was going to be a change
5 three years ago. It used to be a very special
6 school.

7 They had vegan chef, rooms were separate
8 from different traffic. They had different tribes
9 that they learned about in Africa. I think it was
10 Jeremiah Wright, so it was another affiliation they
11 had. They had the support and funding. When things
12 started changing, they moved the chef.

13 People started complaining. The uniforms
14 started to change. It was just like the third
15 principal, which she's amazing by the way. I think
16 that was the purpose to be the first, but I already
17 saw the writing on the wall, the things that were
18 happening.

19 And, so, without the funding, and the
20 charter schools and all that stuff that we weren't
21 able to do, we just had no other choice. But here
22 is my question about the school where we're moving:
23 Is the school where we're going, although it is a
24 delapidated area, a lot of people choose to move out

1 to have a better opportunity, that's why we were
2 over there at Kwame, now we're going to back to
3 where we started. So, it is a dilapidated area.
4 The crime rate is really high. A lot of killing and
5 violence.

6 Most of it comes from that area, Englewood
7 and all over there; but as far as with all that
8 being said, those are people, my question is: How
9 many -- what is the predominant teachers' ethnicity,
10 is it black or white? That's my question. If you
11 record that, I appreciate that.

12 DR. WINSTON: We'll make sure that's recorded,
13 and that information is provided to the CEO, as well
14 as to the School Board. Thank you. Freddie
15 Winston.

16 SPEAKER: Good afternoon, everyone. My name is
17 Freddie Winston, and I am from Gresham Elementary
18 School. I wasn't going to saying in, until I heard
19 a person say it was a waste of time.

20 I'm 73 years old. I'm still working. I
21 love children. I pray every day that the school,
22 that the Board thinking about closing, will stop and
23 think that there will be some kind of way that we
24 can keep them open.

1 This is my little great grandson. We have
2 a great principal over there, Dr. Brown, a great
3 staff. Everybody needs an education. As far as
4 Gresham, there's crime everywhere. We should be
5 concerned about these children's education.

6 We parents need to get together and put
7 whatever we can and develop these kids, whether we
8 have to walk to school, drive to school or whatever.
9 I want to thank you all. Okay?

10 DR. WINSTON: Thank you, Ms. Winston.

11 Do we have anyone else in the audience
12 that signed up that would like to sign up to be able
13 to speak?

14 We have a few minutes left before we
15 conclude today's activity; and if we have any more
16 folks who would like to speak, please make your
17 voices heard. We have exactly five minutes
18 remaining.

19 We're going to officially conclude the
20 meeting. I just want to say thank you for everybody
21 for coming today. Thanks to those of you that
22 spoke, and thank you for your participation.

23 Please note that the second meeting will
24 be here on Saturday, April 13th, from 3:00 to

1 5:00 p.m.; and the public hearing will be Saturday
2 April the 20th at the Board Office from 2:00 to
3 4:00 p.m.

4 Again, thank you for coming. Thank you
5 for everybody's support. Everybody did a fabulous
6 job today. Have a great evening.

7 (WHICH WERE ALL THE PROCEEDINGS HAD.)

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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)

4 PAMELA A. MARZULLO, C.S.R., being first duly sworn,
5 says that she is a court reporter doing business in the city
6 of Chicago; that she reported in shorthand the proceedings
7 had at the Proceedings of said cause; that the foregoing is
8 a true and correct transcript of her shorthand notes, so
9 taken as aforesaid, and contains all the proceedings of said
10 meeting.

11
12 PAMELA A. MARZULLO
License No. 084-001624

13
14 SUBSCRIBED AND SWORN TO
15 before me this ____ day
of _____ 2013.

16 Notary Public
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Community Meeting for the Proposal to Co-locate Nkrumah Elementary School with Gresham Elementary School

April 6, 2013; 3:00-5:00pm

Location: Harlan High School; 9652 South Michigan Avenue

CPS Staff in Attendance: Thyatira Towns, Annette Gurley, Markay Winston, Adrian Willis, John Scott, Joseph Sobus, Valerie Butron, Natalie Hill, Terri Kelly, Gail Ratliff, Reynardo Martinez, Chuck Swirsky, and Anisha Joshi

Brief Summary: The purpose of the meeting was to receive public comments on the proposed co-location of Kwame Nkrumah Academy Elementary School (Nkrumah) and Gresham Elementary School, in accordance with 105 ILCS 5/34-230. CPS officials stated the purpose for today's meeting, introduced every CPS staff at the community meeting, and reviewed the handouts provided to the community. There were about 15 community members

CPS Presentation: Annette Gurley, CPS Chief of Teaching and Learning, welcomed those in attendances and introduced CPS staff in attendance. Dr. Markay Winston, Officer of Diverse Learner Support and Services, explained the meeting rules and procedures. She explained the handout given out to the community members.

Public Comment:

Marlene Wadley, grandmother of a student at Nkrumah

Ms. Wadley grandchild attends Nkrumah. She is concerned about safety issues, given the unfamiliarity with the neighborhood and how the schools will co-exist. She worries about her granddaughter's emotional state and her academic performance and hopes that this transition will not be too much for her.

Tanisha Maxwell, affiliated with Nkrumah

Ms. Maxwell is concerned about safety in the school and outside of school. She wants to know if students are going from one location to another, will they have security in school and outside of school. Further she is concerned regarding the sharing of the gym area.

Monique Whittington, Principal of Nkrumah

Ms. Whittington thanked all the parents in attendance for their support. She spoke positively about how this will be a great move for the school. She is anxious to meet the principal of Gresham and to talk to the community so that they can find out how to best serve the needs of the community. While there are a lot of unknowns about how all of this will work, she has a positive outlook and attitude.

Zwahyyah McElrath, parent of a student at Nkrumah

Ms. McElrath stated that although she was excited about the transition, she was concerned about the going a long distance.

Irish Bess, parent of two students at Nkrumah

Ms. Bess stated that she also has concerns regarding safety and the distance that will need to be traveled to get to this new school location.

Tiffany Powell, parent

Ms. Powell asked whether a bus service for their children will be provided.

Joy McCann, parent of a student at Nkrumah

Ms. McCann expressed the passion and love for Nkrumah. She does not feel like Gresham school, which is three miles away, is a good option for Nkrumah. She would like a closer option. Ms. McCann continued by stating that Nkrumah is an “awesome school” and “unlike any other public school” out there. She also expressed concerns about safety and transportation.

Kelly Vaughn, affiliated with Nkrumah

Kelly Vaughn spoke about new location and felt that it was in a dilapidated area where the crime rate is high. Mr. Vaughn asked about the ethnicity of the teachers at Gresham.

Freddie Winton, affiliated with Gresham Elementary

Ms. Winton is 73 years old and still working. She complimented the principal and the great staff. She noted that as far as Gresham, there is crime everywhere and that everyone should be concerned about these children’s education. Parents need to get together and help develop these kids and walk them or drive them to school.

SB630 COMMUNITY MEETING
COLO NKRUH/GRSHAM

April 12th, 2013

3:00 o'clock p.m.

The Report of Proceedings of the meeting had in the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 9652 South Michigan Avenue, Chicago, Illinois, on April 13th, 2013, at the hour of 3:00 o'clock p.m.

PRESENT:

MR. ANTHONY McPHEARSON, Chief of Staff of the
Department of Information and
Technology Service
MR. TOM TYRELL, Deputy Chief Administration Officer
MR. DONELL UNDERDUE, Deputy Chief of Englewood-Gresham
Network
MR. ADRIAN WILLIS, Chief of Englewood-Gresham Network
MS. THYATIRIA TOWNS, FACE Manager
CAPTAIN DALY, CHICAGO POLICE DEPARTMENT

1 MR. TYRELL: It's 3:00 o'clock. We're going to
2 open the meeting, community meeting for two hours,
3 from 3:00 to 5:00, to discuss the co-location of
4 Nkrumah Charter School and Gresham Elementary.

5 Thank you for coming. This is the second
6 community meeting pursuant to state statute, the
7 fifth overall, and we have one meeting remaining
8 that will be in the form of a public hearing.

9 A public hearing will be on April 20th
10 from 2:00 to 4:00 a.m. at CPS headquarters located
11 at 125 South Clark. Our purpose this afternoon is
12 to listen and provide feedback of your concerns to
13 our CEO Barb Byrd-Bennett and to the Board office.

14 I want point out there is a court reporter
15 recording every word that is said, as well as a sign
16 language interpreter; and if required, we have a
17 Spanish interpreter as well. Additionally, we have
18 the CPS note taker taking additional notes on a
19 laptop provided directly to the CEO.

20 We have been gathering, and something new,
21 we've been gathering questions from all the meetings
22 that we've been having and preparing responses.

23 Before the public hearings begin next
24 Tuesday, you will start to be able to view the

1 responses online at cps.edu/qualityschools. I also
2 want to address the common concern we've heard about
3 safety that has come up in so many of our meetings,
4 and I want to provide some specific information
5 regarding safety and security.

6 Every welcoming school will have safe
7 passage for children, and we will work with parents
8 before any routes are finalized. Every welcoming
9 school will get additional security, and the
10 security guard from the sending school will follow
11 the students to the welcoming school.

12 Every welcoming school will receive new or
13 upgraded -- this co-location, sorry. We will be
14 holding parent and student engagement forums at the
15 co-location school.

16 In addition, we're partnering with the CPD
17 to lead checks for safe passage routes with the
18 Department of Buildings, Streets and Sanitation and
19 Transportation, to identify abandoned buildings,
20 potholes and cracked sidewalks that need to be
21 addressed, so children have a safe walk to school
22 each day.

23 So, the action that we're addressing today
24 specifically, it's been proposed that Nkrumah

1 Charter School be co-located in the facility that
2 houses Gresham at 8524 South Green Street.

3 Both Nkrumah Charter and Gresham students
4 will remain enrolled in their respective schools.
5 There will be no impact to teachers and staff at
6 Nkrumah Charter or Gresham, as a result of this
7 co-location.

8 As a result of this co-location, the
9 existing library, auditorium and gymnasium will be
10 shared among the two schools. CPS will assist in
11 the scheduling of shared spaces to insure all
12 students have equitable access to the facility.

13 Each school will have a separate dedicated
14 entrance and administrator's space. Each school
15 will have a dedicated lunchroom.

16 I want to take just a second to introduce
17 the panel. To my left is Anthony McPhearson. He's
18 Deputy Chief Information Officer for Chicago Public
19 Schools. My name is Tom Tyrell. I'm the Deputy
20 Chief Administrative Officer for the school
21 district.

22 To my right is Adrian Willis, Chief of
23 Network. Next to him is Donell Underdue, the Deputy
24 Chief of the Network, and Captain Daly from the

1 District 22.

2 CAPTAIN DALY: Good evening.

3 MR. TYRELL: I want to turn it over to Anthony,
4 and he can provide the rules of the house for the
5 next hour and 55 minutes.

6 MR. MCPHEARSON: Good afternoon, everyone.
7 Once again, my name is Anthony McPhearson, I'm
8 sorry, Deputy Chief Information Officer for Chicago
9 Public Schools.

10 I will be facilitating the public comment
11 portion of this hearing, which is by far the most
12 important piece of the meeting.

13 The goal in the meeting is for us to hear
14 your comments, receive feedback from you, take that
15 information and report it back to our Chief
16 Executive Officer Barbara Byrd-Bennett, as well as
17 our Board of Trustees.

18 We're going to get started with the public
19 comment piece in just one second. I would like to
20 go over some speaking guidelines first, just to make
21 sure that everyone follows the same process, and
22 that the process flows for the next two hours.

23 So, first, I would like to -- would like
24 the speakers, once you get to the microphone, to

1 state your names clearly, and spell your names for
2 the court reporter. Let us know which school you
3 are here in support of and your affiliation with
4 that school.

5 Each speaker will be given two minutes to
6 speak, and we respectfully ask for you conclude your
7 comments at the end two of the-minute period.

8 In order to help you keep track of your
9 time, we have time keeper who is over to my left,
10 who will hold up time cards just to give you a
11 friendly reminder of the time.

12 If any speakers have written speeches or
13 testimonial material that they would like to enter
14 into the permanent record, please bring those
15 documents up to the timekeeper, and our court
16 reporter will insure that information will be
17 entered into the permanent record.

18 When there is someone speaking, we are
19 asking for the audience to please keep the noise
20 down to a minimum. We want to insure that each
21 speaker's, you know, comments and feedback and
22 questions are clearly documented, so we can get that
23 information back to your CPS leadership team.

24 The sign-up sheet will be available until

1 5:00 p.m. today. So, if there's anyone who decides
2 that they're not ready to speak now, but would like
3 to come back or would like to speak any time between
4 now and 5:00 p.m., you are more than welcome to do
5 that. In fact, we all encourage you to sign up so
6 that your voices can be heard.

7 This is the second of three meetings. If
8 you are unable to speak today, for whatever reason,
9 there will be a public hearing on Saturday on
10 April 20th, from 2:00 to 4:00 p.m. at the CPS
11 central office of the main headquarters of CPS.

12 So, we encourage you guys to participate
13 in that meeting, if you would like to speak today,
14 or if you would like to speak again on the 20th.

15 For anyone who needs a Spanish-to-English
16 computer translator or English-to-Spanish
17 translator, we have a Spanish translator to our
18 left. Just let her know if you need that
19 translation.

20 We also have our sign language
21 interpreter. Thank you. She's right there. So, if
22 there's anyone who is hearing impaired, who needs
23 help speaking as a speaker, or needs help in
24 interpreting what we're saying up here, or what any

1 of the other speakers are saying, our sign language
2 interpreter will help out there.

3 As a reminder, we have the court reporter,
4 and we have the CPS note taker here. They will be
5 documenting each and every word, okay, to make sure:
6 A, we get it right; and B, we get that information
7 back to the appropriate people for review.

8 So, without further ado, I'm going to open
9 it up to public comment. So, if there is anyone who
10 would like to speak, please sign up. I don't have a
11 list of names now. I would imagine that means that
12 no one signed up yet.

13 So, the mic will stay open again until
14 5:00 p.m. So, whenever you are ready, we're here.
15 While we're waiting for speakers, I would like to
16 once again encourage any participant to read through
17 the handouts, the specific information about the
18 proposed action in this handout.

19 If this handout does not address your
20 immediate or specific questions, we encourage you to
21 go to the CPS website where there is additional
22 information on proposed school actions.

23 So, please, go to the website, and there's
24 more information there, more F and Qs and things of

1 that nature; and then if there is individuals who
2 are unable to access the Internet, access the
3 website, we encourage you to call 311 for additional
4 help. They could help you further, if you would
5 like to contact 311. Thank you.

6 Our first speaker is Mary Muhammad. Mary.

7 SPEAKER: Good afternoon. I just have a
8 question that I was wondering about. I'm a teacher
9 at Gresham School, and we've already moved to the
10 new building, and currently we are about at
11 95 percent capacity now.

12 So, my question is: What happens if our
13 enrollment increases, and we exceed or get to a
14 point where we need additional space? That's all I
15 want.

16 MR. MCPHEARSON: Thank you for your comment.
17 As a reminder to participants, we are listening. We
18 are recording. We're documenting each and every
19 word, and we will make sure we get that information
20 back to the appropriate people.

21 Current participants, I just want to let
22 you know that we have sign-up sheets here at the
23 stage. So if there's anyone in this room who would
24 like to speak at any time, you don't have to walk

1 out to the hallway and sign up. You can walk right
2 up here and sign.

3 SPEAKER: My question is: I was looking at the
4 sheet, and it says --

5 MR. MCPHEARSON: I'm sorry, can you state your
6 name, and spell it for the court reporter, and your
7 affiliation with the school, please?

8 SPEAKER: I'm sorry. My name is Vielina Drain
9 V-i-e-l-i-n-a, Drain, D-r-a-i-n, and I'm from
10 Gresham Elementary School. I'm the school
11 intervention. My question is I wanted to ask you --

12 MR. MCPHEARSON: Can someone adjust the mic for
13 her, please, so she doesn't have to bend over?

14 SPEAKER: Okay. I have two questions. My
15 first question is: I was looking at this sheet
16 here, and it has the charter school first and
17 Gresham second.

18 By us already there, why is the charter
19 school before Gresham School? Why is the name first
20 and ours the second? Just asking.

21 MR. MCPHEARSON: Let me state again, we're not
22 here to answer questions directly. We're here to
23 listen to your feedback. If you have questions,
24 we're going to document that, and we'll get it to

1 the appropriate people, so they can post that
2 information on the CPS website.

3 SPEAKER: And my second question, it says air
4 conditioning unit to all classrooms. Will we be
5 considered first for the air conditioning, or
6 everybody will get air conditioning? That's are my
7 two questions.

8 MR. MCPHEARSON: Okay. Thank you. We
9 appreciate your comments.

10 I want to remind everyone, once again, we
11 are recording this information, and we're going to
12 take this back in the form of a report to our CEO
13 and our Board of Trustees, and the folks who are
14 back at central office. Okay?

15 So, in cases where it requires a type
16 school, or it's a common that has been asked before,
17 we're going to get an answer as soon as possible up
18 on the website. It may take a day or so to get them
19 up on the website. Okay?

20 I would like to first start by welcoming
21 participants that wasn't here at 3:00 o'clock when
22 we started. I just want to go over a couple
23 speaking guidelines.

24 So, for those of you who would like to

1 speak, please sign up. The sign-up sheet is right
2 here in the front of the stage to my left here.

3 When you get to the microphone, state your
4 name, and spell it out for the court reporter, so
5 that she can enter it into our permanent correctly.

6 If you have any written materials, like a
7 speech or testimonial materials, please hand it to
8 our timekeeper, who is to your left. Also, each
9 speaker has a two-minute limit, and we have a
10 timekeeper who will help you keep track of that
11 time.

12 So, one second. Rhonda McLeod.

13 SPEAKER: Hi. My name is Rhonda McLeod. I'm a
14 Nationally Board Certified Teacher in Low Incidence.
15 I'm a professor of special education at Governor
16 State University, and I'm a long-term teacher at
17 Gresham, and a long-term teacher in the district.

18 Our question is about our special ed
19 population. Currently, because we have been
20 compressed into one building, we are almost at
21 100 percent utilization are. We're 96 percent at
22 this point.

23 We are getting children coming in on a
24 regular basis. We just had, I believe, seven

1 children enrolled this week, several which had
2 special ed IEPs in the process. They had been
3 referred for special ed.

4 I had a low-incidence program at Gresham
5 which was removed, consolidated with another
6 building a couple of years ago.

7 How is the district, or how is this going
8 to affect us, if we get more special ed children,
9 we're going to need more space to get -- because
10 currently I have 16 special ed children in one room.
11 We have another classroom with 15 special ed kids.

12 We will need space to grow a little bit.
13 How will we coordinate with the new charter school
14 coming in to use some of the space over there? Is
15 that possible, or how are we going to do this,
16 especially with the redistrict that's coming in?

17 MR. MCPHEARSON: Okay, thank you very much for
18 your comments. I want to repeat, for those of you
19 who are new and weren't here at 3:00 o'clock, we're
20 here to listen to your comments.

21 We're here to report your comments and
22 questions. We'll get that information back to the
23 appropriate people. They will address that and post
24 responses on the CPS website.

1 So, thank you very much. We appreciate
2 your comments. Our next speaker is Dr. Diedris
3 Brown.

4 SPEAKER: Diedris Brown.

5 MR. McPHEARSON: Diedris Brown.

6 SPEAKER: Good afternoon. I'm the principal at
7 Gresham School; and first of all, I would like to
8 say that I appreciate all the hard work that you're
9 doing.

10 Dr. Byrd-Bennett has a tough job. I pray
11 for her every day to keep us strong input she's
12 doing, because it's a very tough decision, and I
13 understand it very well.

14 My question really is on behalf of parents
15 at guardians there are not able to attended. Just
16 this past week at Gresham, there was a public -- I
17 held a public community school forum, and there were
18 a few community members there, as well as quite a
19 few parents there.

20 And their biggest concern, and you've
21 heard it echoed by several of the teachers here on
22 staff, if Gresham enrollment -- if the enrollment of
23 the school grows, and children come in to register,
24 what are we going to do?

1 Because we are right around 95, 96 percent
2 utilized, and I hate to turn children away. If it's
3 their attendance area, they are entitled and they
4 have a right to go to Gresham.

5 So, I have a not met with my transition
6 person yet. I haven't been contacted, but I would
7 like to sit down with that individual that's
8 assigned to Gresham and Nkrumah Charter School, so
9 we can work that out equitably, because parents'
10 feelings are involved in this decision, and we need
11 to know what to do.

12 They have a right to attend the school,
13 and I don't want to say I'll kick the charter school
14 out mid year, but it's something to be considered
15 because we will become a level 1 or a level 2 school
16 this year. Thank you.

17 MR. MCPHEARSON: Thank you, Dr. Brown. We
18 really appreciate your comments. Your questions are
19 duly noted, and we'll make sure we get it to the
20 appropriate people.

21 Our next speaker is Stephen Rozelle.

22 SPEAKER: Good afternoon. My name is Stephen
23 Rozelle, and I'm the physical ed instructor at
24 Gresham Elementary School, and I'm one of the three

1 areas that are going to be sharing the other
2 building with the new charter school.

3 My concern is that I really need to be in
4 that other building, and my equipment needs to kind
5 of stay in that other building. It's not practical
6 to carry it from the new building to the old
7 building.

8 So I'm just kind of curious how that's
9 going to work, whether it is going to be a
10 classroom, or how it's going to be worked out. So
11 that's why I wanted it on the record.

12 MR. MCPHEARSON: Thank you. We appreciate your
13 comment.

14 Good afternoon. I would liked to welcome
15 the participants to the public hearing on the
16 proposed school actions, to let you know that the
17 sign-in sheet for public comment is open.

18 It's available here on the stage to my
19 left. If you are interested in giving public
20 comment, please free to do so. We're wrapping up at
21 4:58. So, sign up if you would like to give
22 comment.

23 We're going to take that information
24 recorded, get it back to our Chief Executive Officer

1 Barbara Byrd-Bennett, as well as our Board of
2 Trustees, for them to review and consider your
3 comments. The mic is open. Thank you.

4 Good afternoon, once again. Ladies and
5 gentlemen, we are at 5:00 p.m., and we will be
6 concluding the meeting, public meeting on proposed
7 school actions related to Nkrumah and Gresham.

8 I would like to thank everyone for
9 participating in this public meeting, public meeting
10 No. 2, for these proposed school actions. I would
11 like to remind everyone that the public hearing will
12 be held at CPS central office on Saturday,
13 April 20th, from 2:00 to 4:00 p.m.

14 So, if there's anyone who has not had an
15 opportunity to voice their comments or ask
16 questions, please do so at the final public meeting,
17 which is a public hearing.

18 I would like to remind everyone once again
19 there's specific information on the proposed school
20 action in the handout. So, if you do not have a
21 handout, please grab one on the way out.

22 There is additional information also on
23 CPS website; and if you are unable to access the CPS
24 website, please contact 311 for further assistance.

1 Thank you all. Have a great weekend.

2 (WHICH WERE ALL THE PROCEEDINGS HAD.)

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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)

4 PAMELA A. MARZULLO, C.S.R., being first duly sworn,
5 says that she is a court reporter doing business in the city
6 of Chicago; that she reported in shorthand the proceedings
7 had at the Proceedings of said cause; that the foregoing is
8 a true and correct transcript of her shorthand notes, so
9 taken as aforesaid, and contains all the proceedings of said
10 meeting.

11
12 PAMELA A. MARZULLO
License No. 084-001624

13
14 SUBSCRIBED AND SWORN TO
15 before me this _____ day
of _____ 2013.

16 Notary Public
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**Community Meeting for the Proposal to Co-locate Kwame Nkrumah Academy Elementary School
with Gresham Elementary School**

Saturday, April 13, 2013: 3:00 to 5:00 p.m.

Location: John M. Harlan Community Academy High School, 9652 South Michigan Ave.

CPS Staff in Attendance

Tom Tyrell, Deputy Chief Administrator Officer

Anthony McPhearson, Chief of Staff - Information & Technology Services

Adrian Willis, Chief of Schools - Englewood-Gresham Elementary Network

CPS Presentation

Mr. Tom Tyrell welcomed those in attendance and introduced the meeting. Mr. Tyrell gave a brief overview of the CPS safe passage commitment made by CPS and the handout provided to attendees after introducing the panel. Mr. Anthony McPhearson explained the meeting rules and procedures.

Brief Summary

The purpose of the meeting was to receive public comments on the proposal to co-locate Kwame Nkrumah Academy Elementary School in accordance with 105 ILCS 5/34-230. There were about 13 community members in attendance and 5 speakers. The speakers ranged from parents and teachers to interested stakeholders. The speaker comments focused on a variety of topics including the following:

- Concern about number of students that will be located at the Gresham facility
- Question of whether both schools in the facility will receive air conditioning
- Question of how space will be allocated if Gresham receives more special education students
- Concern of Gresham overcrowding in the future as they anticipate becoming a Level 1 or 2 school this year
- Concern over how space will be shared between the two schools

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Co-Location of Kwame Nkrumah Academy Elementary Charter with Walter Q. Gresham Elementary School

Statement of Ben Felton, Portfolio Planner

April 20, 2013

Good afternoon, Your Honor. My name is Ben Felton, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since July of 2012. As a Portfolio Planner, I manage strategic planning to improve the efficient utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as a teacher at CPS. I then joined the Tennessee Department of Education, where I focused on teacher and principal recruitment and contributed to the development of the department's five-year strategic plan. I have a Bachelor of Science from Vanderbilt University.

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 8524 South Green Street facility with respect to the proposal to co-locate Walter Q. Gresham Elementary School ("Gresham") with Kwame Nkrumah Academy Elementary Charter (the "Nkrumah Charter").

A co-location is when two schools share space in the same building, or on the same campus, but operate independently from each other. According to the Chief Executive Officer's Guidelines for the 2012-2013 school year, the CEO may propose a co-location of 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, Grace Rappe, will discuss the second factor.

Gresham is currently located at 8524 South Green Street. Gresham is an elementary school that currently serves approximately 341 students in grades Kindergarten through eighth, including its Prekindergarten program.

Nkrumah Charter is currently located at 901 East 95th Street. Nkrumah Charter is an elementary school that serves approximately 244 students in grades Kindergarten through 5. This school is still growing grades and is anticipated to reach an enrollment of 421 students, serving grades K through 8. The Board Report approving Nkrumah Charter is located in your binder at tab 7.

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 14.

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

A typical elementary school building has a total of 39 classrooms. Therefore, the number of allotted homerooms, approximately 76% of 39, is 30 classrooms. Multiplying 30 classrooms by 30 equals the ideal enrollment number of 900 students. Finally, the enrollment efficiency range is plus or minus 20 percent of 900 students, which is between 720 and 1,080 students.

There are 39 total classrooms within the 8524 South Green Street facility. Approximately 76% of this number is 30, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 900 students. As such, the enrollment efficiency range of the 8524 South Green Street facility is between 720 and 1,080 students.

The enrollment of Nkrumah Charter is currently 244 students. Combining this number with the number of students at Gresham will result in 585 students attending school at the 8524 South Green Street facility. Further, the projected enrollment of Nkrumah Charter for the 2013-2014 school year is 293 students and the projected enrollment for Gresham for next year is 333 students. The combination of these two numbers is 626 students, below the enrollment efficiency range of the building. Thus, there is enough space within the facility for both schools.

To accommodate the enrollment of both schools, approximately 23 classrooms would be assigned to Nkrumah Charter in the south building and approximately 16 classrooms would be assigned to Gresham in the north building.

The number of classrooms assigned to Nkrumah Charter, 23, is sufficient to accommodate its enrollment going forward from Fall 2013, when enrollment is projected to be 293 students, to Fall 2015, when its maximum enrollment will reach 400 students, and the number of classrooms assigned to Gresham, 16, is also more than sufficient to accommodate its enrollment going forward.

You will next hear from my colleague, Grace Rappe, who will explain how the facility can accommodate the needs of both schools.

Thank you, Your Honor. This concludes my statement.

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Co-Location of Kwame Nkrumah Academy Elementary Charter with Walter Q. Gresham Elementary School

Statement of Grace Kuklinski Rappe, Capital Architect and Design Manager

April 20, 2013

Good evening, Your Honor. My name is Grace Kuklinski Rappe. I am a Capital Architect and Design Manager for the Board of Education of the City of Chicago. My current responsibilities include the review of planning, design and construction of new construction as well as all renovation of CPS facilities and confirmation that those projects conform to current CPS Design Guidelines, Standards as well as Specifications. I also initiate revisions to current CPS Design Guidelines, Standards and Specifications to be up to date to current educational program needs and requirements as well as the needs and requirements of current technologies. I have been in this position since October 2012.

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 Walter Q. Gresham Elementary School ("Gresham") and Kwame Nkrumah Academy Elementary Charter (the "Nkrumah Charter").

As stated in the Board's 2005 Shared Facility Policy, which is included in your exhibit binder at tab 13, CPS believes that it is in the best interest of the students and communities to identify buildings that are not being utilized at their full capacity and to improve the use of those facilities. One potential way to accomplish this is to transform an underutilized building from a single school facility to a shared facility by bringing one or more additional schools into the building. You have already heard from my colleague Ben Felton, who has explained that the 8524 South Green Street facility is not being utilized to its full capacity. I will now speak about how the 8524 South Green Street facility can support the academic programming of both Gresham and Nkrumah Charter.

Facility Description

Gresham is located in Chicago's Southwest Side at 8524 South Green Street. A slide presentation showing the facility will be projected and is located in your binder at tab 23. The facility was originally constructed in 1895, with subsequent construction years in 1915, 1931 and 1967. The current main entrance to the facility is on 8524 South Green Street. Staff and visitor parking are located behind the building along Peoria Street. The site also includes a track, basketball court, playground and green space.

The facility can be thought of as two separate structures that are connected by a single-story corridor. The four-story main building on the north side of the campus contains the auditorium, gymnasium, library, a small lunchroom, administrative spaces and classrooms. The three-story, 1967 addition to the South, contains classrooms, a lunchroom, and administrative space.

Proposed Allocation of Space

The 8524 South Green Street facility has sufficient space to accommodate the needs of both Gresham and the Nkrumah Charter 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.

Both schools need to maintain separate school identities while still sharing certain common areas. We have identified separate entrances to the facility; as reflected on the first slide in my presentation, Gresham could continue to use its existing main entrance, and Nkrumah Charter could use the main entrance to the addition.

Our recommendation for the allocation of space can be seen in the next four slides. As the legend shows, you will see that proposed Gresham space is in light brown, proposed Nkrumah Charter space is in blue and shared space is shown in red.

I understand that Gresham needs a total of 16 classrooms and that Nkrumah Charter needs a total of 23 classrooms. To fulfill this need, the space allocated to Gresham could be primarily within the main building. Here, they will use 16 classrooms, with art, science and computer labs included. Additionally, to fulfill Nkrumah Charter's needs, Nkrumah Charter could use the entirety of the addition to the south. Here they could make use of 23 classrooms to support their needs. Computer, science and art labs would be as well included in this count. Lastly, each school would have a designated library.

Both schools will also need space for lunch. Under this proposal, a new lunchroom would be constructed on the ground level in the main building, which could be dedicated for Gresham use only. Nkrumah Charter would make use of the existing lunchroom in the addition. Both schools could then eat lunch independent from one another and within their respective buildings.

Both schools need administrative office space. Currently, both the main building and the addition are equipped with administrative spaces that could adequately support their respective staffs.

To meet other needs of these two schools, we propose that they share the auditorium, gymnasium and playground. The specific details of how these could be used and scheduled between schools, will also be defined during the MOU process.

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 8524 South Green Street facility for the benefit of all Gresham Elementary and Nkrumah Charter students and staff:

- Designate the two existing administrative clusters to reflect the newly allocated spaces
- Provide signage that reflects all newly allocated spaces
- Add independent telecommunication and intercom systems so that each school maintains separation
- Provide window A/C units for all classrooms
- Provide selective interior cosmetic improvements, as needed
- Expand lunchroom capacities, as needed
- Upgrade or provide required labs, as needed
- Provide Americans with Disabilities Act ("ADA") accessibility upgrades, in accordance with ADA Titles I and II compliance requirements

The Department of Operations anticipates that these improvements will cost approximately \$7 million.

To conclude, these two schools can fit within the 8524 South Green Street facility and if this co-location is approved by the Board, CPS will work to develop a Memorandum of Understanding that outlines all dedicated and shared spaces.

Thank you, Your Honor. This concludes my statement.

Gresham Elementary School/Kwame Nkrumah Academy Elementary School

Aerial Map



DRAFT PROPOSAL ONLY

Gresham Elementary School/Kwame Nkrumah Academy Elementary School

Space Sharing Plan



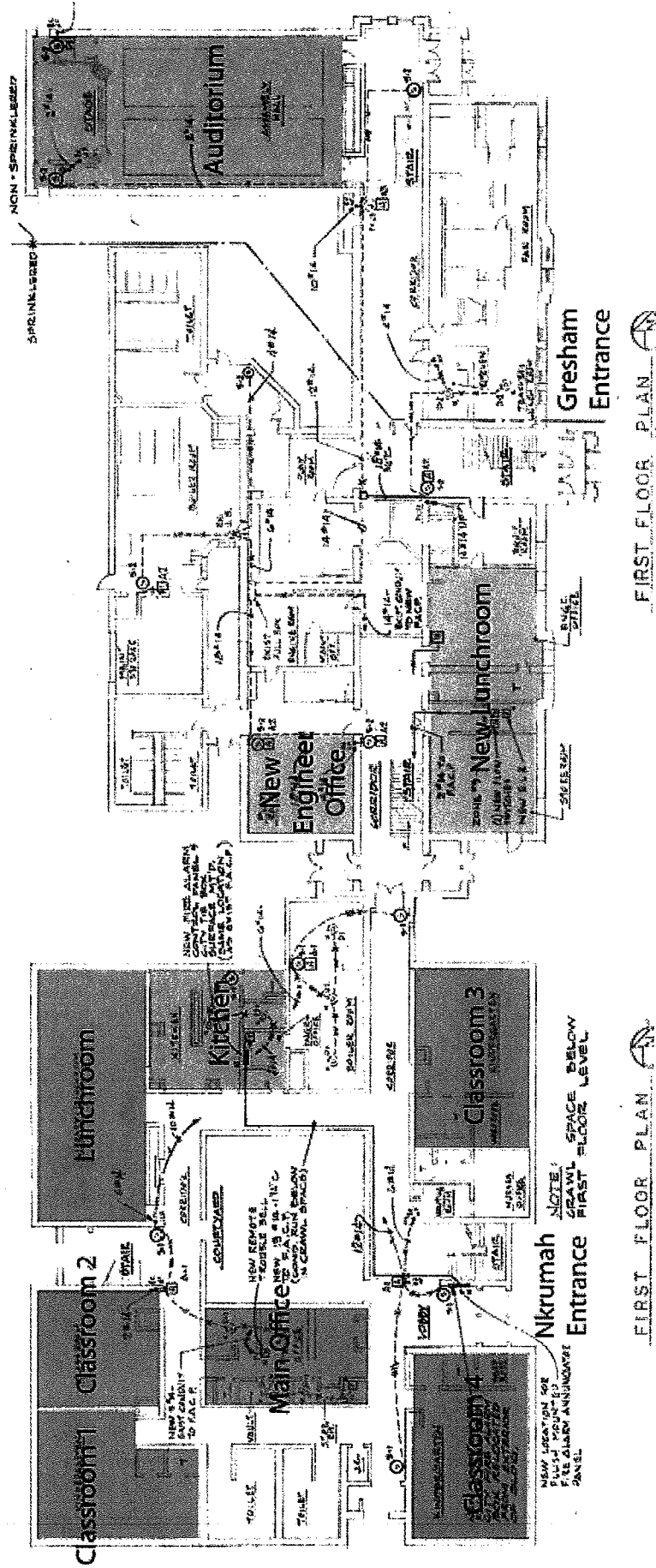
Nkrumah



Gresham



Shared Space



DRAFT PROPOSAL ONLY

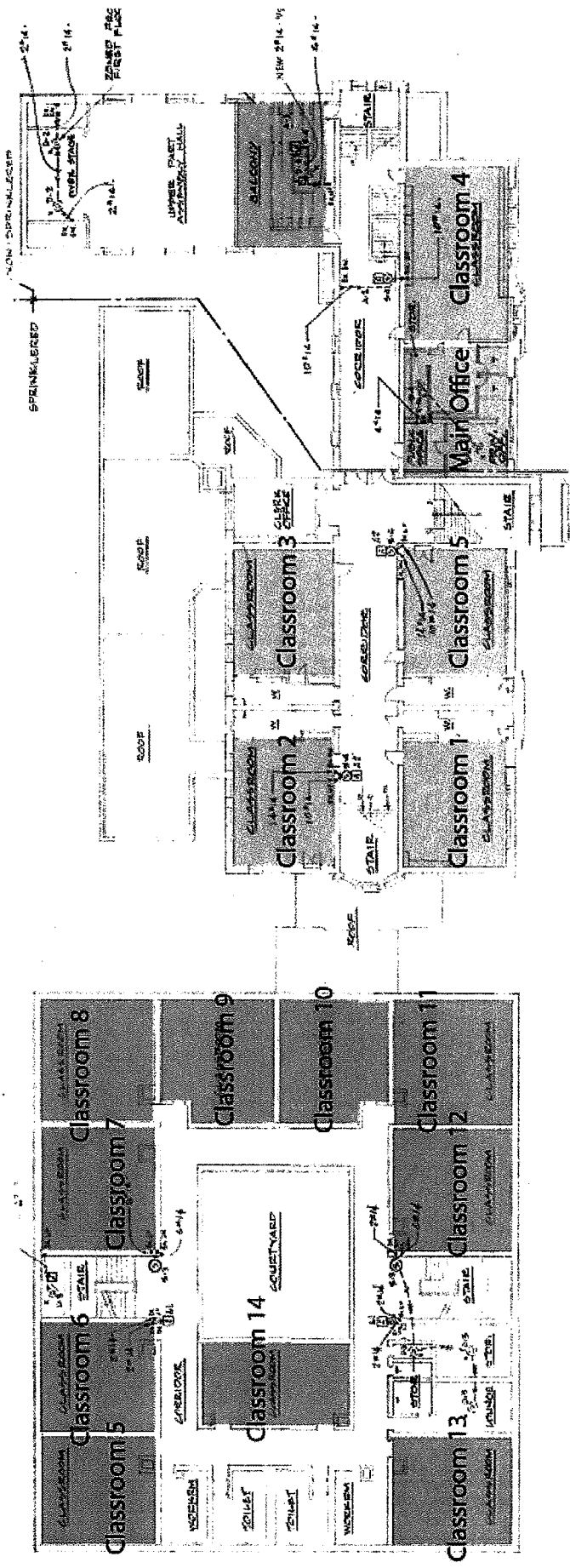
Gresham Elementary School/Kwame Nkrumah Academy Elementary School


Space Sharing Plan

Nkrumah

Gresham

Shared Space



SECOND FLOOR PLAN 

SECOND FLOOR PLAN

DRAFT PROPOSAL ONLY

Gresham Elementary School/Kwame Nkrumah Academy Elementary School

Space Sharing Plan



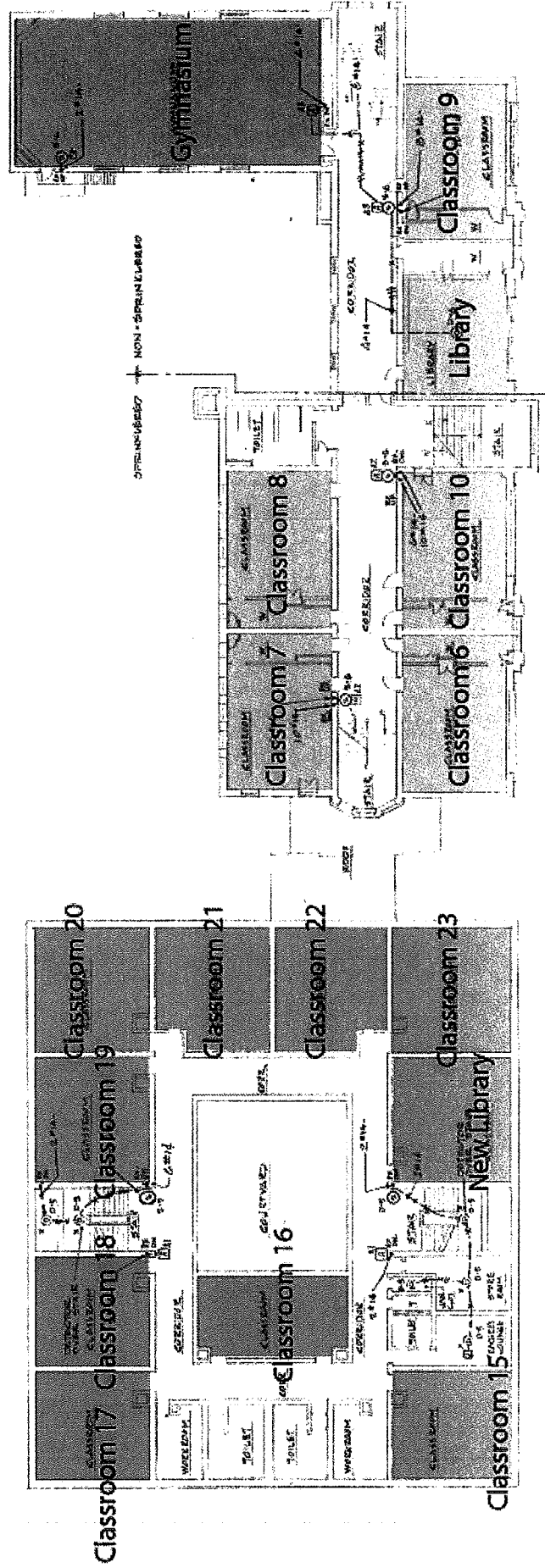
Nkrumah



Gresham



Shared Space



THIRD FLOOR PLAN

THIRD FLOOR PLAN

DRAFT PROPOSAL ONLY

Gresham Elementary School/Kwame Nkrumah Academy Elementary School

Space Sharing Plan



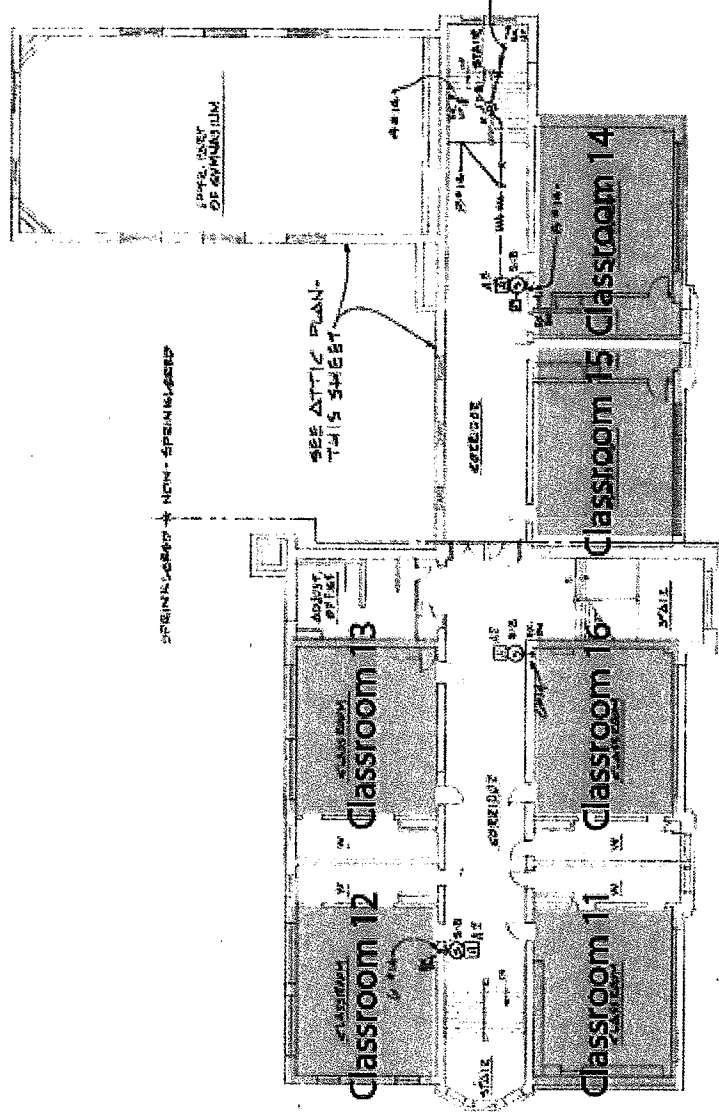
Nkrumah



Gresham



Shared Space



FOURTH FLOOR PLAN

DRAFT PROPOSAL ONLY