

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

**Proposed Co-Location of Mary Mapes Dodge
Elementary Renaissance Academy with Morton
School of Excellence**

**MONDAY, APRIL 29, 2013
COMMENCING AT 8:00 P.M.**

**HONORABLE DONALD DEVLIN
HEARING OFFICER**

**PUBLIC HEARING TO CONSIDER THE PROPOSED CO-LOCATION OF
Mary Mapes Dodge Elementary Renaissance Academy with
Morton School of Excellence**

April 29, 2013
COMMENCING AT 8:00 P.M.

HONORABLE DONALD DEVLIN
HEARING OFFICER

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2. Notice Letter to Administrators, Faculty, Staff, and Local School Council Members at Mary Mapes Dodge Elementary Renaissance Academy and Administrators, Faculty, Staff, and Board Members for and Morton School of Excellence dated March 21, 2013 and Draft Transition Plan for the Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence
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 Mary Mapes Dodge Elementary Renaissance Academy and School Personnel and Board Members of Morton School of Excellence 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 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 13, 2013 and April 17, 2013

6. Public Notice of Hearing and Community Meeting by Newspaper Publication in the Chicago Sun-Times on April 3, 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 21, 2013

Parent or Guardian of a Student at
Mary Mapes Dodge Elementary Renaissance
Academy
2651 W. Washington Blvd.

Parent or Guardian of a Student at
Morton School of Excellence
431 N. Troy St.

Re: **Proposed Co-location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence**

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 Mary Mapes Dodge Elementary Renaissance (Dodge) with Morton School of Excellence (Morton).

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 Dodge within the same CPS facility as Morton, located at 431 N. Troy 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 Dodge or Morton.

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

Monday, April 08, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Public Hearing

Monday, April 29, 2013
8:00pm-10:00pm
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 Dodge with Morton at the 431 N. Troy St.

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 long, sweeping underline.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN

For the Proposed Co-location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

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 to co-locate Mary Mapes Dodge Elementary Renaissance Academy (Dodge) with Morton School of Excellence (Morton) in a shared facility located at 431 N. Troy St. This decision is based on the underutilization of Morton 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 Dodge with Morton in the same CPS facility located at 431 N. Troy St. within the Garfield-Humboldt Park Elementary Network of CPS. Morton is located in a CPS-owned facility and serves 355 students from pre-kindergarten through 8th grade. Dodge is located at 2651 W. Washington Blvd. and serves 433 students from pre-kindergarten through 8th grade.

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, Morton and Dodge 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 Morton and Dodge, 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 431 N. Troy St. has enough space to accommodate the combined classrooms required to serve Morton and Dodge. 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 431 N. Troy 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, Morton and Dodge may need to share space in some common areas. Further, a specific memorandum of understanding (MOU) to allocate space between the two schools will be drafted in accordance with the Board's 2005 Shared Facility Policy.

IV. Safety and Security

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

CPS has prepared a plan for the safety of students and staff impacted by the proposed co-location of Morton and Dodge. 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
- 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 Morton and Dodge 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 Morton and Dodge 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 431 N. Troy 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 431 N. Troy St. currently is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners

- Current and future ELLs attending either school will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).

- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- This action will not affect early childhood programming.

Transportation

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

Facilities Investment

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

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

VI. Information Regarding Choice of Schools

Morton and Dodge 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 (oea@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

Monday, April 08, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Public Hearing

Monday, April 29, 2013
8:00pm-10:00pm
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 21, 2013

Administrators, Faculty, Staff and ALSC Members
Mary Mapes Dodge Elementary Renaissance
Academy
2651 W. Washington Blvd.

Administrators, Faculty, Staff, and LSC Members
Morton School of Excellence
431 N. Troy St.

Re: Proposed Co-location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

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

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

But right now, we have a school utilization crisis that is spreading our limited resources too thin. We are funding half-empty buildings that are costly to maintain and repair instead of using those funds to directly invest in our children's education. Combining schools will allow us to use more resources to ensure that every student 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 Mary Mapes Dodge Elementary Renaissance Academy (Dodge) with Morton School of Excellence (Morton). 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 Dodge within the same CPS facility as Morton, located at 431 N. Troy 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 Morton or Dodge.

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 Morton Local School Council or the Dodge Advisory Local School Council.

Public Comment on this Proposal

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

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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 Morton and Dodge at the 431 N. Troy 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, stylized initial 'B'.

Barbara Byrd-Bennett
CEO, Chicago Public Schools



DRAFT TRANSITION PLAN

For the Proposed Co-location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

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 to co-locate Mary Mapes Dodge Elementary Renaissance Academy (Dodge) with Morton School of Excellence (Morton) in a shared facility located at 431 N. Troy St. This decision is based on the underutilization of Morton 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 Dodge with Morton in the same CPS facility located at 431 N. Troy St. within the Garfield-Humboldt Park Elementary Network of CPS. Morton is located in a CPS-owned facility and serves 355 students from pre-kindergarten through 8th grade. Dodge is located at 2651 W. Washington Blvd. and serves 433 students from pre-kindergarten through 8th grade.

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, Morton and Dodge 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 Morton and Dodge, 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 431 N. Troy St. has enough space to accommodate the combined classrooms required to serve Morton and Dodge. 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 431 N. Troy 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, Morton and Dodge may need to share space in some common areas. Further, a specific memorandum of understanding (MOU) to allocate space between the two schools will be drafted in accordance with the Board's 2005 Shared Facility Policy.

IV. Safety and Security

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

CPS has prepared a plan for the safety of students and staff impacted by the proposed co-location of Morton and Dodge. 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
- 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 Morton and Dodge 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 Morton and Dodge 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 431 N. Troy 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 431 N. Troy St. currently is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

English Language Learners

- Current and future ELLs attending either school will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from the Department of Language and Cultural Education (DoLCE).

- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- This action will not affect early childhood programming.

Transportation

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

Facilities Investment

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

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

VI. Information Regarding Choice of Schools

Morton and Dodge 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

Monday, April 08, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Raby High School
3545 W. Fulton Boulevard

Public Hearing

Monday, April 29, 2013
8:00pm-10:00pm
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. Ignace Paderewski Elementary Learning Academy, Rosario Castellanos Elementary School, and Lazaro Cardenas Elementary School regarding the Proposed Closure of Ignace 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 Natasha 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 Natasha 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 Ignance Paderewski Elementary Learning Academy, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Senator Martin A. Sandoval of the 11th District of the Illinois Legislature, Senator Steven M. Landek of the 12th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, Representative Silvana Tabares of the 21st District of the Illinois Legislature, Representative Elizabeth Hernandez of the 24th District of the Illinois Legislature, and Alderman Ricardo Munoz of the 22nd Ward of the Chicago City Council.
48. In connection with the proposal to close Francis Parkman Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
49. In connection with the proposal to close Elizabeth Peabody Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, and Alderman Walter Burnett of the 27th Ward of the Chicago City Council.
50. In connection with the proposal to close Pershing West Middle School and Relocate John J. Pershing Elementary Humanities Magnet, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Representative Christian L. Mitchell of the 26th District of the Illinois Legislature, Alderman Robert Fioretti of the 2nd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
51. In connection with the proposal to close Nathaniel Pope Elementary School, I sent notice to the following elected officials: Senator Patricia Van Pelt of the 5th District of the Illinois Legislature, Representative Arthur Turner of the 9th District of the Illinois Legislature, and Alderman Michael Chandler of the 24th Ward of the Chicago City Council.
52. In connection with the proposal to close Betsy Ross Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.
53. In connection with the proposal to close Austin O. Sexton Elementary School and Relocate John Fiske Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Kwame Raoul of the 13th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, and Alderman Willie B. Cochran of the 20th Ward of the Chicago City Council.

54. In connection with the proposal to close Songhai Elementary Learning Institute, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council, and Alderman Anthony A. Beale of the 9th Ward of the Chicago City Council.
55. In connection with the proposal to close Graeme Stewart Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Representative Sara Feigenholtz of the 12th District of the Illinois Legislature and Alderman James Cappleman of the 46th Ward of the Chicago City Council.
56. In connection with the proposal to close Joseph Stockton Elementary School and relocate Mary E. Courtenay Elementary Language Arts Center, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Senator John J. Cullerton of the 6th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman James Cappleman of the 46th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.
57. In connection with the proposal to close Lyman Trumbull Elementary School, I sent notice to the following elected officials: Senator Heather A. Steans of the 7th District of the Illinois Legislature, Representative Greg S. Harris of the 13th District of the Illinois Legislature, Alderman Patrick O'Connor of the 40th Ward of the Chicago City Council, Alderman Harry Osterman of the 48th Ward of the Chicago City Council, and Alderman Ameya Pawar of the 47th Ward of the Chicago City Council.
58. In connection with the proposal to close Alexander von Humboldt Elementary School, I sent notice to the following elected officials: Senator William Delgado of the 2nd District of the Illinois Legislature, Representative Cynthia Soto of the 4th District of the Illinois Legislature, Alderman Roberto Maldonado of the 26th Ward of the Chicago City Council, and Alderman Proco (Joe) Moreno of the 1st Ward of the Chicago City Council.
59. In connection with the proposal to close West Pullman Elementary School, I sent notice to the following elected officials: Senator Emil Jones, III of the 14th District of the Illinois Legislature, Representative Robert Rita of the 28th District of the Illinois Legislature, and Alderman Carrie M. Austin of the 34th Ward of the Chicago City Council.
60. In connection with the proposals to close Williams Multiplex Elementary School and Williams Preparatory Academy Middle School and relocate John B. Drake Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
61. In connection with the proposal to close Granville T. Woods Math & Science Academy Elementary School, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Andre M. Thapedi of the 32nd District of the Illinois Legislature, Alderman JoAnn Thompson of the 16th Ward of the Chicago City Council, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
62. In connection with the proposal to close Elihu Yale Elementary School, I sent notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, Representative Mary E.

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

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

1. In connection with the proposal to co-locate John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, I sent notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, Representative Kenneth Dunkin of the 5th District of the Illinois Legislature, Alderman Pat Dowell of the 3rd Ward of the Chicago City Council, and Alderman William D. Burns of the 4th Ward of the Chicago City Council.
2. In connection with the proposal to close John P. Altgeld Elementary School and relocate Daniel S. Wentworth Elementary School, I sent revised notice to the following elected officials: Senator Jacqueline Y. Collins of the 16th District of the Illinois Legislature, Representative Andre M. Thapedi of the 32nd District of the Illinois Legislature, and Alderman Latasha R. Thomas of the 17th Ward of the Chicago City Council.
3. In connection with the proposal to close Elaine O. Goodlow Elementary Magnet School and relocate Charles W. Earle Elementary School, I sent revised notice to the following elected officials: Senator Mattie Hunter of the 3rd District of the Illinois Legislature, Representative Esther Golar of the 6th District of the Illinois Legislature, and Alderman Toni Foulkes of the 15th Ward of the Chicago City Council.
4. In connection with the proposal to close Jesse Owens Elementary Community Academy, I resent notice to Senator Napoleon Harris, III of the 15th District of the Illinois Legislature.

VERIFICATION BY CERTIFICATION

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


LEONARD LANGSTON

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

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

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.
2. I am currently employed as the Director of Web Services at the Chicago Board of Education.
3. On information and belief, copies of the List of Independent Hearing Officers for Hearings, compiled by the General Counsel, and the Draft Guidelines for School Actions, 2012-2013 School Year, for public comment, were published on the CPS website on October 31, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/qualityschools.aspx.
4. On information and belief, a copy of the final Guidelines for School Actions, 2012-2013 School Year, was published on the CPS website on November 30, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/2013GuidelinesforSchoolActions.aspx.
5. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans were published on the CPS website on March 21, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
 - a. Proposed Phase-Out and Closure of Crispus Attucks Elementary School
 - b. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
 - c. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
 - d. Proposed Closure of Mary McLeod Bethune Elementary School
 - e. Proposed Closure of Arna Wendell Bontemps Elementary School
 - f. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
 - g. Proposed Closure of Kate S. Buckingham Special Education Center
 - h. Proposed Closure of John Calhoun North Elementary School
 - i. Proposed Closure of Miriam G. Canter Middle School
 - j. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
 - k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
 - l. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
 - m. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
 - n. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

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

- ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
 - ddd. Proposed Closure of Lyman Trumbull Elementary School
 - eee. Proposed Closure of Alexander von Humboldt Elementary School
 - fff. Proposed Closure of West Pullman Elementary School
 - ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
 - hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
 - iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
 - jjj. Proposed Closure of Elihu Yale Elementary School
6. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members and draft transition plans were published on the CPS website on March 22, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
- a. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School
7. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 6, 2013 community meetings detailed below were published on the CPS website on or before April 11, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 10:00am-12:00pm
 - b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 10:00am-1:00pm
 - c. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
 - d. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 10:00am-12:00pm
 - e. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 12:30pm-2:30pm
 - f. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
 - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 10:00am-12:00pm
 - h. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm
 - i. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
 - j. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
 - k. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
 - l. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm

- m. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm
8. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 8, 2013 community meetings detailed below were published on the CPS website on or before April 13, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
 - j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
 - k. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - l. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
 - m. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - n. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - o. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - p. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
9. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 9, 2013 community meetings detailed below were published on the CPS website on or before April 14, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm

- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Ignace 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 Anna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm~~
 - n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - o. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
 - p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm
10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
 - b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
 - f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
 - g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
 - h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
 - i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
 - j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

- k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
 - l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
 - m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. May 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

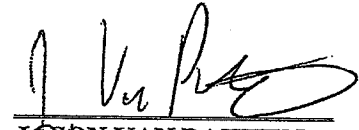
- d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Co-Location 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 Ignace 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 Mozhiah 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

Color Type:

Description:

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

Proposals are due Friday, May 3, 2013

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

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

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

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

Questions regarding clarifications to this Request for Proposal may be addressed in writing to: Darlene A. Locasto, Director of Procurement and Materials Management, 100 East Erie Street, Chicago, Illinois 60611, 312-751-6643 or fax number 312-894-2011. The last day to submit questions pertaining to this Request for Proposal is on the Friday prior to the proposal due date.

The estimated cost for the services is \$50,000 for a three year period. There is no bid deposit required.

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

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

The District reserves the right to accept, reject for Proposal or any other thereof, or to related any and all Request for Proposals

[illegible][illegible][illegible][illegible]

Formerly cited as IL ST CH 122 ¶ 34-18

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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-

Formerly cited as IL ST CH 122 ¶ 34-18

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.

Formerly cited as IL ST CH 122 ¶ 34-18

(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;

Formerly cited as IL ST CH 122 ¶ 34-18

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

Formerly cited as IL ST CH 122 ¶ 34-18

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.

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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).

Current issues in Illinois school law: The consumer's perspective. Patrick A. Keenan, 23 DePaul L.Rev. 402 (1973).

Equal education opportunity for Negroes: Abstraction or reality. Robert L. Carter, 1968 U.Ill.L.F. 160.

Integrity, accountability, and efficiency: Using disclosure to fight the appearance of nepotism in school board contracting. 94 Nw.U.L.Rev. 657 (2000).

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Liability of local governments and their employees in Illinois. 58 Ill.B.J. 620 (1970).

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Responding to students' pleas for relief: The need for a consistent approach to peer sexual harassment claims. 17 N.Ill.U.L.Rev. 479 (1997).

School desegregation: De facto and de jure segregation. 18 DePaul L.Rev. 305 (1968).

Teacher negotiations. 1973 U.Ill.L.F. 307.

Universal service in the schools: One step too far? 50 Fed.Comm.L.J. 237 (1997).

When the free-market visits public schools: Answering the roll call for disadvantaged students. 15 Nat'l Black L.J. 26 (1997-1998).

With all deliberate speed. 1968 U.Ill.L.F. 105.

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C.J.S. Schools and School Districts §§ 149 to 150, 191 to 194, 196 to 199, 310, 372, 507, 570.

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127 ALR 1298, Teachers' Tenure Statutes.

Encyclopedias

Am. Jur. 2d Schools § 82, Other Court Remedies.

Illinois Law and Practice Schools § 194, Dismissal or Other Adverse Action.

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 ILCS 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, 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**→→ 5/34-225. 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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Effective: August 22, 2011

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness

Chapter 105. Schools (Refs & Annos)

Common Schools

Act 5. School Code (Refs & Annos)

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

School Action and Facility Master Planning

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

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

- (a) By November 1 of each year, the chief executive officer shall prepare and publish guidelines for school actions. The guidelines shall outline the academic and non-academic criteria for a school action. These guidelines, and each subsequent revision, shall be subject to a public comment period of at least 21 days before their approval.
- (b) The chief executive officer shall announce all proposed school actions to be taken at the close of the current academic year consistent with the guidelines by December 1 of each year.
- (c) On or before December 1 of each year, the chief executive officer shall publish notice of the proposed school actions.
- (1) Notice of the proposal for a school action shall include a written statement of the basis for the school action, an explanation of how the school action meets the criteria set forth in the guidelines, and a draft School Transition Plan identifying the items required in Section 34-225 of this Code for all schools affected by the school action. The notice shall state the date, time, and place of the hearing or meeting.
- (2) The chief executive officer or his or her designee shall provide notice to the principal, staff, local school council, and parents or guardians of any school that is subject to the proposed school action.
- (3) The chief executive officer shall provide written notice of any proposed school action to the State Senator, State Representative, and alderman for the school or schools that are subject to the proposed school action.
- (4) The chief executive officer shall publish notice of proposed school actions on the district's Internet website.
- (5) The chief executive officer shall provide notice of proposed school actions at least 30 calendar days in advance of a public hearing or meeting. No Board decision regarding a proposed school action may take place less than 60 days after the announcement of the proposed school action.
- (d) The chief executive officer shall publish a brief summary of the proposed school actions and the date, time, and place of the hearings or meetings in a newspaper of general circulation.
- (e) The chief executive officer shall designate at least 3 opportunities to elicit public comment at a hearing or meeting on a proposed school action and shall do the following:

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

CREDIT(S)

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

HISTORICAL AND STATUTORY NOTES

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

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

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

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

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

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

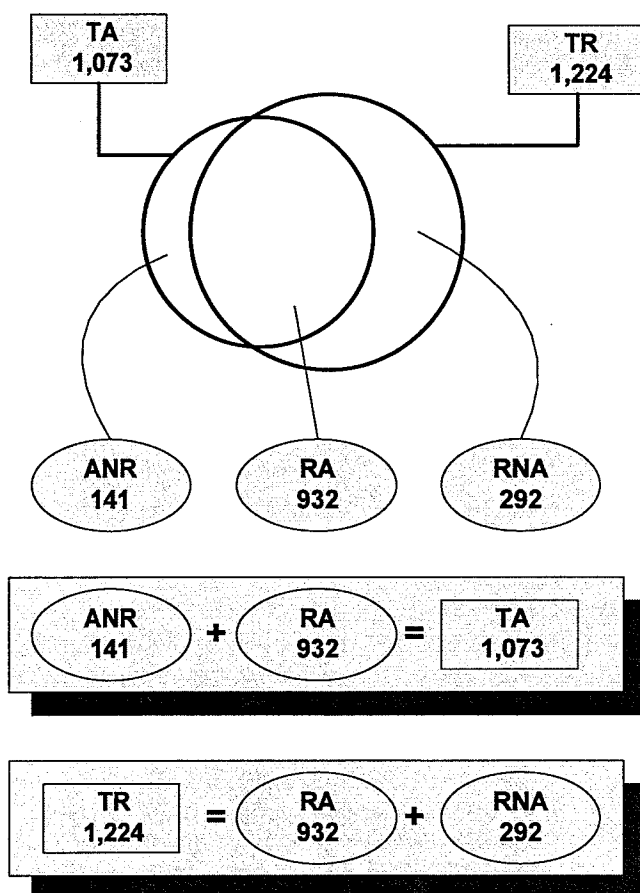
The Chicago Public Schools Space Utilization Standards and school-by-school reports will be published annually after 20th Day enrollment data is available and before December 31st of each year. These reports, which identify the ideal enrollment capacities of all Board-operated public school facilities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

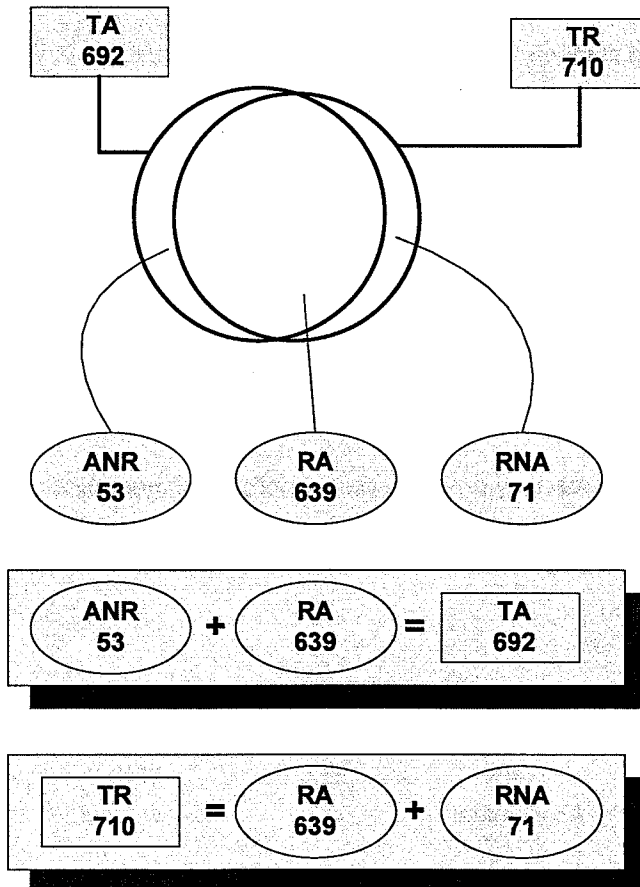
In this example, School A's design capacity is 1,440 and ideal enrollment is 1,034. Because School A's enrollment is 1,073, the actual enrollment efficiency rating for this school is +4% (efficiently enrolled-actual).

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%).

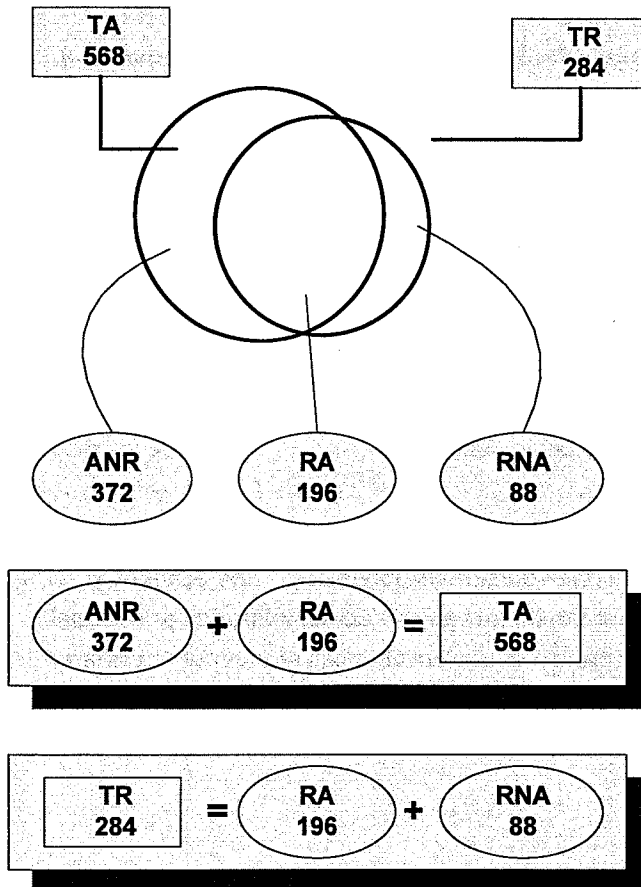
In this example, School B's design capacity is 660 and ideal enrollment is 474. Because School B's enrollment is 692, the actual enrollment efficiency rating for this school is +46% (overcrowded-actual).

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).

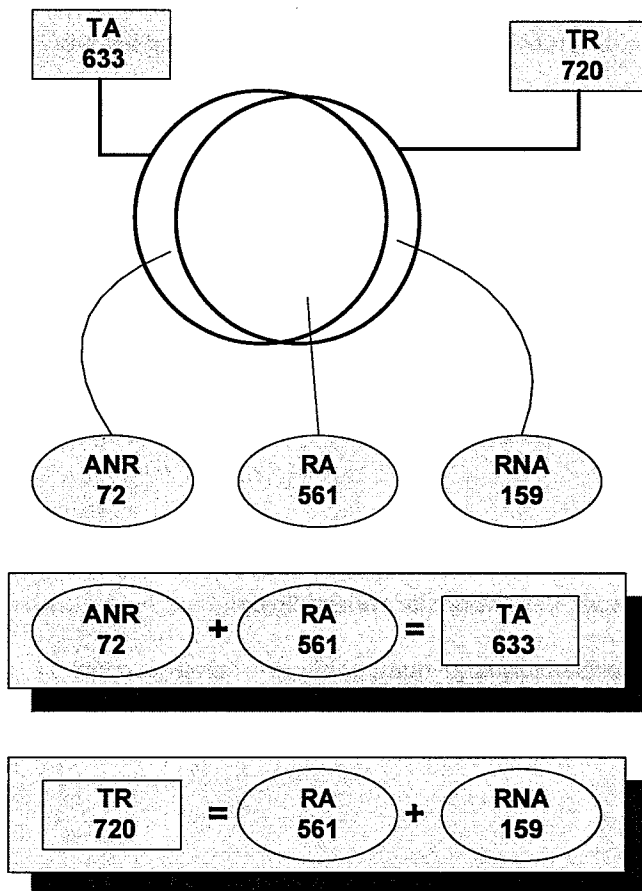
School C's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School C. Because School C's RA is 196, the notional enrollment efficiency rating for this school is -52% (underutilized-notional).

<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).

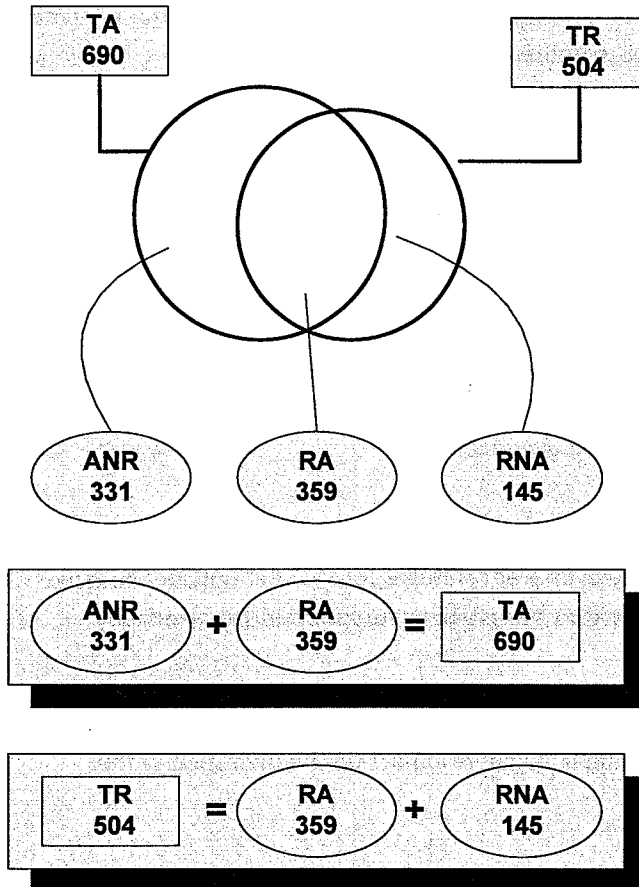
School D's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School D. Because School D's RA is 561, the notional enrollment efficiency rating for this school is +13% (efficiently enrolled-notional).

<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).

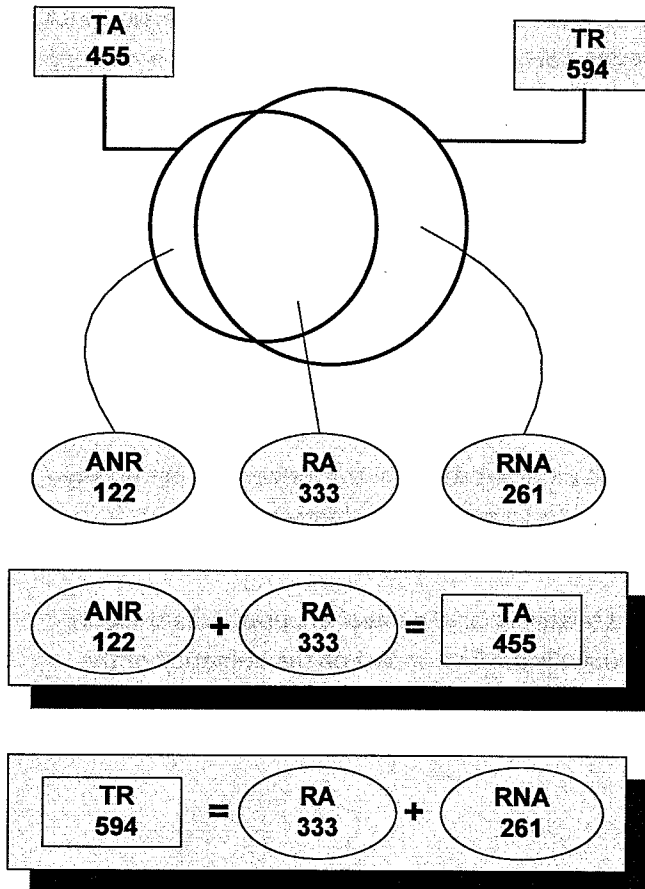
School E's notional enrollment efficiency rating is calculated by replacing the school's enrollment by RA, that is, the in-area students enrolled in School E. Because School E's RA is 326, the notional enrollment efficiency rating for this school is -35% (underutilized-notional).

<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, PSAT 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 PSAT composite meets or exceeds score.

“ISAT” stands for Illinois Standard Achievement Test.

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

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

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

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

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

"PSAE" stands for Prairie State Achievement Examination.

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

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

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

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

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

END OF DOCUMENT

**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.

CHICAGO PUBLIC SCHOOLS
For the Proposed Co-location of Dodge ES
With Morton ES
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter held on April 8, 2013, at
Al Raby School, 3435 West Fulton Boulevard,
commencing at 7:30 p.m.

CPS STAFF MEMBERS PRESENT:

MR. PHILLIP HAMPTON

MS. SUSAN KAJIWARA-ANSAI

MS. WANDA WASHINGTON

MR. LIONEL HARRIS

ALSO PRESENT:

LIEUTENANT WITTMORE

Reported by: April T. Hansen, CSR

License No.: 084-004048

1		SPEAKERS	
2			
3	1	ALDERMAN WALTER BURNETT, 27th Ward	9
4	2	LESLIE RECHT, Rep. of Ald. Fioretti	15
5	3	LAURENE LACEY, Parent, Dodge	19
6	4	WENDY PEARSON, (Unknown affiliation)	22
7	5	VIRVEY WILSON, Grandparent, Dodge	27
8	6	ANETTE BRITTON, Worker, Public Safety	30
9	6	MARKESHA LACEY, Parent, Dodge	32
10	7	SANDRA MARTIN, Concerned Citizen	34
11	8	NATASHA WICHOLS, Parent, Dodge	35
12	9	WENDY PEARSON, (Unknown affiliation)	47
13	10	LAURENE LACEY, Parent, Dodge	50
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1 (Whereupon, the following
2 Proceedings commenced at
3 7:30 p.m.)

4 MR. HAMPTON: Good evening, everyone. Good
5 evening again, everyone.

6 My name is Phillip Hampton, I'm the Chief
7 Officer of Family and Community Engagement for
8 Chicago Public Schools. To my right is Susan
9 Kajiwara. Susan is my colleague from the Office of
10 Professional Learning, she's the Officer. And on
11 behalf of CEO Barbara Byrd-Bennett, we are here to
12 share the information for a proposed action for
13 Dodge Elementary and Morton Elementary School.

14 I would like to make you aware, if you
15 are interested in translation services,
16 Ms. Hernandez is here, she is raising her hand.
17 She's available to support you if you need those
18 services.

19 We also want to just take a few minutes
20 to -- I think we have the time, to explain the
21 process clearly for you, and then the remainder of
22 the time is for parents and community, elected
23 officials and others, to make comments relative to
24 this proposed action.

1 The purpose of this meeting is to allow
2 CPS, CEO Barbara Byrd-Bennett, and the Board
3 offices to hear from those in attendance this
4 evening about the proposal under discussion.

5 We have an official court reporter to my
6 right, Ms. Hansen, who will be taking notes and
7 will be generating the official record of what is
8 said tonight. That information will go back to our
9 CEO and the Board. You should also know that the
10 CEO will be reviewing notes and documentation from
11 tonight's meeting. We also have, in addition to
12 the court reporter, we have a note taker that is
13 here in addition to my left who will be taking
14 notes and providing those directly to our CEO.

15 We would like to acknowledge any
16 principals from the proposed schools that may be in
17 the audience. You can raise your hand if we have
18 that representation. I know we do have one
19 official from AUSL that's here. We are glad to see
20 her tonight.

21 Also we have our officials. We have
22 Lieutenant Wittmore from the Chicago Police
23 Department who is here to listen to the comments as
24 well.

1 This is the first of three meetings
2 before the Chicago Board of Education votes on this
3 action. Meeting number two will take place Friday,
4 April 12, right here at this location, beginning at
5 7:30 p.m. Sign up will be at 6:30 p.m. Okay?

6 The official hearing for the Board will
7 be on Monday, April 29, at the Chicago Public
8 Schools headquarters, 125 South Clark.

9 I also think Tanya Downing has entered
10 the building as well, she's with AUSL and handles
11 community engagements.

12 Good to see you this evening.

13 I want to make sure that everyone who
14 has come in has received a copy of the handout that
15 was provided for you at registration. I will take
16 a second and highlight this handout. It's very
17 important that you receive this, because it
18 captures the entire proposal, it gives you
19 information about the co-location, and also gives
20 you information about what will be invested in the
21 newly-created school.

22 So just to kind of summarize, on the
23 front part or the front of the document it says
24 Dodge Elementary and Morton Elementary, pending

1 Board approval of proposed co-location.

2 What is being proposed is Dodge
3 Elementary will be co-located in the building that
4 houses Morton Elementary at 431 North Troy. Both
5 Dodge and Morton students will remain enrolled in
6 their respective schools. There will be no impact
7 to teachers and staff at Dodge or Morton as a
8 result of this co-location.

9 There are several other bullet points
10 there. Please make sure you reference those. It
11 talks about the additional supports, the library,
12 the lunchroom. Also, the last bullet provides
13 information on CPS Office of Safety and Security,
14 which will be providing enhancement to the access
15 control system in the entry screening and of other
16 equipment to support safety in this co-location.

17 If you look at the back of the same
18 document, it highlights the investments in the
19 schools involved. Again, giving more information
20 relative to safety.

21 And I would like to highlight the bottom
22 portion of the document which gives you several
23 phone numbers, if you are requesting information on
24 how students with disabilities will receive

1 additional support. That is coming from the Office
2 of Diverse Learners Supports and Services. The
3 number is provided, there plus an e-mail address.
4 And also, for English language learners there is a
5 number for our Department of Language and Cultural
6 Education. And for students who are in temporary
7 living situations, you can contact the STLS
8 department, and that number is provided as well.

9 So thank you for your patience relative
10 to the information that we are providing. We know
11 we spent a little time talking about that. We
12 think it's very important that parents have that
13 information, because as we look around the room we
14 have a small crowd. Many of you have relationships
15 with other parents in the building or who are in
16 the community and around the schools. We encourage
17 you to take extra copies with you and share those
18 with others as well.

19 Susan will describe our process on how
20 we will hear speakers this evening. We typically
21 would have two minutes per speaker, but I'm sure
22 Susan will make an allowance relative to that
23 considering we have the number that we have. We
24 would encourage all of those who are in the

1 building to please take the opportunity and share
2 and speak with us. And once we do hear from all of
3 you, and we give a second opportunity if needed to
4 hear from all of you, we probably will not -- we
5 will see how our time is for the remainder of the
6 evening. We won't make you be here until 9:30
7 unless you so desire to be here to 9:30.

8 So I will turn it over to Susan at this
9 time.

10 MS. KAJIWARA-ANSAI: Thanks.

11 Once again, I'm Susan Kajiwara-Ansai.
12 I'm from the Office of Professional Learning. We
13 are very glad to see you tonight.

14 Tonight is a night for us to listen and
15 to hear questions, concerns, thoughts about the
16 proposal actions. So if you have not had a chance,
17 please sign up at the speakers table outside where
18 you came in and you registered, if you would like
19 to speak tonight.

20 With that, I will -- we do have two
21 representatives from the Alderman's office, and I
22 want to just check with them to see if they would
23 like to start us off.

24 So, Alderman Burnett. Please state your

1 full name and your affiliation with the school.

2 ALDERMAN WALTER BURNETT

3 Thank you very much. I'm Alderman Walter
4 Burnett, Alderman of the 27th Ward. Morton is in
5 my current Ward, and Dodge is in my new area.

6 This one has thrown me for a loop,
7 because Morton and Dodge wasn't even on the radar
8 screen as far as I know. We haven't been to other
9 hearings about these schools. I know that both of
10 them are AUSL. So it kind of through me for a
11 loop. It just popped up all of a sudden.

12 And I have a concern, because you are
13 combining them, and you've gone past, like, several
14 other schools for them to get to each other, if you
15 know what I'm saying? Like, in-between them is
16 Catheter (phonetic) and Beidler and, you know,
17 before they even get to Morton, they got to go past
18 those schools. So that's a concern of ours.

19 Of course we are concerned about the
20 safety issues for the young people. You know,
21 because this comes so immediately, we really
22 haven't had time to engage the situation. So we
23 are concerned about the safety.

24 From what I do understand is that you

1 all, and maybe, you know, I don't know if anyone
2 asked questions up there, but from what I do
3 understand is that you're going to put these two
4 schools together and both administrations are going
5 to stay in place. And I think that's fine, but
6 that's not consistent. You understand what I'm
7 saying? Because you're putting other schools
8 together and both of their administrations aren't
9 staying in place. So why are you doing this for
10 them and not doing this for the other institutions
11 where you would combine the schools the same way?
12 I think that would lessen the concerns from those
13 other schools if they were being in the same
14 situation.

15 So I really don't know how I feel about
16 this. One, I do know I'm concerned about the
17 safety of the kids being able to go through these
18 different gang territories to get to school.
19 Because you're going through GDs, you're going
20 through Vice Lords, you're going through all these
21 different gang territories for these kids. So
22 that's a concern of mine. And it's concern not
23 just for the kids, but for the kids' parents, too,
24 because some of them probably can't take their kids

10

1 to school. So that's a big concern of mine.
2 I'm also concerned about just out of
3 consistency, I see that on your sheet you talk
4 about what you're adding to the programs when you
5 put Morton and Dodge together, but you're not
6 giving them everything that you're giving everyone
7 else. They're not getting new iPads, they're not
8 getting all of those other things. Your're not
9 putting in the IT program or the stamp (phonetic)
10 program. That's a concern of mine, too, because
11 that's inconsistent. My thing is if you're going
12 to do something, treat everybody the same and do it
13 all across the board.

14 Are you treating these schools different
15 because it's an AUSL school? Two AUSL schools
16 coming together? And, you know, being in the same
17 curriculum or whatever as the case may be, that
18 you're having two principals in one school, and
19 then all of the other schools you're not having two
20 principals in one school. Somebody got to get the
21 boot? You know, that's just not right.

22 Now, I don't know how, I haven't had the
23 opportunity to listen to how all of the parents
24 feel because this just came upon us, and I think

1 this is throwing them for a loop, also. But I
2 would like to hear their concerns and see what's
3 going on in their minds.

4 But if this was to happen, safety is a
5 big concern. As I said earlier, I hear that there
6 is proposals for bids out for safety, safety
7 organizations to bid on having safe passage of
8 these neighborhoods. The ones that I think who
9 would make sure their kids are safer than anyone
10 else are the parents. And if you're going to
11 holistic, hiring people to keep our kids safe or
12 keep their kids safe, you should hire some of the
13 parents from the neighborhood to keep some of the
14 parents of the children that's going to the schools
15 to keep their kids safe. Not some outside entity
16 from somewhere else who don't even know the kids
17 and don't know the neighborhood, to come over and
18 help them be safe.

19 Plus, you know, from you all's record,
20 from you all's thinking is that when parents work,
21 kids are better educated and all of those type of
22 things, so why not put your children's parents to
23 work. Let them make some money, and it would help
24 the family, the kids, and the neighborhoods

1 all together.

2 So if we are going to do this, not
3 saying that I agree with it, but if this is going
4 to happen, we need to be holistic and make sure
5 those parents and those children benefit from the
6 situation. If they mama could get a job, or their
7 daddy could get a job out of this process, that
8 would make them so proud to be able to walk to
9 school, walking past their mother and their father
10 on their way to school, you know. And so that
11 would be a triple win-win situation for the whole
12 family if you were to do that. So that's just my
13 thought.

14 But again, I'm not saying I'm supporting
15 this. I still need to gauge the situation and see
16 how these parents feel about it. I think the
17 distance is pretty far for these children. We are
18 talking about from Talman and Washington all the
19 way over to Albany and Franklin. And the thing is
20 because of the railroad, you can't go through. You
21 can't go through to get there, you have to go all
22 the way around Kedzie to get there, or you have to
23 come all the way around Sacramento to get there,
24 because the railroad blocks you off. So it's a

13

1 little distance. And I couldn't imagine a little
2 six, seven, eight, nine, ten year old walking under
3 the viaduct and things like that. That's a big
4 concern of mine.

5 So with that, I would like to listen and
6 hear from other parents. I'm glad that this is not
7 the end of the process. I'm glad that this is just
8 a continuation of the process, and that you all are
9 still listening. So I'm happy to hear that there
10 is some hope, that it's not over with, and that you
11 will take these things under consideration.

12 Again, this one, you just hit, you just
13 threw this on me. I was like, what? Where did
14 that come from? We didn't have a hearing about
15 that. You know, I'm over here fighting for
16 everybody else, and all of a sudden this one pops
17 up.

18 So I hope that you all can reconsider
19 and be a lot more holistic about the situation and
20 considering these families and considering the
21 safety of these children.

22 Thank you very much.

23 MS. KAJIWARA-ANSAI: Thank you, Alderman.

24 Thank you.

1 We also have our representative from
2 Alderman Bob Fioretti, Leslie Recht. Thank you for
3 coming tonight.

4 LESLIE RECHT

5 Thank you. My name is Leslie Recht, I work
6 with Alderman Bob Fioretti on school, park and CHA
7 issues, and I'm here today speaking on his behalf.

8 We certainly echo many things that the
9 Alderman Burnett said. Security, safety, safe
10 passage are definitely issues we are concerned
11 about.

12 We have worked with Dodge for quite a
13 while, it's in the Second Ward. Now, Dodge does
14 not have a boundary, it's not a neighborhood
15 school. It's, I guess, as you put it, citywide.
16 But it does serve many of the children in the
17 neighborhood.

18 And one of the concerns that we have is
19 that CPS is proposing to close a large number of
20 schools in this area. You're proposal to close
21 King, Calhoun North, Dodge. You're proposing to
22 close Dett and move the students from Dett into
23 Herbert.

24 Now, when you look at all of those school

1 actions together, the problem is that students and
2 parents who do not want to move, do not want to go
3 to some of these schools, have a severe problem.

4 Dodge is a quality facility. They have a
5 beautiful outdoor playground, it's handicapped
6 accessible. There is no basis in terms of the
7 facility itself to close this school.

8 And when you look at all of these other
9 proposed schools actions are, the problem is, as
10 the Alderman said, there are a lot of gang
11 boundaries, there are a lot of safety issues in
12 this neighborhood, and there are some other
13 families now attending other schools who may have
14 looked at Dodge as an alternative. So when you
15 close Dodge, you are eliminating an alternative
16 that some of these families may have wanted to take
17 advantage of.

18 So I would urgently ask to look at this,
19 as the Alderman said, the school is not on the list
20 in the past.

21 We have severe problems with some of
22 these other school closings. Calhoun North is the
23 neighborhood school that serves a rebuilding CHA
24 area. Rockwell is rebuilding, and Calhoun North is

1 the neighborhood school. You're proposing to close
2 Calhoun North. So again, you have students who are
3 going to have to move, going to have to go
4 somewhere else if you do in fact do that. You've
5 got a rebuilding area that has on the books
6 Maplewood Courts is supposed to be built within 18
7 months. There are already 300 children in the
8 existing Rockwell CHA area, and there are 76 units
9 that are going to be going into Maplewood Courts
10 within 18 months.

11 So when you talk about closing this many
12 schools in this area, the problem you create is
13 where do the students who are going to be moving
14 into this area, where do they go? I don't know
15 whether CPS has thought about this, I don't know
16 whether you have the numbers from the CHA, but I
17 would encourage you to look forward and look at the
18 proposal.

19 This isn't pie in the sky. This is
20 approved housing that's going to be going in. And
21 the question is what is CPS going to do to serve
22 these children. If you immediately, as you
23 reported, sell these buildings as soon as you close
24 them, or try to sell them -- who knows if you

1 will -- then what is your alternative? As these
2 building areas come along and you get all these new
3 residents, what is CPS's plan for these areas?

4 I would urge you to look at all this, as
5 the Alderman said. I hope that when we talk again,
6 I know there is going to be other hearings that are
7 coming up, what we would like is to have these
8 issues considered seriously. We want to hear from
9 the parents, we want to hear from the community,
10 and we want to have a real dialog about these
11 issues. Thank you.

12 MS. KAJIWARA-ANSAI: Thank you.

13 Just a reminder that Friday night we will
14 be here again, in case you know somebody who did
15 not get the information or would like to speak that
16 night. But we will be here, it will start at 7:30
17 on Friday.

18 The public hearing for Dodge and Morton
19 will be April 29, it's a Monday, at Central Office,
20 125 South Clark from 8:00 to 10:00 o'clock.

21 Currently we don't have anyone else. We
22 do? But this is your chance, your opportunity in
23 case you want to share, either if you have comments
24 or questions, to please sign up.

1 We'll start with -- does anyone have a
2 speaker's card? Could you please turn it in to
3 Lionel.

4 Our first speaker is Laurene Lacey.

5 MS. LACEY: Hello.

6 MS KAJIWARA-ANSAI: Hi. Come on up to the
7 microphone. And just state your name and your
8 affiliation with the school.

9 LAURENE LACEY

10 Good evening everybody. My name is Laurene
11 Lacey. We have a student at Dodge. I have a
12 grandnephew there, and he's living with me and he
13 lives right down the street. He's seven years
14 old. He can walk from the school to his home from
15 the school. And my concern is also safety for
16 him.

17 I'm looking at all of the other children
18 in the neighborhood. These children are too small,
19 too young, to try and get to Morton School out from
20 the neighborhood. And I don't see how could anyone
21 make all these decisions, and I don't think the
22 parents was really included. I know we are having
23 meetings now, but the small children traveling
24 alone, my heart goes out for them.

19

1 How can you close the school that's near
2 their homes, for them to be transported to try to
3 figure out how to get over to Morton? Their
4 parents work.

5 And you have a parent here, she's asked
6 the job to let her go in a half an hour later in
7 order to take her son to school. They said okay.
8 She works out in Dolton, Illinois. So her child
9 have to be at school at 7:45. She leaves at 7:30
10 to get him at 7:45. She has to drive all the way
11 out to Dolton to get to work at 8:00 o'clock in the
12 morning. See, this presents a lot of problems and
13 issues for parents that work.

14 And employers, they only allow so much.
15 These children's parents have to work to take care
16 of these children. They have to feed them, they
17 have to clothe them, they have to go to work to do
18 all of this and make sure that they have somewhere
19 to stay. It costs money. They have to have jobs.
20 And so then they need to not have to worry about
21 the safety of their children as they travel to
22 their employment.

23 I'm thinking about my child, is he going
24 to get there safe. Along the way, is somebody

1 going to grab him. Along the way, what is going to
2 happen. He has to go try to figure out maybe get
3 through a railroad track. I don't have anyone to
4 really take him. There is a big concern of me.
5 And my heart goes out to all the parents that's in
6 that predicament.

7 I'm sorry I sound angry, but I am. Who
8 knows our neighborhood better than the parents?
9 Who knows them, except the ones that's living in
10 the neighborhood? Who cares more about our
11 children than us? Who, more than us?

12 Transportation. Who's going to pick the
13 children up? Who's going to make sure they're on
14 the bus? Who's going to make sure they get home?

15 These are issues that parents have to
16 face. And I don't think this is something that
17 should be overlooked, not thought about in a deeper
18 sense.

19 I think I heard the Alderman say that
20 this was a new one on him. I would think that the
21 Alderman and the parents should have been included
22 at the initiation of even the thoughts coming up.
23 Then the parents -- I know this is a meeting for
24 the parents now, but even before they thought about

21

1 talking about closing.

2 This is a big issue. These childrens'
3 lives are at stake. These children are at stake.
4 We need to think about the children and not
5 ourselves. Just think about the children, the
6 concern for the parents. Thank you.

7 MS. KAJIWARA-ANSAI: Thank you.

8 Our next speaker is Wendy Pearson.

9 WENDY PEARSON

10 My name is Wendy Pearson.

11 My first concern is the breaking of
12 laws. I would like to say that the City of Chicago
13 and Chicago Public Schools need to be concerned
14 about two laws that are being broken.

15 The first law is that Barbara Byrd-
16 Bennett does not live in the City of Chicago, she
17 lives in Ohio. So while the City is concerned
18 about the laws that the regular citizens are
19 breaking, maybe you should concern yourself about
20 the Superintendent of schools is breaking the law,
21 and that is the residence laws. She does not live
22 here, she lives in Ohio.

23 Alderman, please, look into the laws that
24 she's breaking.

1 The second law, vacant buildings. CPS
2 has 21 vacant buildings. The ordinance is
3 Ordinance No. 13.125, Vacant Buildings, Municipal
4 Code 13.125. CPS has 21 vacant buildings in our
5 communities. They're breaking the law.

6 Todd Babbitz has been the CPS Chief
7 Transformation Officer at the annual salary of
8 \$195,000 per year. No one can or will explain who
9 is responsible for the supervision and maintenance
10 of vacant CPS schools, such as Crispus Attucks.
11 Schools which have hallways covered in gang
12 graffitis and is littered with hazardous waste.
13 The school has been closed since 2008, today it is
14 a center for illegal drugs, drug transactions. CPS
15 has created an eyesore, a safety hazard, a drug
16 haven in Bronzeville.

17 As CPS continues to violate vacant
18 building laws, as proven -- as they have proven
19 they can't close, secure, or sell school buildings
20 that they've deemed under-utilized.

21 Our concern is that they are talking
22 about closing 51 more of those school buildings in
23 our communities. The safety of our children is our
24 concern.

1 As you're talking about moving the
2 children in Dodge School over to Morton, you're
3 also talking about closing another school in our
4 community. You're talking about moving our
5 children, but you talk about a safe haven.

6 Last year you closed four more schools.
7 400-plus of our children were left in the dark.
8 You can't account for whether those children are
9 right now. But you're looking at 30,000 of our
10 children that you're not going to be able to
11 account for, because you can't account for 467 of
12 our children right now. You're looking at closing
13 51 more buildings in our community, but you can't
14 account for 467 of our children right now.

15 We have a situation right now where over
16 67 of our children have been killed in the streets
17 of Chicago right now. You talk about safe haven?
18 Our streets are filled with gangs, drugs,
19 prostitution. Last year four of our children were
20 raped right in the community of Lawndale, one of
21 whom was raped in your play lot in Lawndale. One
22 was raped on her way to school, pulled into a car
23 by some young men. But you talk about safe haven?

24 You didn't have a plan then, you don't

1 have a plan now. You talk about bussing our
2 children for a year. But we have children that are
3 going to preschool and will be going through
4 preschool into high school, and you talk about a
5 year's plan.

6 We are asking for you to stop breaking
7 the laws when you ask us to live by the laws.
8 we're asking you to stop closing our schools, we're
9 asking you to stop mutilating our children's
10 education. We're asking you to stop from the top
11 down, when you have five superintendents, three
12 network chiefs in Austin and Lawndale alone,
13 starting with Ms. Cheatham, going down to Ms. Jerley
14 (phonetic) and now Ms. Chandra James.

15 In Hersey alone you've got two principals
16 in less than five years after Dr. Green left of 25
17 years. If CPS cannot manage their people from the
18 top down, if they cannot change -- stop changing
19 what they want our principals to do from the top
20 down filtering down to our children, how do you
21 expect them to get a valued educational system And
22 for our principals to know what they are supposed
23 to do.

24 We are asking you to give our children

25

1 the same educational value that you gave the
2 Mayor's children in his neighborhood, the former
3 Mayor's children in their neighborhood. That you
4 stop doing to our children the things that you're
5 doing to them. We are asking you for the same
6 educational values that the Declaration of Human
7 Rights says that our children deserve.

8 That is a quality education. That is
9 the right for their parents to chose the education
10 that they want them to have in the schools that
11 they ask for them to be in their neighborhoods.

12 These are our children, these are our
13 communities, and this is our money and these are
14 our schools.

15 Thank you.

16 MS. KAJIWARA-ANSAI: Thank you.

17 If you have any of the papers or
18 documentation that you also want to enter into the
19 record, let us know, too, in case there is
20 something that you wanted to add to it.

21 MS. PEARSON: There is one more thing that I'm
22 asking. That they stop sending you down here.
23 That they come down here and speak to us. And that
24 they stop lying to us, stop trying to bamboozle us,

1 and stop acting like we're fools, because we're
2 not.

3 MS. KAJIWARA-ANSAI: Thank you.

4 Our next speaker is Ms. Virvey Wilson.

5 VIRVEY WILSON

6 Good evening, everyone. My name is
7 Virvey Wilson. I am a grandparent and I am a great
8 grandparent.

9 I have two great grandkids that's in
10 PreK. I want to know what's going to happen to
11 them when they go to Morton. Are their teachers
12 going to follow them? What about their safety? I
13 have four other grandkids. I have a grandson, he
14 wanted to come out and go into high school next
15 year. If he transferred there, is he going to have
16 the same teachers and is he going to know all these
17 teachers?

18 And when he come, the school is going to
19 be overcrowded. So what's going to happen? Our
20 kids are going to be packed like sardines up at the
21 school. How can you guarantee it's going to be air
22 conditioned?

23 They don't have to have security at his
24 school, they're safe. Kids don't get into a lot of

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1 fights. Our feeling that they going through all
2 these transition with these kids, it's going to be
3 a change and our kids is the ones that are going to
4 suffer. Not the Board of Education. That is
5 something they're not taken into consideration are
6 these kids.

7 My daughter is deceased, I'm raising her
8 four kids, and I don't like that they got to go
9 through another change. And my two great
10 grandbabies, they love Dodge. They are on perfect
11 attendance, they has no problems at school. And I
12 can't understand why they are taking kids from this
13 school.

14 I don't see myself what is wrong with
15 Dodge. Dodge is a good school. Dodge is good.
16 Kids got a nice playground. There is regular
17 teachers on the school grounds with the kids, they
18 make sure the kids is off the school grounds.

19 So what is the problem? Why is they
20 taking Dodge from us, to open Dodge somewhere
21 else. We want Dodge to stay at Dodge. All of
22 Washington, not over here where they have to go
23 through the gangs, all these trouble they have to
24 go through.

1 I know my grandkids and my great
2 grandkids, they are not used to this. I took them
3 out of our neighborhood and put them in Dodge. I
4 grew up over there by Dodge. I knew that school
5 has been closed and opened, but right now Dodge is
6 doing good. So what is happening, you know? Why
7 is they taking Dodge from our kids?

8 And our kids are afraid. My 13-year-old
9 grandson come up, "Grandma, I don't want to go
10 there. They fight, it's drug, it's liquor stores
11 everywhere." You know, and he got to travel by
12 CTA. That's not right.

13 We want Dodge. We do not want Morton.
14 We want to stay at Dodge on Washington and
15 Washtenaw. Don't take Dodge from our kids. When
16 you take Dodge from our kids, you take them from
17 us, and I don't think it's the right thing to do.

18 We don't have to worry about safety.
19 Kids get in little nicks and picks, but it's not a
20 big thing. It can be solved. How do we know it's
21 going to get solved over there at Morton?

22 Two principals, we don't know how they
23 going to work together. The teachers, the gym, the
24 lunchrooms. All these different activities kids

1 got going at Dodge. That don't mean they going to
2 take that with them. They don't have all the
3 computer labs and all that over there.

4 So what's going to happen with our kids?
5 I would like somebody to answer that for me.

6 Thank you.

7 MS. KAJIWARA-ANSAI: Thank you.

8 There is still some time in case anyone
9 wants to speak. Please go and sign up at the
10 speaker's table.

11 We have another speaker.

12 ANETTE BRITTON

13 I'll just be brief. My name is Anette Britton,
14 and I work in public safety. Part of my job as a
15 part-time worker, I work for Garfield Park
16 Community College, I'm a public safety
17 coordinator.

18 And I just want to express that the issue
19 of public safety is much larger than just gang
20 territory. That we have a lot of empty lots in our
21 community and vacancy and vacant areas, and it's
22 hard as a grown person to walk past some of these
23 places with the large empty spaces that are very
24 unkept so they're full of hazards, you know. And

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1 grown people tend to walk past them.

2 Our little kids love to play, and so our
3 issues -- the safety issue is not just about gangs,
4 it's about the fact that in our communities we have
5 a number of ex-offenders and registered and
6 unregistered sex offenders, and we don't know who
7 those people are. And certainly our kids don't.
8 And we have -- and this whole area, our kids are
9 already in fear. Our kids live in fear right now
10 if they're walking just one block to school.

11 I mean, I came to a meeting earlier this
12 evening, I wasn't even home, I got a call out the
13 blue. And I ran into some young men, they're all
14 post high school. And they're concerned about
15 school closings, how can this be happening.
16 Because they live in the streets, they know how bad
17 the streets are and how dangerous that's going to
18 be for our kids.

19 So as you talk about closing schools and
20 consider how you're going to create safe passage,
21 you have to think far beyond just a gang and
22 crossing gang territories. You have to think about
23 these kids are going to be walking, and who knows,
24 we know who they are, and I wouldn't now where my

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1 child is, although my child is a grown man. But
2 other children, and parents know who their children
3 are. But safe passage can only do so much as far
4 as I've observed it. It watches the kids down a
5 specific route, but there is a lot more to that
6 route and there ways in and out of schools and
7 areas that could just be harmful to our young
8 kids.

9 So I would hope that you look at this
10 issue about how these little kids are getting back
11 and forth to school. It's much larger of a problem
12 than just a gang issue.

13 Thank you.

14 MS. KAJIWARA-ANSAI: Thank you.

15 Our next speaker is Markesha Lacey. I'm
16 sorry if I didn't pronounce that correctly.

17 MARKESHA LACEY

18 Good evening. My son attends Dodge and he's in
19 second grade. He's been going to Dodge since
20 kindergarten, he started going to school at Dodge.
21 Also, I have a little brother and a little sister
22 that both graduated from Dodge within the recent
23 years.

24 And my son literally came home when the

32

1 letter was sent home, he came home and he cried to
2 me and he told me that he wanted to stay at Dodge,
3 he loved his school so much.

4 See, the thing that I don't think that
5 you guys understand is that Dodge is like a little
6 community. Everyone there knows my son, even
7 though he may be quiet, he may not speak a lot,
8 everyone knows everyone. My son, like my aunt said
9 earlier, I can walk him to school if I'm off work,
10 he lives right down the street. Children walking
11 down the street when they are walking with their
12 parents, they walk down the street and say, "Hi,
13 how are you doing this morning?" Everyone knows
14 each other.

15 So in order for you guys to just wake up
16 one morning and say, okay, we're going to co-locate
17 Dodge with another school, you guys are not
18 thinking about the children that are involved.
19 These children have already developed relationships
20 with each other. And also, the children at the
21 other school have already developed relationships
22 with each other.

23 Dodge is a school that houses, what, 400
24 or 355 students, and Morton -- no Dodge has 400 or

1 something students, and Morton has 300 and
2 something. So what you're thinking is to take a
3 school with 400 people at each school and combining
4 them together and packing them in one school to
5 make one school just to save money.

6 Saving money is not safe all the time.
7 That's not good. And I think that when you guys
8 develop the plan, you guys should think about the
9 people that's affected within these plans that you
10 guys create.

11 And that's all I have to say.

12 MS. KAJIWARA-ANSAI: Thank you.

13 Our next speaker is Sandra Brown. And it
14 says Flowers. Yes, could you say your name again
15 into the mic.

16 SANDRA MARTIN

17 My name is Sandra Martin, and I attended
18 public schools in Chicago west side from first
19 grade through high school. I went to Beiderman
20 from first to seventh grade. I was in the first
21 graduating class at Morton Upper Grade Center. I
22 see you're talking about that today, and Flowers is
23 my alma mater. I graduated from here.

24 Luckily, my kids were able to go to

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1 private schools. But I'm here as concerned citizen
2 and thinking about the distance these kids have to
3 travel. I know where Dodge is, and to have them
4 walk all the way over to Morton is out of the way.
5 It's too far. And just the way the community has
6 changed, it's just too much crime, too much danger,
7 and the children should be at the forefront, it's
8 got to be good for them.

9 And I did a walk-through, we did in
10 March, and Tilton last week to circle Maconey
11 (phonetic) is going to close, that's one they're
12 closing. It was ridiculous. We have a lot of
13 abandoned buildings, the sidewalks were full of
14 broken glass. We had to walk on the glass
15 ourselves in order to walk on the sidewalk.

16 So, I mean, someone needs to go through
17 these communities and look at them. And we know
18 you're not concerned with our children to expect
19 them to go through all of this. It's too much,
20 okay?

21 MS. KAJIWARA-ANSAI: Thank you.

22 Our next speaker is Natasha Wichols.

23 NATASHA WICHOLS

24 Good evening. Just a little background.

1 I'm a Chicago Public Schools -- a product of
2 Chicago Public Schools. I attended Bell School on
3 the north side a couple blocks up from Lane Tech, I
4 was in the gifted program there. And I also attend
5 Lincoln Park, the international baccalaureate
6 program, which is the highest program in the
7 Chicago Public Schools system that was in
8 development at the point in time.

9 My husband and I put our son in Dodge
10 the first year that it was opened, and we chose
11 Dodge because it was in our neighborhood and we
12 wanted to keep our son in our neighborhood. And,
13 you know, when I was in school I had to be bused
14 out for a better education.

15 Dodge is one of the schools that is
16 within the west side that has a very good program.
17 You know, it's selective enrollment, it has
18 produced children and testing levels, even though I
19 can't stand teaching to tests. When our children
20 are tested, they produce above and beyond what
21 people normally give for little brown-skinned
22 children in the first place.

23 We had a choice when we did put our son
24 in Dodge where we could have sent him to the

1 seventh and eighth grade program at Whitney Young
2 or Morgan Park or Kenwood, or I could have sent him
3 off to the gifted program. But I believe in Dodge
4 and I believe in what they're doing. And for you
5 to take that, already with the inconsistencies that
6 they have, you know, gone through this year with no
7 principal at all, no assistant principal, she had
8 to leave because there was no principal, and the
9 training program that they are under, you know,
10 won't allow her to stay there.

11 Then we have an interim principal, who is
12 fantastic and I work with, because I'm the
13 volunteer coordinator there, I'm over the Boxtops
14 for education program, I'm over the Scholastic Book
15 fare, I'm over the taffy apple sales. We are
16 involved parents, even though it's not reflected in
17 the place today.

18 There are people who care, there are
19 people who can't come because they live on the
20 south side. And because Dodge is a selective
21 enrollment school we can accept people from all
22 over the City.

23 What I'm not understanding is that in
24 the more affluent neighborhoods in Chicago, we're

1 not having any of this. There is no need for, you
2 know, public hall meetings because you're not
3 shutting down the Bells, you're not shutting down
4 the Disneys or the Wolcotts. Or, you know, any of
5 the other high-performing gifted program schools.
6 It's not being done.

7 I, as a student at Bell, would have
8 never worried about my school being shut down and
9 combined with another full school in general.
10 Having two different governing bodies within one
11 building is crazy to me. You wouldn't have the
12 President of the United States sharing his
13 presidency with a dictator from somewhere else.
14 And, you know, you shouldn't have two principals
15 trying to vie for control of a student bodies in
16 one building. It's counter-productive to me.

17 And as a parent of a seventh grader who
18 is dependent upon on this year's test scores and
19 grades and all of that other stuff in order to go
20 to high school, who has already had to deal with no
21 principal, teachers with low morale because of the
22 entire system that we have with CPS, which is
23 psycho, and all of that other stuff, and yet and
24 still he's continued to be on the honor roll every

1 single year since he's been at Dodge. That's not
2 because of just his teachers, it's because he has
3 concerned parents at home. Everybody is not coming
4 from a single-parent household. And if they are,
5 that single parent is not non-caring or out in the
6 streets clubbing or anything else like that.

7 We're not ignorant of the fact that
8 you're trying to take 300 students and squeeze them
9 into one school just because they have air
10 conditioning in every single class. Who cares?
11 They've been doing it at Dodge, and then driving
12 and going forth and earning the test scores that
13 you all put out. And earning, you know, the grades
14 that you all have put forth that they have to get
15 in order to be the best school in the City.
16 They're getting what they need.

17 And because they don't have 32 kids in a
18 classroom, and two classes are empty within the
19 building, it's under-utilized. Which is BS, you
20 know.

21 And I doubt that the people making the
22 decision, if their children were in classrooms that
23 were overcrowded, or their teachers were overworked
24 and had to do several days' worth of paperwork and

1 not really teach the class the way that they need
2 to, or if they weren't receiving the funding that
3 all the other schools in CPS, once again, in more
4 affluent neighborhoods, which I can speak to
5 because I went to two of them, and they are not
6 getting the money that they need, and, you know,
7 the attention that they need, only when something
8 goes wrong. I'm pretty sure that they would take
9 their students out, which they have, because you
10 have our Mayor whose children don't attend a public
11 school but speaks to what public school children
12 need in their lives. And his kids have never, ever
13 stepped a foot in a public school at all. It's
14 ridiculous.

15 You have people talking about what our
16 kids need, and they wouldn't dare come and spend a
17 day, or switch out. Let my kid go to Latin or Lab,
18 or, you know, any of those other schools. Let your
19 child come and have to deal with what our children
20 deal with on a daily basis.

21 You have the desire to fit in, which any
22 child goes through. And for some odd reason,
23 brown-skinned children get the short end of the
24 stick because, you know, stereotypically they don't

40

1 want to learn, or that's what society would like to
2 us believe. And, you know, we don't care about
3 education, even though you have some struggling
4 every single night in order to get their homework
5 done because they're taking care of, you know,
6 their younger siblings while their mom or dad are
7 working two or three jobs to make sure they keep
8 food on the table.

9 Let's talk to those children who come in
10 and they're there at 7:15 in the morning when my
11 son comes there, because that's the only time they
12 can get to school because that's the only time they
13 can get safe passage in the car that their parents
14 have to borrow in order to get there.

15 So now you want them to alter their work
16 schedule just because, you know, it's better for
17 the budget, and you all are saving \$1 million over
18 ten years, when your budget each year is! 1
19 billion, which I don't get that at all.

20 And, you know, it's not that we are
21 sitting here flying by the seat of our pants or
22 talking out of the side of our necks. I worked
23 with the Head Start program when my son was in Head
24 Start for three years. I saw that budget for Head

1 Start alone, you know. It's not small at all.
2 And you spend money to sit up in meetings
3 all day, and we've elongated the day, the CPS day,
4 with no recess. They have 20 minutes to eat lunch,
5 which to me sounded a lot like boot camp. And I
6 can speak to that, too, because I was in the Navy.
7 We had 20 minutes to eat. No talking. You can't
8 talk in class, you can't talk while you're at
9 lunch. If you're outside at recess, you can't be a
10 kid. You can't do anything. And yet you want them
11 to be able to act right in class.

12 And now you want to change up the way
13 that they go to school and who they have been with,
14 and put them in another school with a bunch of
15 other people. And you want them to assimilate,
16 because it's all about assimilation.

17 And, you know, you want us to sit back
18 and be quiet because we should be, and we should be
19 grateful that our children are getting a free
20 education and we should be grateful that, you know,
21 you all cared so much about our children. And I'm
22 pretty sure you're losing sleep at night, like we
23 do every single day, trying to make sure that our
24 kids get into the best high schools and go to

1 college, which I can also speak about because I
2 have a Biology degree from Carroll College in
3 Waukesha, Wisconsin.

4 Everybody's not sitting here and just
5 putting their children into Dodge or these schools
6 that you're closing or co-habiting because that's
7 the thing that we want to do. We have to do what's
8 right for our families.

9 And I keep hearing on the media that you
10 want to do what's right for our families. Come sit
11 with our families. Come see what we go through on
12 a daily basis in order to make sure that we have
13 what's right for our children.

14 Come stay up until 2:00 o'clock in the
15 morning with us and our children because their
16 homework load is so heavy with no books, and, you
17 know, you're trying to do your best. Come talk to
18 some of the teachers who give their cell phone
19 numbers out because they know that the children are
20 going to need it and need the help on the
21 weekends.

22 Come see, you know, how hard it is to get
23 dinner ready while you're talking to your child to
24 make sure that they understand whatever they're

1 going to do. Or go with them to the library --
2 because we don't do that apparently, you know. You
3 don't think that black parents do anything at
4 all -- and make sure that they have the right stuff
5 for research papers, make sure that they're doing
6 annotated bibliographies the right way. Make sure
7 for the science fair, which is late this year, our
8 children didn't get a chance to participate in the
9 science fair because, you know, we don't care about
10 any of that. Make sure that when they are doing
11 their research papers, that they are doing the
12 reviews of literature and their procedures and
13 everything the right way. And that we are not just
14 a lost cause, because we're not. We're not a lost
15 cause. We don't sit around and just send our kids
16 to school just because whatever.

17 Because I've lost faith in the Chicago
18 Public Schools system, I refuse to send my four
19 year old to a CPS school. We're home schooling.
20 We're home schooling. And it's not because I think
21 that I'm so much better, because I'm learning at
22 the same rate that she is, but I believe that I can
23 do a much better job right now than the CPS is
24 doing with my seventh grader.

1 You all are failing him. You're failing
2 300 and whatever odd children at Dodge, you're
3 failing the 6,000 students that are in the CPS
4 system right now. You are failing.

5 And just like you want to grade our
6 teachers on how many children they pass through in
7 a Cadillac-like manner, you know, just stamp the
8 level of approval so you all can get the money for
9 that seat and all that stuff, other stuff, you all
10 need to be graded, you know.

11 You want to save money? Cut your own
12 salaries. They're working hard, the teachers are
13 working hard enough. Their salaries are cut. Our
14 children aren't getting what they need. You're
15 talking about putting air conditioning, and now
16 you're going to have all these buildings that are
17 empty that are just going to call to the vagabonds,
18 whether they live in our neighborhoods or other
19 neighborhoods, and they are going to get full of
20 graffiti, they're going to become ugly. Unless
21 that's what you want because you want to knock it
22 down and move all of us out and build condos and
23 make sure that we don't live there anymore.

24 As a parent I'm frustrated. As a

1 parent, you all shouldn't let this go through.

2 And I understand that maybe we're talking
3 to the wrong people and you all are sitting here
4 taking the brunt of our frustration, and God bless
5 you for being able to do that.

6 But it's sickening. And it's really,
7 really disheartening, and it's disconcerting. And
8 it's just very depressing to know that in the year
9 2013 we still have to fight, like our ancestors
10 did, for what is rightfully ours. And that's
11 proper education, that's children that can sit in a
12 classroom comfortably, not be on top of each
13 other. That's teachers who don't have to pay so
14 much attention to all the paperwork that they have
15 to do and making sure that from day one they have
16 to teach to the ISATs test, which is a week's worth
17 of testing, because they're scared of losing their
18 jobs. We don't want that.

19 And once again, I would like to call to
20 the fact that none of the Bell schools are
21 closing. None of those north side schools, with
22 lots of money and lots of parent participation and
23 deep pockets and silent auctions and brick
24 buildings and huge auditoriums and different

1 gymnasiums in the auditorium. They're not
2 closing. They're not here. They are not out at
3 8:35 away from their children and making sure that,
4 you know, their husband can stay at home and
5 looking over four children, to come out and plead
6 the case about education.

7 This would be different if we were
8 pleading the case if we had a bunch of kids who
9 didn't care or parents who didn't care. And I can
10 understand failing classes and failing schools.
11 Dodge isn't one of them. So I'm still confused as
12 to why that one came on the radar in the first
13 place.

14 Thank you for listening.

15 MS. KAJIWARA-ANSAI: Thank you very much.

16 If there is anybody else that has not
17 signed up that would like to sign up, please do
18 so. If you are interested in speaking again, we
19 will limit it to two minutes.

20 MS. PEARSON: It's going to take me two
21 minutes.

22 MS. KAJIWARA-ANSAI: So Wendy Person.

23 WENDY PEARSON

24 I just want to reiterate something that

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1 the young lady just talked about. She talked about
2 the buildings. I want to talk about something that
3 I think most of the people in West Garfield are
4 already aware of.

5 There is a true factor that deals with
6 West Garfield and that deals with Lawndale.
7 Lawndale is an area on the west side of Chicago
8 that some of you may not be aware of. And the fact
9 is that Lawndale holds the most graystones in the
10 City of Chicago. The second area of the City of
11 Chicago that holds the second largest graystones is
12 West Garfield.

13 When she talked about properties and
14 communities, there have been some rapid changes
15 that have happened in those particular areas. And
16 it's starting to be shown, based on the
17 infrastructure and the infrastructure plan that
18 this new Mayor has for the City of Chicago.

19 If you look at what is happening on the
20 east end of Roosevelt Road from Western and
21 stopping at the viaduct coming across Campbell,
22 right around the area where King School is, there
23 are a bunch of condos. If you look at what's
24 happening now in West Garfield, you'll note that

1 we're starting to see a lot of bike trails. You'll
2 note that you're starting to see our lanes starting
3 to be decreased and turning into bike trails and
4 parking lots. I should say parking spaces.

5 So when she starts talking about
6 buildings and tearing down,

7 I see your one minute sign.

8 The tearing down. CPS is talking about
9 closing schools. You haven't sold any of the
10 buildings that you already have, and you're not
11 going to sell them. And you're not going to sell
12 any of these ones that you close down. The Mayor
13 has a bunch of businessmen to buy into his
14 infrastructure, and he's got your aldermen to vote
15 with him.

16 Just remember this: We know it's a land
17 grab, and we know that some of you that don't look
18 like us want us out of here. Bottom line is,
19 understand we're not going anywhere.

20 MS. KAJIWARA-ANSAI: Thank you.

21 Just a reminder that Friday night we will
22 be here 7:30 again, and that the public hearing is
23 April 29, 8:00 to 10:00 o'clock at 125 South Clark.

24 Is there anyone else that would like to

1 speak?

2 MS. LACEY: I have a question?

3 MS. KAJIWARA-ANSAI: Can you come to the mic.

4 We will take questions, but we are here to listen

5 tonight.

6 Do you want to put the question into the

7 record?

8 MS. LACEY: Okay.

9 MS. KAJIWARA-ANSAI: Your name again?

10 LAURENE LACEY

11 My name is Laurene Lacey. You said this

12 Friday night was in Dodge again, this coming

13 Friday?

14 MS. KAJIWARA-ANSAI: Yes, this Friday is about

15 Dodge and Morton.

16 MS. LACEY: I just want to know who makes --

17 whose made the decision to do all these movings,

18 closing the schools? Did the parents ever vote on

19 it?

20 MS. KAJIWARA-ANSAI: So we will answer that

21 question, and we are taking back all of the

22 transcripts and giving it to CPS. Thank you.

23 MS. LACEY: You're welcome.

24 MS. KAJIWARA-ANSAI: We thank you for coming

1 out tonight. As I said, we will be here again on
2 Friday for Dodge and Morton, as well as the public
3 hearing at 125 South Clark, April 29.

4 Thank you so much for coming out
5 tonight.

6 (Which were all the proceedings
7 heard or offered at the meeting
8 of said cause, ending at
9 8:47 p.m.)

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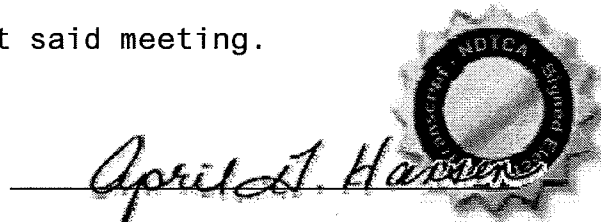
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April T. Hansen, being first duly sworn
on oath, says that she is a court reporter doing
business in the City of Chicago, and that she
reported in shorthand the proceedings of said
meeting, and that the foregoing is a true and
correct transcript of her shorthand notes so taken
as aforesaid, and contains the excerpts of
proceedings given at said meeting.


Certified Shorthand Reporter

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Community Meeting for Proposed Co-location of Dodge and Morton Elementary School

Location: Al Raby High School

Monday, April 8, 2013

CPS Staff in Attendance: Phil Hampton, Susan Kajiwar-Ansai, Wanda Washington, Amy Rome, AUSL, Pamela Price, Lionel Harris, Sherry Bushre', Allayna Ratliff, Rhonda Kimbrough, Elba Negron, Dora Turrubiates, Luretha Phillips, Stephen Long, Pedro Soto, Eric Washington, Chicago Police Department 11th district, Kenny Mixon, Marcus Brady and Mr. Marshall.

Brief Summary: Phil Hampton opened the meeting at 7:31pm and explained the nature and procedures for the meeting. He also gave dates and times for the next public meetings. He directed everyone's attention to the proposal handout explaining the information on each page. Mr. Hampton then turned the meeting over to the facilitator, Susan Kajiwar-Ansai. She gave procedures and time limits for the speakers. She also stated that if there is time remaining then community members are welcome to speak again.

Public Comment

Alderman Burnett

Alderman Burnett claimed that he was surprised because these two schools were not on the original list for actions. He opposed the proposal because safety was a significant concern for him. He felt the schools were not being treated the same as the other schools that are proposed to be closed. If the action were to happen, he felt the parents of students who attend the schools should be given priority in obtaining safe passage jobs. He proposed that the community can make money to better support their families and simultaneously keep the community safe. He was also concerned about the viaduct that obstructs students from walking to school.

Lisa Bark, Representative from Alderman Fioretti's Office

Ms. Bark has concerns around safety. She stated that Dodge has a beautiful facility and many of the alternative schools in the surrounding area are also slated for closing, so that doesn't leave the parents with options for their children. Spoke about the new CHA Housing that has already been approved for this area, so where are the students going that are moving into this area with so many of the schools closing. She stated that this is a done deal, so what is CPS plan for the additional families coming.

Morena Lacy, Dodge Parent

Ms. Lacy brought a student to show that it would be difficult for the student to walk to school unless escorted by some type of security representative. She was specifically concerned because she expressed that students are too small to walk to Morton. She also stated that this action affects parents who work and have to adjust their

schedules so that students can attend the school. They should not have to worry about the safety of their children and the safety of their job.

Wendy Pearson, Community Person

Ms. Pearson claimed that a CPS official has broken a law by living in Ohio breaking City Ordinance Codes. She also stated the salaries of those directly responsible. She addressed closings that seem to be aimed only at African American children. She spoke of an incident of a girl being raped and the need for CPS to take these violent crimes seriously. She expressed the need for decisions to be made from the community members at the onset. Pearson concluded and encouraged CPS officials to attend meetings and give concrete answers on the proposed action.

Wendy Pearson, 2nd speech

Ms. Pearson stated that West Garfield and Lawndale has the most grey stones, in the City of Chicago and noted the number of bike trails that have been added to these communities. She believes that the schools that will be closed will not be closed.

Ms. Wilson, Grandparent of Dodge Student

Ms. Wilson did not understand whether the teachers will remain and does not want her children to go through too much change. Ms Wilson opposed the action because Dodge should remain in the same location due to safety reasons.

Annette Brittin, Concerned Person

Ms. Brittin claimed that there is a safety issue with the many vacant lots and buildings and gangs are not the only problems.

Lacy Markesha, Dodge Parent

Ms. Markesha has a kindergartner who attends Dodge who was very disturbed because he didn't want to leave his school. She expressed that saving money is not a good thing all the time.

Lacy Markesha, 2nd speech

Ms. Lacy wanted to understand the process of who made the decision on the closings. She was opposed to this school action.

Sandra Brinson

Ms. Brinson stated that she attended many of the schools and CPS and believes that the crime is too dangerous if the action is carried out.

Natasha Nichols

Ms. Nichols was a product of CPS. She put her children in Dodge because she wanted to keep her child in the community. She didn't want her child to have to leave their community like she did. She believed that this process was not happening in the affluent areas. She stated that elected officials children have never attended public schools in CPS. She encouraged CPS officials to visit schools and provided an example in which teachers were always available to students by giving students their cell phone numbers. She also stated she has decided to home school her incoming kinder gardener because she has lost faith in CPS. She believed that CPS officials should reduce their salaries in order to save money.

CHICAGO PUBLIC SCHOOLS
FOR THE PROPOSED CO-LOCATION OF
DODGE ELEMENTARY SCHOOL
AND
MORTON ELEMENTARY SCHOOL
PUBLIC HEARING

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled held on Friday, April 12, 2013,
at Al Raby High School, 3545 West Fulton Boulevard,
Chicago, Illinois, commencing at 7:30 o'clock p.m.

CPS STAFF MEMBERS PRESENT:

Lionel Harris, Logistics
Phillip Hampton, Co-Facilitator
Susan Kajiwara-Ansai, Co-Facilitator
Rafael Rivera, Timekeeper
Phyllis Jones, Notetaker

ALSO PRESENT:

Commander Melissa Staples, CPD
Alex Cachinero, Spanish Interpreter

Reported by: Angie Hatzopoulos, RPR, CSR

License No.: 084-004231

1	SPEAKERS:	PAGE
2	Mechelle Moore	8
3	Brittany Page	11, 13
4	Shomari Nicholes	13
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1 MR. HAMPTON: Good evening, everyone. My name
2 is Phillip Hampton. I'm Chicago Public Schools'
3 chief of family and community engagement. I'm here
4 with Susan Kajiwarra-Ansai who is our officer of
5 professional learning. We're here for the
6 Dodge/Morton recommendation.

7 It is few minutes after 7:30 and there
8 are -- the Dodge Elementary and Morton Elementary
9 recommendation. It is a few minutes after 7:30.
10 There are no attendees at the meeting currently.
11 The meeting is officially open. We will give an
12 overview once we have attendees participating.
13 Until that time, we will suspend the meeting at
14 this time.

15 (A short break was taken.)

16 MR. HAMPTON: So, again, good evening,
17 everyone. Thank you for those that attended the
18 first meeting and welcome to those who may be
19 attending for the first time. The purpose of this
20 meeting is the same as the first, to listen to the
21 community. This includes individuals who did not
22 speak as well as those who would like to share
23 additional thoughts.

24 Before we go further into the meeting, I'd

1 like to ask our Spanish interpreter, Alex, if he
2 could come forward.

3 MR. CACHINERO: Good evening. My name is Alex
4 Cachinero. I'm here as the interpreter and for
5 people who need Spanish translation this evening.
6 If there is anybody who needs Spanish translation,
7 I will be asking them to pay attention to my hand
8 signals.

9 The first one is this for people to raise
10 their voices, the second is like this for people to
11 slow down, and the third one is like this to ask
12 people to stop what they're saying for me to
13 translate it. I will be sitting by the door the
14 entire evening. So if there's somebody who needs
15 interpreting services, they can come to me right by
16 the door.

17 (Whereupon, Mr. Cachinero translated
18 his presentation into Spanish.)

19 MR. HAMPTON: Thank you, Alex.

20 Again, I'm Phil Hampton, chief of family
21 and community engagement. To my right is our
22 officer of professional learning, Susan
23 Kajiwarana-Ansai. We welcome you to this meeting.
24 We are here on behalf of Barbara Byrd-Bennett in

1 facilitating this evening's meeting.

2 This is the second of three meetings
3 before a Board of Education vote. The third
4 meeting is a public hearing which will be held
5 Monday, April 29th at our Chicago CPS headquarters,
6 125 South Clark. That's 8:00 p.m. to 10:00 p.m.
7 That's Monday, April 27th -- I'm sorry, April 29th,
8 8:00 p.m. to 10:00 p.m., 125 South Clark.

9 The purpose of this meeting to is to allow
10 CPS CEO Barbara Byrd-Bennett and the Board office
11 to hear from those in attendance this evening about
12 the proposal under discussion.

13 We have a court reporter who is Angie
14 seated to my right, and we also have a notetaker,
15 Ms. Phyllis Jones, which is to my left who will
16 record what is said tonight. This will be taken
17 back to the CEO and to the Board. They will review
18 the notes and documentation from tonight's meeting.
19 A summary will also be available on line at
20 www.cps.edu/qualityschools.

21 We have been gathering questions from
22 these meetings and are preparing responses. Before
23 the public hearings start next week, you will again
24 be able to review those responses at the

1 aforementioned web site, cps.edu/qualityschools.

2 We would also like to share that there has
3 been a common concern at all the meetings around
4 safety and that we want to provide some additional
5 and specific information regarding safety and
6 security. That information is as follows:

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

13 Every welcoming school will receive new or
14 upgraded school safety supports such as alarms and
15 entry screening equipment. CPS will hold ongoing
16 parent and student engagement forums in welcoming
17 schools to gather feedback for school-based safety
18 plans.

19 In addition, we are partnering with CPD to
20 perform checks of safe passage routes with the
21 Department of Buildings, Streets and Sanitation,
22 Department of Transportation to identify abandoned
23 buildings, potholes, and cracked sidewalks that
24 need to be addressed so that children have a safe

1 walk to and from schools.

2 This is our second meeting before the
3 Board votes. I want to reiterate again that the
4 public hearing, which is the last meeting, is
5 Monday, April 29th, 8:00 to 10:00 p.m., 125 South
6 Clark.

7 I want to remind you that a handout is
8 available for those who have not received
9 information on the proposed action. On the front
10 page of the handout is specific information
11 relative to safety and security. It talks about
12 some -- as a result of the co-location, some of the
13 upgrades that will take place at the welcoming
14 school. It also talks about upgrades of the
15 overall learning environment.

16 On the back of the document, it gives
17 additional information about a customized safety
18 plan and what will be provided for students in
19 terms of social/emotional needs. It also gives you
20 two telephone numbers if you have questions with
21 regards to diverse learners and also English
22 language learners.

23 So at this time I'd like to turn the
24 meeting over to Susan to begin the public speaking

1 portion of the meeting. Thank you.

2 MS. KAJIWARA-ANSAI: Welcome, everybody. We
3 are going to begin the speakers' portion of the
4 night, this night's meeting. Before I call the
5 first speaker, I just want to mention that all the
6 summary notes for tonight's meeting as well the
7 meeting that was held on Monday will be found on
8 the cps.edu web site. In fact, the summary notes
9 from Monday are already posted.

10 So our first speaker tonight is Mechelle
11 Moore. Ms. Moore, when you come, spell your first
12 and last name and tell us your affiliation with the
13 school.

14 MS. MOORE: My name is Mechelle Moore,
15 M-e-c-h-e-l-l-e, M-o-o-r-e.

16 I have a son that's in the 7th grade that
17 attends Dodge. I hear a lot of talk about the
18 safety of the children as well as the families that
19 will be transporting the children. I do
20 understand. I do get it.

21 When I read the letter and as I'm
22 listening, I'm not sure how to take all the
23 security. Am I supposed to be comforted or am I
24 supposed to be alarmed. My child does not have to

1 worry about so much security right now. My family
2 doesn't have to worry about so much security right
3 now when they are attending the school to pick up
4 my son.

5 First Lady Michelle Obama was here, and
6 her concern was the teen violence. I thought about
7 that, and I thought about how we are closing the
8 schools and cramming our kids into classrooms that
9 will overwork the teachers as well, which would
10 also lead to children being overlooked.

11 These are our future. We need to keep our
12 children aware of the streets and education. My
13 concern is the teen violence and also teen
14 pregnancy because once you get crowded in the
15 school systems, the system I think kind of fails
16 along with the education. They won't have the
17 confidence of their education to continue to move
18 forward.

19 If we close the schools to save a dime, is
20 that going to help the teen violence? Is it going
21 to help the teen pregnancy? I don't think that it
22 will. So I think we also need to look at -- not
23 also trying to save a dime but help make our future
24 kids who are our future to feel more confidence

1 with their education to continue to go forward so
2 we can lessen teen violence and lessen teen
3 pregnancies. Thank you.

4 MS. KAJIWARA-ANSAI: Thank you, Ms. Moore.

5 Currently, we do not have any other
6 speakers at the time.

7 MR. HAMPTON: For the record Sergeant Ray
8 Ramirez from the 12th district is here representing
9 Chicago Police Department for the meeting.

10 (A short break was taken.)

11 MR. HAMPTON: I'd like to add a correction for
12 the record. Commander Melissa Staples is here,
13 commander of the 12th district. She will be here
14 for the remainder of the meeting.

15 MS. KAJIWARA-ANSAI: We will leave the
16 registration open until 8:30. So if there's
17 anybody interested in speaking, please sign up. We
18 will be keeping the registration open until 8:30.

19 (A short break was taken.)

20 MS. KAJIWARA-ANSAI: If you are interested in
21 speaking, please sign up at the registration table
22 when you first entered and put your name down on
23 the speakers list.

24 Our next speaker is Brittany Page.

10

1 Can you spell your first and last name for
2 us and tell us your affiliation with the school.

3 MS. PAGE: B-r-i-t-t-a-n-y, P-a-g-e. I'm a
4 parent of two Dodge students. My question that I
5 would have -- well, I didn't know that Dodge was on
6 the list to be closed. When they sent that letter
7 home, it was kind of a surprise to me.

8 That same night when I got the letter, I
9 drove to Morton to see the path that if my kids
10 were to go to that school, the way they would be
11 walking. It was kind of far, and what instantly
12 popped in my mind was how are these other
13 parents -- well, how are these other students going
14 to get to school, the ones that walk? That's kind
15 of a far distance. It's over a mile and a half
16 walking for the kids.

17 I'm sorry. I'm so nervous. I don't know
18 why.

19 It was kind of a mile and a half of a walk
20 to get to school. I took Washington down to
21 California and California over to Troy. So it's
22 not safe what I did. See, there was a lot right
23 next to Morton that was kind of, like, iffy, too.

24 So my question will be to them will they

1 offer transportation, like bus service, for the
2 kids that attend Dodge to go to Morton. I thought
3 I had something else. I think that was it. It was
4 just the transportation issue. So thanks.

5 MS. KAJIWARA-ANSAI: Thank you. So I'd like to
6 reviews a couple of numbers that you can use. One
7 is if there are questions when you leave tonight,
8 311, they will answer questions there. We have
9 been putting a lot of documentation on our
10 cps.edu/qualityschools web site. So you could also
11 visit there.

12 On the back of the handout, we also gave
13 you some telephone numbers for particular
14 scenarios. So if you're interested in receiving
15 information about students, English language
16 learners, it's on the back as well as students in
17 temporary living situations. So do visit that as
18 well as look at those phone numbers.

19 A reminder that the public hearing will be
20 held on Monday, April 29th, from 8:00 o'clock to
21 10:00 o'clock p.m. at 125 South Clark.

22 We have about 30 minutes left that's open
23 for registration so that you could speak.

24 Ms. Brittany Page is going to -- is our

1 next speaker.

2 MS. PAGE: I had another question as well.

3 Like I said, I didn't know that Dodge was on the
4 list to be closed. And then when I got the letter,
5 they said a co-location into Morton. What will
6 they do to the building if they're closing Dodge
7 down? Why are they closing it down without giving
8 us fair warning like Victor Herbert had warnings
9 and letters sent home or just being on that list,
10 period?

11 Like I said, I didn't see Dodge on the
12 list, and I work at the Boys & Girls Club. So I
13 know it was going to affect Victor Herbert. So we
14 were trying to figure out how we could get more
15 kids to the club. That was kind of like we knew
16 what to expect. But with the co-location, I just
17 don't see what was going to happen with the
18 building. That was it. Now that's it. That's it.

19 MS. KAJIWARA-ANSAI: Thank you, Ms. Page.

20 Our next speaker is Shomari Nicholes.

21 Could you spell your first and last name
22 for the court reporter so she can enter it and then
23 tell us your affiliation at the school.

24 MR. NICHOLLES: My name is Shomari Nicholes,

13

1 S-h-o-m-a-r-i. My last name is N-i-c-h-o-l-e-s.

2 My son is in 7th grade at Dodge

3 Renaissance Academy currently.

4 So, obviously, the decision to combine
5 both Dodge Elementary and Morton Elementary is
6 pending approval based on this forum here. And by
7 the lack of turnout, I think a lot of the parents
8 and staff and helpers at the school automatically
9 think it's a done deal.

10 I would suggest that we rethink the
11 decision to combine the campuses for a couple
12 different reasons. Most importantly is that the
13 majority of the time that we combine campuses, that
14 we re-allocate resource space at an existing campus
15 is to diversify the campus. This would not be
16 doing that.

17 You've got two AUSL programs housed in the
18 same school building. The same building is not
19 diversity. It doesn't give the parents extra
20 options. It's the same thing split in two for no
21 reason. It's inefficient.

22 I really don't need to go into detail
23 about why it's inefficient. It's inefficient to
24 take what works for one and then split it into two,

1 but it never gives the parents more options. There
2 is no benefit to it other than we smash these kids
3 together and not give them enough space.

4 Having said that, my son, his class would
5 be the first class that would have gone through the
6 Dodge program from its re-opening back in '03, back
7 in 2003, for preschool, three-year-old preschool,
8 to the next year will be 8th grade.

9 Steadily we have seen test scores rise.
10 We have seen successes across academic
11 achievements. At Dodge, AUSL programs, fantastic
12 re-shifting, closing the school down, kind of
13 re-branding it, breathing new life into that under
14 obviously the Daley regime and the different things
15 that we did then. It was a great idea, fantastic.
16 It works. It's been working.

17 One of the actuary tables we ran to
18 determine which campuses needed to close, which
19 schools needed to be dismissed or combined or
20 re-utilized, repurposed, I am failing to see the
21 reasoning behind looking at a successful model and
22 saying for some reason we need to make it more
23 inefficient by smashing into a school that it
24 doesn't need to be smashed into.

1 If the only idea -- the only viable idea
2 I've heard so far is the teacher-to-student ratio.
3 It can't be based on test scores. It's not based
4 on academic achievement. It's on the upswing.
5 Every year it's a different milestone that we hit.
6 Success. We've been doing it. Everything has been
7 working out.

8 We got more parent involvement. She is an
9 example of that and the different things we've been
10 able to do at the location where we're at, getting
11 more involvement of the community with the school.
12 We do it every year trying to get people in the
13 community to come out and kind of embrace Dodge,
14 and it's been working.

15 So whatever actuary table you ran or
16 whatever algorithm you ran to say, all right,
17 here's a factor of the test scores, here's a factor
18 of the occupancy, here's a factor of neighborhood
19 gentrification, whatever would be the different
20 elements we use to then stuff into a model and spit
21 out a result, I fail to see the -- again, the only
22 viable thing I've heard is, well, the
23 teacher-to-student ratio is 25 or 26 to one and
24 we'd like it to be one to 30 or whatever this

1 arbitrary, out-of-the-air number we like to pick.

2 If that's the only reason, then we missed
3 the point. If that's the only thing we can look at
4 to say this needs to be made efficient, right off
5 the bat make it more inefficient is a ridiculous
6 idea. Now we're wasting money.

7 Well, we save it because, hey, we got --
8 we don't have to pay for this big building, heating
9 and lights and all that jazz, but what you do is
10 you smash these kids into this one space not
11 understanding that the model works so good right
12 now.

13 Like I said, my son's class, next year is
14 8th grade, and we can look at the test scores year
15 after year. He's doing stuff now that -- I tell my
16 wife all the time he's doing stuff now, he's
17 learning stuff. He's getting algebra in 5th grade.
18 I didn't get that until 9th grade.

19 Everything is working. This is a model
20 for CPS. It should be a school that you look at
21 and say, hey, you know what, the idea about taking
22 this school, shutting it down, and re-branding it,
23 breathing new life into it, giving it a new model,
24 we hit a sweet spot. We hit a gold mine, two

1 thumbs up.

2 Now to say, oh, we're not going to finish
3 it through, we're one year away from watching a
4 full generation come through. To say, oh, yeah,
5 forget it, we got a new mayor, we got a new CEO, so
6 we'll smash them and then we'll do something else
7 with this building which I'm positive will probably
8 build a charter school.

9 I don't know anything about the details of
10 Beidler. I don't know about the details of the
11 Morton campus. I know they split it from the urban
12 track school. I don't know what you all are doing
13 with those schools. I have no details about those.

14 But Dodge has been a pillar. It's been an
15 example of allocating resources, putting in the
16 right effort to work. It's a model. You've done a
17 great job. Why destroy it for no reason other than
18 the classroom is not as large as we'd like it? It
19 just doesn't make sense to me.

20 So on behalf of all the parents that are
21 not here who I believe might be a bit atrophied and
22 wishing and hoping that the right thing happens and
23 obviously getting the opposite result, hoping that
24 the right things will be done by them and getting

18

1 the opposite result, I think that when they heard
2 about the sweeping changes, they automatically
3 said, here we go again, here we go again.

4 I'm not even going to talk because they're
5 not going to listen anyway. My wife and I -- my
6 wife was at the first meeting. I had to work. I
7 am here now, and I'm hoping that you don't look at
8 the empty seats and say, oh, well, they don't care.
9 We care. We're there.

10 My wife is a perfect example of what
11 parent involvement is at the school, running book
12 fairs. She ran the parent committee at the school.
13 She is in there in the trenches with the
14 administration and the teachers. We've got a great
15 working relationship with them.

16 Alderman Fioretti, he's involved with some
17 of the stuff we were doing. The fair that we do at
18 the end of the year is gaining traction. We're
19 trying to send the 8th graders next year for a trip
20 out of state. They don't have an 8th grade trip
21 right now.

22 We're building this. And to watch it
23 crash and burn, which is exactly what it will do
24 because, again, you've got two AUSL schools. You

1 don't need two AUSL schools in one building. It
2 makes no sense. It makes no sense. There is no
3 diversity. It's inefficient, again, for lack of a
4 better term. I keep repeating myself here, but
5 it's inefficient.

6 To do that, to take what has been
7 successful and to throw it in the garbage
8 essentially because it's not going to last that
9 long. You're not going to keep it in that one
10 building because what's the point? You got two of
11 the same thing. You don't need two of the same
12 thing.

13 So one is eventually going to have to go.
14 It's already Morton. Guess which one is going to
15 go? It's going to be Dodge. So to take something
16 that you've done correctly and then wash your hands
17 of it before you finish the generational
18 achievement, again, first preschool to then
19 8th grade, is ridiculous to me. Thank you.

20 MS. KAJIWARA-ANSAI: Thank you, Mr. Nicholes.

21 I just want to reiterate that on the
22 web site the summary of the notes from Monday night
23 have already been posted, and then the ones from
24 tonight will also be posted, and those are being

1 read by Barbara Byrd-Bennett and our Board.

2 Also, if there are any other questions
3 past tonight, 311. Also, take a look at the
4 cps.edu/qualityschools for more information. There
5 are phone numbers also listed. I also want to
6 highlight the public hearing at Central Office,
7 125 South Clark, that is April 29th from
8 8:00 o'clock to 10:00 o'clock at 125 South Clark.

9 We have about five minutes left for anyone
10 to sign up to speak tonight.

11 There are two community meetings. Tonight
12 is that second one. The third meeting will be the
13 public hearing.

14 MR. HAMPTON: One point of information that we
15 can provide relative to the public hearing is that
16 the hearing will have an independent hearing
17 officer which will hear all the testimony from the
18 public.

19 MS. KAJIWARA-ANSAI: At this time, I would like
20 to invite anyone else who would like to speak to
21 please see Mr. Harris.

22 It is 8:30, and there are no additional
23 speakers tonight. So we will be concluding our
24 meeting tonight. We would like to thank everyone

21

1 for coming tonight and sharing their thoughts and
2 entering it into the record. Have a good evening.

3 (Whereupon, which were all
4 the proceedings had in the
5 above-entitled cause on
6 said date.)

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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF COOK)
4

5 Angie Hatzopoulos, being first duly sworn,
6 on oath says that she is a court reporter doing
7 business in the City of Chicago and that she
8 reported in shorthand the proceedings of said
9 meeting and that the foregoing is a true and
10 correct transcript of her shorthand notes so taken
11 as aforesaid and contains the proceedings given at
12 said meeting.



15 *Angie Hatzopoulos*
16 Certified Shorthand Reporter
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18
19
20
21
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24

A	3:10,12 attending 3:19 9:3 attends 8:17 attention 4:7 AUSL 14:17 15:11 19:24 20:1 automatically 14:8 19:2 available 5:19 7:8 aware 9:12	call 8:4 campus 14:14,15 18:11 campuses 14:11,13 15:18 care 19:8,9 cause 22:5 Central 21:6 CEO 5:10,17 18:5 Certified 23:15 changes 19:2 charter 18:8 checks 6:20 Chicago 1:1,11 3:2 5:5 10:9 23:7 chief 3:3 4:20 child 8:24 children 6:8,24 8:18,19 9:10 9:12 City 23:7 Clark 5:6,8 7:6 12:21 21:7 21:8 class 15:4,5 17:13 classroom 18:18 classrooms 9:8 close 9:19 15:18 closed 11:6 13:4 closing 9:7 13:6,7 15:12 club 13:12,15 combine 14:4,11,13 combined 15:19 come 4:2,15 8:11 16:13 18:4 comforted 8:23 coming 22:1 commander 1:20 10:12,13 commencing 1:11 committee 19:12 common 6:3 community 3:3,21 4:21 16:11,13 21:11 concern 6:3 9:6,13 concluding 21:23 confidence 9:17,24 contains 23:11 continue	9:17 10:1 correct 23:10 correction 10:11 correctly 20:16 COUNTY 23:3 couple 12:6 14:11 court 5:13 13:22 23:6 Co-Facilitator 1:15,16 co-location 1:2 7:12 13:5,16 CPD 1:20 6:19 CPS 1:13 5:5,10 6:15 17:20 cps.edu 8:8 cps.edu/qualitysch... 6:1 12:10 21:4 cracked 6:23 cramming 9:8 crash 19:23 crowded 9:14 CSR 1:23 currently 3:10 10:5 14:3 customized 7:17	5:18 12:9 Dodge 1:3 3:8 8:17 11:4,5 12:2 13:3,6,11 14:2,5 15:6,11 16:13 18:14 20:15 Dodge/Morton 3:6 doing 14:16 16:6 17:15,16 18:12 19:17 23:6 door 4:13,16 drove 11:9 duly 23:5	16:21 failing 15:20 fails 9:15 fair 13:8 19:17 fairs 19:12 families 8:18 family 3:3 4:20 9:1 fantastic 15:11,15 far 11:11,15 16:2 feedback 6:17 feel 9:24 figure 13:14 finalized 6:9 finish 18:2 20:17 Fioretti 19:16 first 3:18,19,20 4:9 8:5,10 8:11 9:5 10:22 11:1 13:21 15:5 19:6 20:18 23:5 five 21:9 follow 6:11 follows 6:6 foregoing 23:9 forget 18:5 forum 14:6 forums 6:16 forward 4:2 9:18 10:1 found 8:7 Friday 1:9 front 7:9 full 18:4 Fulton 1:10 further 3:24 future 9:11,23,24	
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Community Meetings on the Proposal to Co-locate Dodge and Morton Elementary Schools

Location: Al Raby HS, 3545 W. Fulton

April 12, 2013; 7:30 to 9:30 pm

CPS Staff in Attendance:

Phil Hampton, Susan Kajiwar-Ansai, Wanda Washington, Pamela Price, Cussandra Gillespie, Rhonda Kimbrough, Brenda Howell, Ethan Sinnema, Nanzi Flores, Rafael Rivera-Timekeeper, Stephen Long, Liz Utrip-IGA

CPS Presentation – Meeting opened at 7:30:

Phil Hampton introduced all CPS staff and explained roles and responsibilities. He called attention to the CPS Handout and explained information on each page. Mr. Hampton then announced dates and times of the next set of meetings, as well as, website information where transcripts can be found. Finally, he read the actions that will take place for each welcoming school as an answer to the many questions concerning safety. He turned the meeting over to the speaker facilitator.

Brief Summary:

The purpose of this community meeting was to discuss the proposal to co-locate Dodge and Morton Elementary Schools in accordance with 105 ILCS 5/34-230. An overview of the proposal was presented and the meeting rules and procedures were explained. There were 15 attendees present at the meeting. The meeting was then opened for public comment. The speaker comments focused on a variety of topics including:

- Concern over safety between the two schools and commute to the new facility
- Anticipated overcrowding to take place at the new facility
- Frustrated that CPS is focused on cost savings over students well-being and academic learning
- Claims that students would have to walk over 1.5 miles to get to school and questioned whether transportation would be provided
- Questioned what would happen to the Dodge building once it is closed
- Claims that CPS is making decisions without the community and people they serve. "This is a done deal"

Meeting concluded at 8:30 pm, as there were no additional speakers.

CHICAGO PUBLIC SCHOOLS

Public Hearing to Consider:

Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

Statement of Patrick Payne, Portfolio Planner for Chicago Public Schools

April 29, 2013

Good evening, Your Honor. My name is Patrick Payne, and I am a Portfolio Planner for the Chicago Public Schools. I have been in this position since March of 2012. As a Portfolio Planner, I manage strategic planning to improve the utilization of CPS facilities. Prior to becoming a Portfolio Planner, I worked as an analyst for Wells Fargo and a strategy consultant. I have a Bachelor of Science from Drake University and a Masters of Business Administration from the University of Chicago, Booth School of Business.

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 431 North Troy Street facility with respect to the proposal to co-locate Dodge with Morton.

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, Patricia Taylor, will discuss the second factor.

Morton is currently located at 431 North Troy Street. Morton is an elementary school that currently serves approximately 355 students in grades Kindergarten through 8th including their Pre-kindergarten program.

Dodge is currently located at 2651 West Washington Boulevard. Dodge is an elementary school that serves approximately 433 students in grades Kindergarten through 8th including their Prekindergarten program.

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 1.

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. Finally the enrollment efficiency range is plus or minus 20 percent of 900, which is 720-1080.

There are 34 total classrooms within the 431 North Troy Street facility. Approximately 76% of this number is 26, the number of allotted homerooms. This number multiplied by 30 yields the ideal enrollment of the facility, which is 780. As such, the enrollment efficiency range of the 431 North Troy Street facility is 624-936 students.

The enrollment of Dodge is currently 433. Combining this number with the number of students at Morton will result in a little over 788 students attending school at the 431 North Troy facility. Further, the projected enrollment of Dodge for the 2013-2014 school year is 431 and the projected enrollment for Morton for next year is 376. The combination of these two numbers is 807, within 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 17 classrooms would be assigned to Dodge, approximately 15 classrooms would be assigned to Morton; and approximately 2 classrooms will be shared by both schools.

The number of classrooms assigned to Dodge, 17 plus the shared use of 2, is more than sufficient to accommodate its enrollment going forward and the number of classrooms assigned to Morton, 15 plus the shared use of 2, is also more than sufficient to accommodate its enrollment going forward.

You will next hear from my colleague, Patricia Taylor, 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 Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

Statement of Patricia Taylor

April 29, 2013

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

The Chief Executive Officer or CEO has asked me to appear before you today at this hearing to convey to you, and to the parents, staff members and local school council members, as well as interested members of the public in attendance, information relevant to the proposal to co-locate Morton Elementary and Dodge Elementary.

As stated in the Board's 2005 Shared Facility Policy, which is included in your exhibit binder at tab 12, 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 Patrick Payne, who has explained that the 431 North Troy facility is not being utilized to its full capacity. I will now speak about how the 431 North Troy facility can support the academic programming of both Morton Elementary and Dodge Elementary.

Facility Description

Morton Elementary is located in Chicago's Northwest Side at 431 North Troy Street. A copy of this slide presentation that is being shown is located in your binder at tab 22. The facility was originally constructed in 1964. The current main entrance to the facility is on Troy Street. Staff and visitor parking are located along Troy Street and at the south side of the facility. The site also includes a playground and grassy outdoor area directly to the east of the building.

The facility is made up of two distinct but connected components: one 4-story structure on the north side of the site that houses the majority of the classrooms, the main office and the library, and a one-story structure to the south that contains the pre-kindergarten classrooms, lunchroom, gymnasium and the auditorium. There are 2 art/science labs on the first floor in one-story structure and 2 on the second floor of the 4-story structure. Additionally, there is a computer lab on both the second and third floors of this larger structure.

Proposed Allocation of Space

The 431 North Troy facility has sufficient space to accommodate the needs of both Morton Elementary and Dodge Elementary for academic courses, lunch, physical education, administrative offices, and other programming. If this proposal is approved, a specific memorandum of understanding or MOU to allocate space between the two schools will be

drafted in accordance with the Board's 2005 Shared Facility Policy. At this time, I will outline our recommendation as to how these two schools can allocate the space to ensure that the needs of both schools are met. Our recommendation for the allocation of space can be seen in the next four slides. You will see that, as the legend shows, proposed Morton Elementary space is in light brown, proposed Dodge Elementary space is in blue and shared space is shown in red.

I understand that Morton Elementary needs a total of 15 classrooms and that Dodge Elementary needs a total of 17 classrooms. To fulfill this need, Morton Elementary could use two classrooms and an administrative space on the first floor, 3 classrooms, including one sci/art lab on the 2nd floor, and 10 classrooms on the 3rd floor. To fulfill Dodge's need, Dodge Elementary could use one classroom and one administrative space on the 1st floor, 6 classrooms, including one sci/art lab, on the 2nd floor, and 10 classrooms on the 4th floor. Two remaining sci/art labs on the first floor will be shared between the two schools.

Both schools will need administrative office space. The two schools could split the cluster of approximately 12 administrative spaces on the 1st floor of the main building, to use for main office administrative purposes.

Both schools need to maintain separate school identities while still sharing certain common areas, so we have identified separate entrances to the facility. Morton Elementary could continue to use their existing main entrance. Dodge Elementary could then use the entrance located on the north side of the building.

Lastly, vertical mobility will also be controlled from floor to floor. Morton Elementary could use the stairway located next to their proposed main office space, while Dodge Elementary could use the stairway located at their proposed main entrance.

To meet other needs of these two schools, we propose that the two schools share the library, lunchroom, gymnasium and auditorium. Additionally, the two schools could share use of the exterior playground and grassy field to the east. The specific details of how these facilities will be used and scheduled between schools, will 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 431 North Troy facility for the benefit of all Morton and Dodge Elementary students and staff:

- Provide signage identifying the newly allocated locations of each school
- Split parking lot into two, equally sized sections for the two schools, with corresponding signage
- Provide technology enhancements to ensure the safety of students and staff, as needed
- Provide window A/C units for all classrooms
- Provide new separated telecom/intercom system for the incoming Dodge school

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




The Department of Operations anticipates that these improvements will cost approximately \$1.6 million.

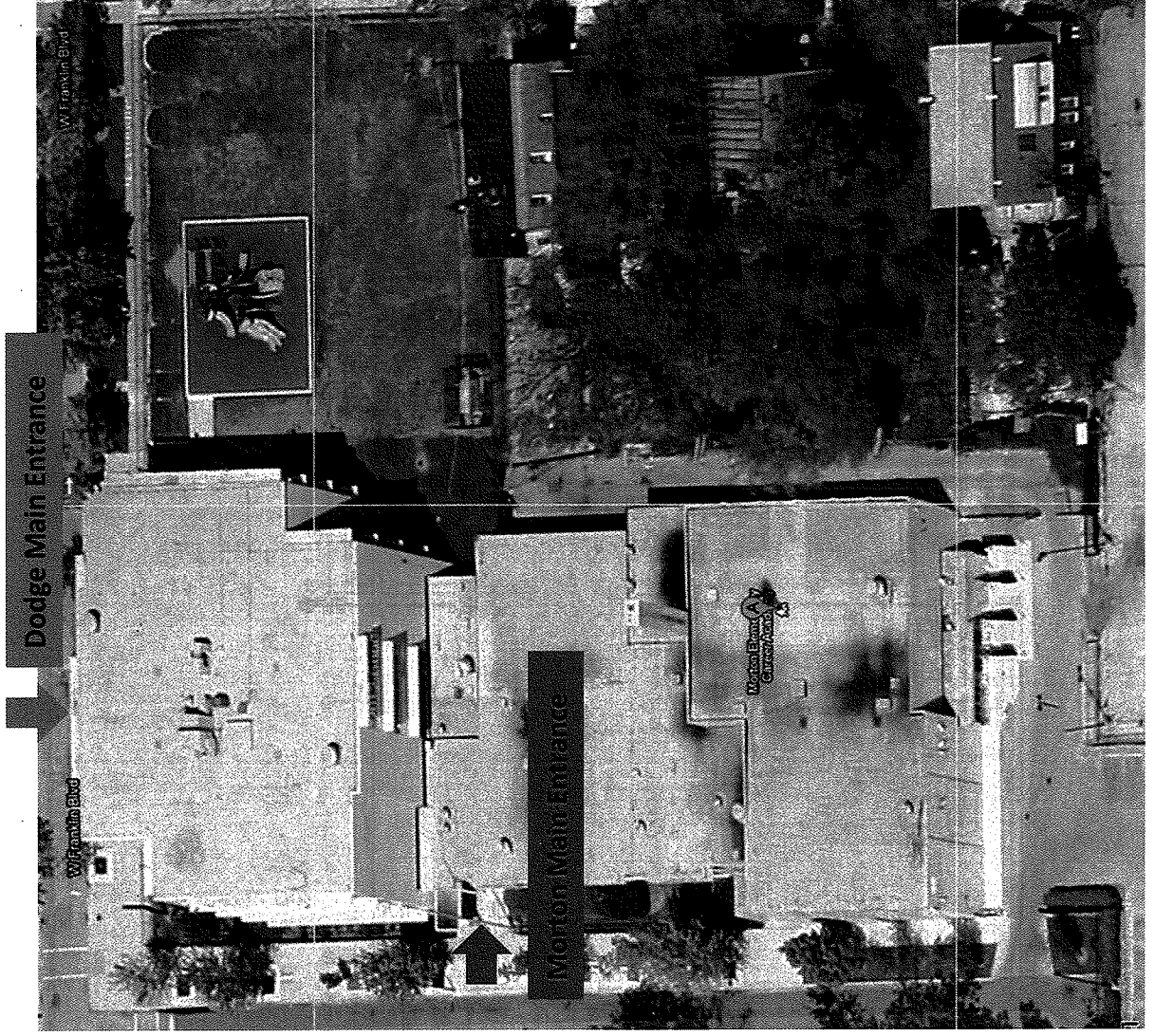
To conclude, these two schools can fit within the 431 North Troy facility and if this co-location is approved by the Board, CPS will work to develop a Memorandum of Understanding that outlines all dedicated and shared spaces.

Thank you Your Honor. This concludes my statement.

Morton School of Excellence/Dodge Elementary Renaissance Academy

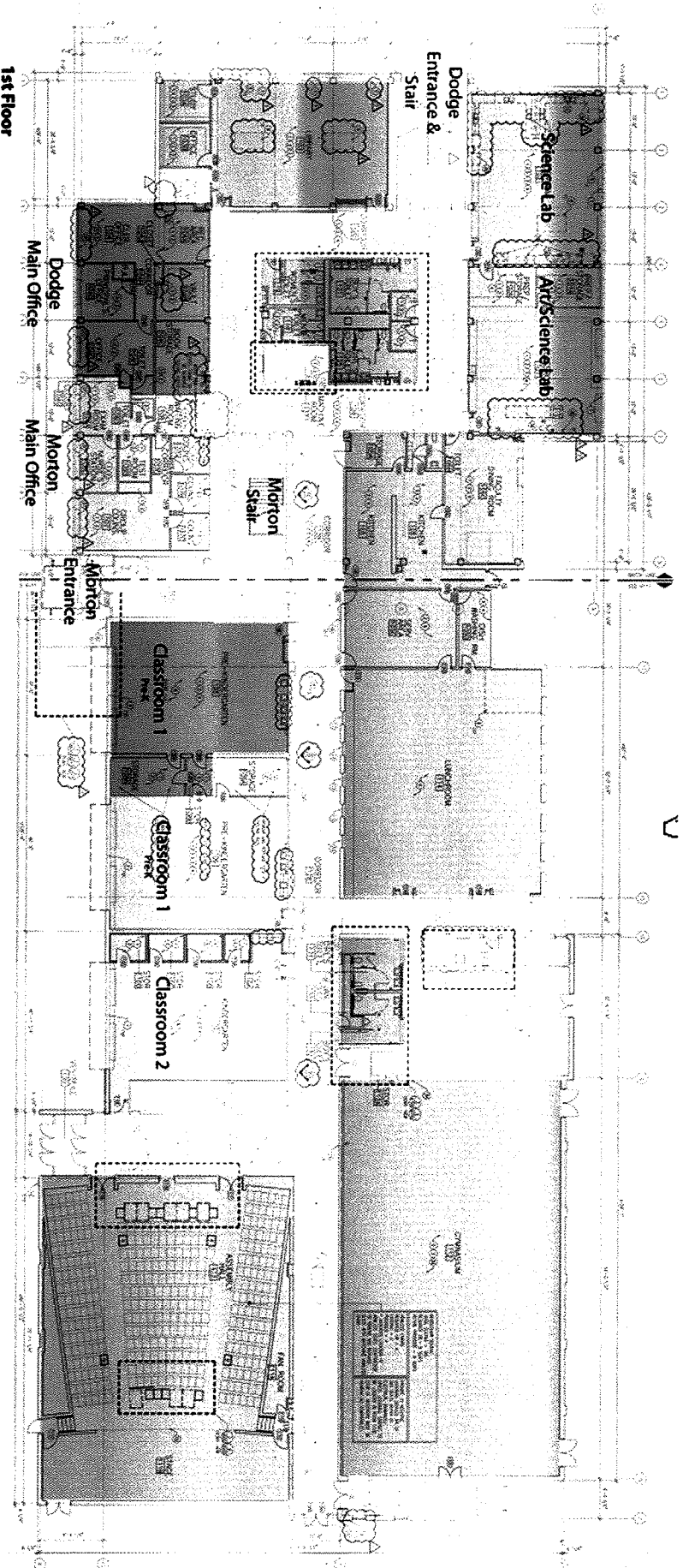
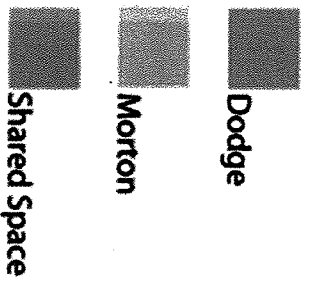
Aerial Map

-  Dodge
-  Morton
-  Shared Space



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Morton School of Excellence/Dodge Elementary Renaissance Academy Space Sharing Plan



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Morton School of Excellence/Dodge Elementary Renaissance Academy

Space Sharing Plan



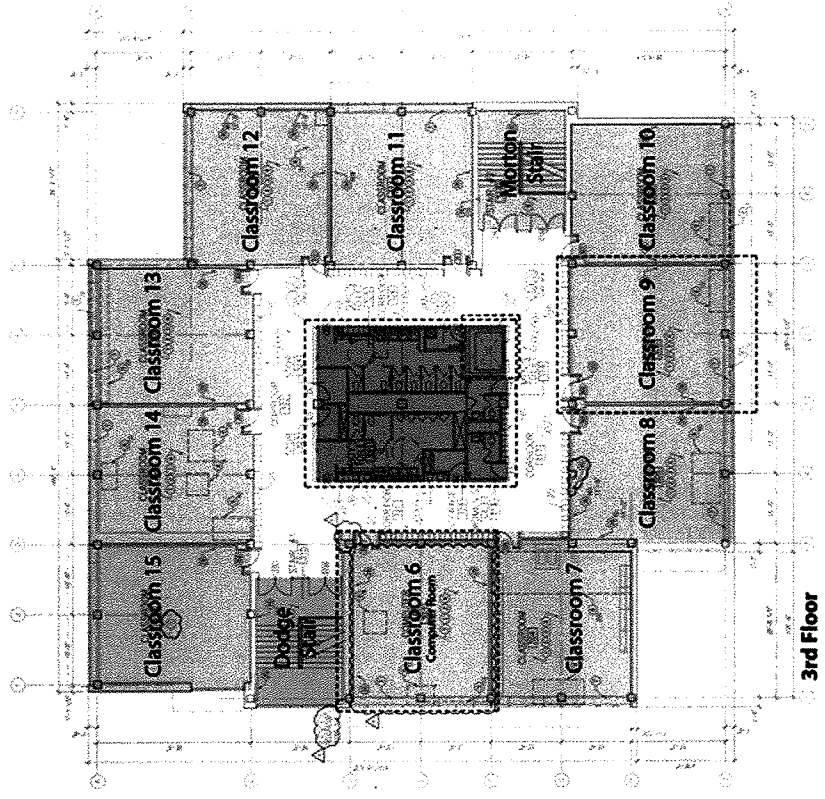
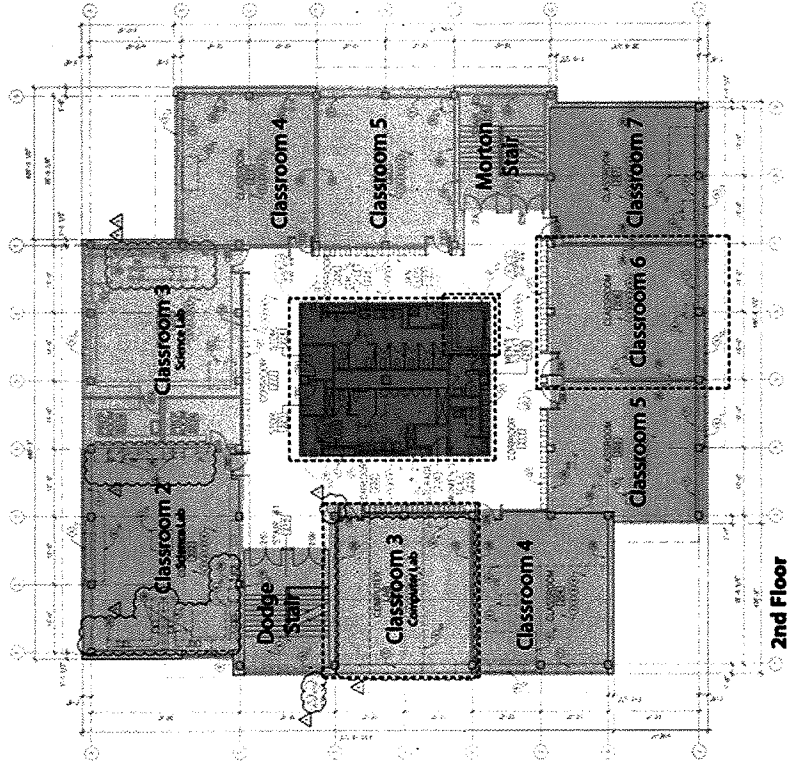
Dodge



Morton

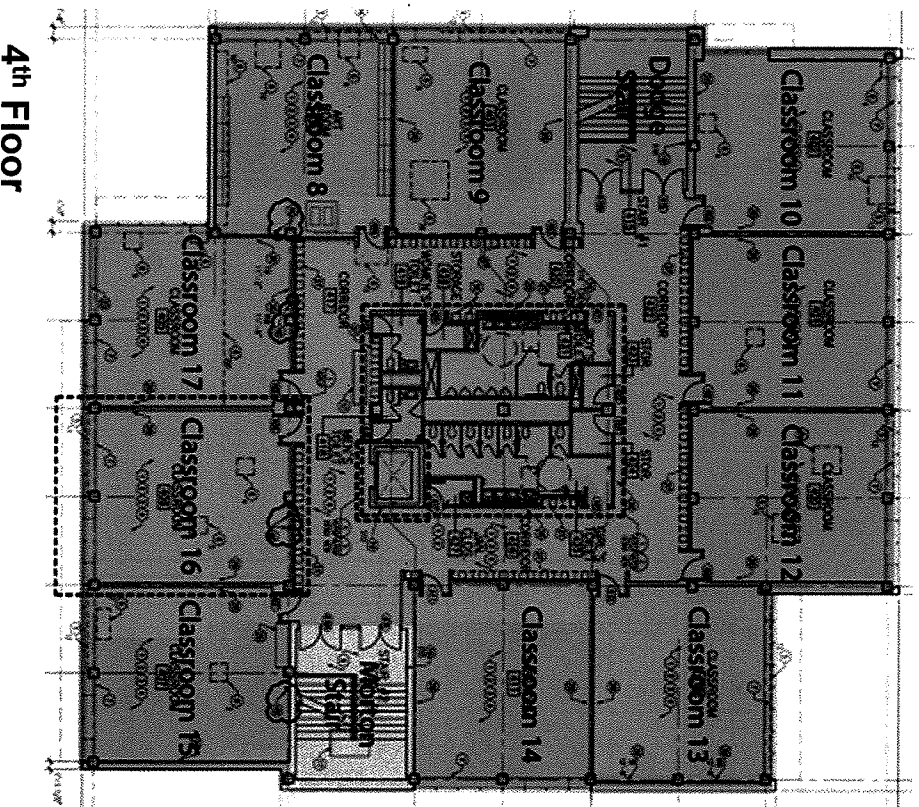
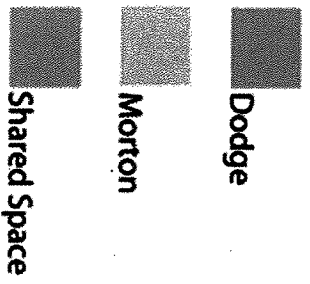


Shared Space



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Morton School of Excellence/Dodge Elementary Renaissance Academy Space Sharing Plan



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