

**PUBLIC HEARING TO CONSIDER THE  
PROPOSED CO-LOCATION OF NORTH  
RIVER ELEMENTARY SCHOOL AND  
ASPIRA-HAUGAN MIDDLE SCHOOL**

**JANUARY 19, 2022  
COMMENCING AT 5:00 P.M.**

**HONORABLE FRANCIS J. DOLAN  
HEARING OFFICER**

# **TABLE OF CONTENTS**

**PUBLIC HEARING TO CONSIDER THE PROPOSED CO-LOCATION OF NORTH RIVER ELEMENTARY WITH ASPIRA-HAUGAN MIDDLE SCHOOL**

**January 19, 2022  
COMMENCING AT 5:00 P.M.**

**HONORABLE FRANCIS DOLAN  
HEARING OFFICER**

**TABLE OF CONTENTS**

**A. NOTICES OF HEARING**

1. Notice Letter to the Parents or Guardians of Students at North River Elementary School (“North River”) and ASPIRA-Haugan Middle School (“ASPIRA”) dated December 1, 2021 and Draft Transition Plan for the Proposed Co-location of North River and ASPIRA
2. Notice Letter to the Administrators, Staff, and Local School Council Members at North River and ASPIRA and Elected Officials, dated December 1, 2021 and Draft Transition Plan for the Proposed Co-location of North River and ASPIRA
3. Notice Letter to the Parents or Guardians of Students at North River and ASPIRA, dated January 4, 2022 regarding instructions for virtually attending the two Community Meetings and the Public Hearing
4. Affidavit of Mirlene Dossous, Director of Community Partnerships for the Office of Portfolio Management for Chicago Public Schools, regarding: (a) publication of Draft Guidelines for School Actions on October 1, 2021, (b) publication of the List of Independent Hearing Officers for Hearings on October 27, 2021, (c) publication of final Guidelines for School Actions on October 27, 2021, (d) publication of proposals on December 1, 2021, (e) delivery of Notice Letters to Parents/Guardians, School Personnel and Local School Council Members of North River and ASPIRA on December 1, 2021, and (f) publication of summaries from Community Meetings on or about January 14, 2022 and January 18, 2022
5. Affidavit of Charles Swirsky, Acting Chief Officer for the Office of Public Policy for Chicago Public Schools, regarding Electronic Mail Delivery of Notice Letters to Elected Officials on December 1, 2021
6. Public Notice of Hearing and Community Meetings by Newspaper Publication in the Chicago Sun-Times on December 30, 2021

**B. RELEVANT LEGAL AND PROCEDURAL DOCUMENTS**

7. 105 ILCS 5/34-18 (“Powers of the Board”), effective January 1, 2022
8. 105 ILCS 5/34-200 (“Definitions”), effective July 13, 2012
9. 105 ILCS 5/34-225 (“School Transition Plans”), effective August 19, 2018
10. 105 ILCS 5/34-230 (“School Action Public Meetings and Hearings”), effective June 17, 2021
11. Chicago Public Schools Capacity Utilization Standards (Issued December 2018)
12. Chicago Board of Education Shared Facility Policy, Policy Manual Section 410.7, Board Report 05-0125-PO1
13. Guidelines for School Actions, 2021-2022 School Year (Issued October 25, 2021)
14. Chief Executive Officer’s Procedures for Public Hearings on Proposed School Closure, Consolidation, Phase-Out, or Reassignment Boundary Change

**C. DOCUMENTS AND WRITTEN EVIDENCE IN SUPPORT OF THE PROPOSAL**

15. Transcript of the January 11, 2022 Community Meeting regarding the Proposed Co-location of North River and ASPIRA
16. Summary of the January 11, 2022 Community Meeting regarding the Proposed Co-location of North River and ASPIRA
17. Transcript of the January 13, 2022 Community Meeting regarding the Proposed Co-location of North River and ASPIRA
18. Summary of the January 13, 2022 Community Meeting regarding the Proposed Co-location of North River and ASPIRA
19. Written Statement of Iliana Vargas, Director of Planning and Data Management for the Chicago Public Schools
20. Written Statement of Venguanette Dye, Acting Executive Director of Capital Operations for the Chicago Public Schools
21. Proposed layout for Co-Location of North River and ASPIRA-Haugan
22. Written Statement of Julie McGlade, Chief of Network 1 Schools for the Chicago Public Schools
23. Formal Request for Co-location from the North River Local School Council, dated September 24, 2021

24. Letters of Support from Elected Officials, dated September 27, 2021
25. Letter of Support from Roosevelt High School Principal Daniel Kramer, dated September 28, 2021
26. Letters of Support from North River Staff Members

**TAB A**

**TAB 1**



Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Parent or Guardian of a Student at  
North River Elementary School  
4416 North Troy Street  
Chicago, IL 60625

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Dear Parent or Guardian:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School 3729</b>  <b>West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---





Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

Padre o tutor de un estudiante en  
Escuela Primaria North River  
4416 North Troy Street  
Chicago, IL 60625

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Estimado padre o Guardianes:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu MAIL 42 W. Madison St., 3rd Floor  
PHONE (773) 553-1573 Chicago, IL 60602

<b>Reunión comunitaria # 1</b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b>Reunión comunitaria # 2</b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b>Audiencia pública</b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "Sí" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://cps.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago



Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Parent or Guardian of a Student at  
ASPIRA Charter School - Haugan Middle School  
3729 W. Leland Avenue  
Chicago, IL 60625

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Dear Parent or Guardian:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School 3729</b>  <b>West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Padre o tutor de un estudiante en Escuela autónoma  
ASPIRA - Escuela secundaria Haugan  
3729 West Leland Avenue  
Chicago, IL 60625

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Estimado padre o Guardianes:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.



**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:

<p><b><u>Reunión comunitaria # 1</u></b>  <b>Martes, 11 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Reunión comunitaria # 2</u></b>  <b>Jueves, 13 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Audiencia pública</u></b>  <b>Miércoles, 19 de enero de 2022</b>  <b>5:00 p. M. - 6:30 p. M.</b>  <b>Oficina central de CPS</b>  <b>42 West Madison Street</b></p>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreeener](https://cps.edu/selfscreeener) antes de asistir a la reunión en persona. Si responde “Sí” a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez



Chief  
Executive  
Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

Director ejecutivo  
Escuelas Públicas de Chicago





## North River Colocation Proposal DRAFT Transition Plan

---

### I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, requested that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Hagan Middle School (ASPIRA-Hagan), located at 3729 West Leland Avenue.

Following an extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Hagan to provide an enhanced learning environment to the students of North River effective July 1, 2022.

### II. Summary of Proposed Action

Currently, North River is a Level 1+ district school located at 4416 North Troy Street in Albany Park (CPS' Network 1). North River serves kindergarten through eighth grade, with pre-kindergarten and pre-kindergarten cluster programs. North River's student enrollment is 259 students. The school leases space from the Archdiocese of Chicago, and due to limited physical space, there is no available space for additional student programming or extracurricular activities. If this proposal is approved, North River will continue to have one classroom per grade and remain a school without an attendance boundary.

ASPIRA-Hagan is a Level 1 charter school serving 121 students in sixth through eighth grades. ASPIRA-Hagan is located in a CPS-owned building.

The proposal to co-locate North River with ASPIRA Hagan meets the following criteria of the Chief Executive Officer's Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines. Specifically, we have heard the request for this proposal from parents, staff members, and community members of North River Elementary in a letter dated October 25, 2021.
- The resulting space utilization data after the co-location will not exceed the facility's enrollment efficiency range, as defined by the CPS' Space Utilization Standards.
- The students impacted by this proposed co-location are provided with an ADA accessible building.



CPS is committed to equitably distributing space and resources in their shared facilities. A Memorandum of Understanding will be completed on an annual basis which includes a Space Sharing Agreement detailing the space allocations, scheduling of shared spaces, and key operational details. The Campus Governance Manager will serve as a resource and mediator, representing the interests of both schools and their students.

The plan outlined below summarizes transition support for this proposal.

### **Family and Community Engagement**

Family and Community Engagement (FACE) will partner with SEL Chicago to engage both North River and ASPIRA-Haugan families in dialogue and ensure they have the tools and language to support their students and school communities. Additionally, FACE will engage with the members of the Local School Council (LSC) and North River and ASPIRA-Haugan's Parent Advisory Council (PAC).

FACE, along with the Network 1 Parent University, will invite parents and community members from both North River and Aspira-Haugan to monthly PAC/Parent Leadership Network meetings as well as in-person parent classes.

### **Safety and Security**

North River is currently in a facility with inadequate safety and security. Due to the school being located in a shared space owned by the Archdiocese of Chicago, this prevents CPS from purchasing security cameras and grants the Archdiocese of Chicago unrestricted access in the building.

If this proposal is approved, the Office of Safety & Security will work with the North River school community to ensure safety and security plans are appropriate. These plans will be further customized as CPS receives feedback at community meetings and the public hearing for this proposal. Supports may include the following:

- Safety planning meetings to ensure that all safety efforts are coordinated between CPS, administration, parents, and the Chicago Police Department;
- Potential Safe Passage routes;
- Security cameras;
- Separate school entrances within the building for drop-off, pick-up, and buses;
- School safety plans for parents who drive their students to school; and
- Safety plans and security staffing that account for the shared safety vision of North River and ASPIRA Haugan principals.

### **Supports for Students and Schools**

CPS is committed to ensuring a successful transition of a Board-approved proposal. To accomplish this, CPS proposes the following support 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 proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

### ***Supporting Academic Needs***

To ensure students receive high-quality, developmentally appropriate academic instruction throughout



the transition, the following will occur:

- North River will continue to design and implement a high-quality program for all students including pre-k students with significant disabilities who require a significantly modified curriculum;
- An Academic Planning Team will examine space and curriculum to offer the highest level of developmentally appropriate learning experiences;
- Diverse learners are included in the general education setting receiving services from a Special Education Teacher in a co-taught classroom;
- Teachers and staff will maintain and explore new opportunities for diverse learners to interact and learn with their typically developing peers. Research shows that students with disabilities benefit and excel in life with increased opportunities to access and interact with their typically developing peers; and
- Teachers will be provided with professional development focused on supporting students as they adjust and transition to the new building, as needed.

### ***Supporting Social Emotional Needs***

CPS understands that when students transition into new situations and environments, additional support is needed to help them adjust. CPS and the Office of Social Emotional Learning (OSEL) will consult with the North River school community to continue existing SEL supports and assess the need for the following:

- Climate/culture teams that may consist of a group of representative staff (including administrators, teachers, counselors, etc.) from both schools to develop a cadence of collaborative meetings, which will lead to the planning of school-wide policies and practices to promote positive relationships; a welcoming, supportive school environment; and a sense of community between all staff and students;
- Trained behavioral health teams from both schools to prepare students who may need additional social and emotional support and provide students who have higher levels of social and emotional need with targeted interventions to ensure success.

### ***Supporting Diverse Learners***

Diverse learners and their families can expect clear communication, continual support for academic instruction, and students' Individual Education Programs (IEPs) fully implemented. Diverse learners, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met.

Current diverse learners will continue to receive the following supports, required by law:

- A free and appropriate public education (FAPE)
- The implementation of the student's IEP in the least restrictive environment (LRE)
- A focus on student academic and social-emotional progress

### ***Supporting Students in Temporary Living Situations***

The CPS Department of Students in Temporary Living Situations (STLS) will continue supporting students requiring STLS services, as required by law. These include enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school-related fees.



- STLS staff is available if students wish to learn about additional schools to transition to;
- For students who were in a temporary living situation before the 2022-23 school year, their school of origin will become the first school where they enroll for the 2022-23 school year; and
- For families currently enrolled in the STLS program, younger siblings may attend the same school as their older sibling.

#### ***Supporting English Language Learners***

- The Office of Language and Cultural Education (OLCE) will continue to provide supports to North River and ASPIRA Haugan and work with the English language program teacher (ELPT) at each school to ensure current and future English Learners (ELs) will receive state-mandated bilingual services, such as Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI), as required.
- Meaningful access to the core curriculum will be provided to TBE students through native language instruction in core content areas (language arts, math, science, and social studies).
- For TPI students, bilingual- or ESL-endorsed teacher(s), as appropriate, will provide meaningful access to core curriculum through sheltered English content instruction and native language support, based on the individual student's need.

#### ***Supporting Transportation Needs***

- Provisions for specific student populations (i.e., diverse learners, STLS), as determined by the CPS transportation policy, will continue to apply as required by law.
- Bus arrival and departure procedures will be examined to provide for the smoothest transition to all students entering and exiting the building.

#### ***Departments Responsible for Oversight***

After extensive input from both North River and ASPIRA-Haugan, CPS' Office of Portfolio of Management will execute a memorandum of understanding (MOU). The Office of Portfolio Management will be responsible for oversight of this proposal and ensuring the success of North River and ASPIRA-Haugan students in their new school environment.

#### ***Programs to be Offered***

The robust, high-quality programs currently offered at North River will remain the same and will continue to serve its students in achieving academic excellence.

#### ***Support to Receiving Schools and Funding Source***

Support and funding sources will be determined and finalized by our Budget department. Budget will work with department leads to determine projected costs of support outlined in the transition plan. Reusable resources will be identified and/or new funds will be allocated to a specified unit.

### **III. Additional Logistical Information**

#### **Information Regarding School Assignment**

If this proposal is approved, students attending North River will continue to attend. North River will remain an open enrollment school and an available option for application on GoCPS. To support families in understanding the student application and enrollment process, information is available at [go.cps.edu](http://go.cps.edu).



**Public Comment**

CPS will hold two community meetings and one formal public hearing regarding the proposed co-location of North River with ASPIRA-Haugan. Public comment will be accepted during each meeting or hearing and the transcripts will be available online at [CPS.edu/Transitions](http://CPS.edu/Transitions). CPS is committed to considering community feedback and will amend this draft transition plan accordingly. The community meetings and public hearing are during the following dates and times:

<b><u>Community Meeting #1*</u></b> Tuesday, January 11, 2022 6:00 pm - 7:30 pm ASPIRA-Haugan Middle School 3729 West Leland Avenue	<b><u>Community Meeting #2*</u></b> Thursday, January 13, 2022 6:00 pm - 7:30 pm ASPIRA-Haugan Middle School 3729 West Leland Avenue	<b><u>Public Hearing*</u></b> Wednesday, January 19, 2022 5:00 pm - 6:30 pm CPS Central Office 42 West Madison Street
---	--	---

\*Given any COVID restrictions, meetings may be available virtually.

**Further Questions and Concerns**

This document can be found at [CPS.edu/Transitions](http://CPS.edu/Transitions). If you have any questions or concerns regarding this transition plan, please call Chicago Public Schools at (773) 553-1500 or email [Transitions@cps.edu](mailto:Transitions@cps.edu).



## **I. Introducción**

Las Escuelas Públicas de Chicago (CPS, por sus siglas en inglés) están comprometidas a brindar a cada niño de cada comunidad una educación de alta calidad para prepararlos hacia un futuro exitoso en la universidad, la profesión y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en toda la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan seguir avanzando mediante una instrucción rigurosa y de alta calidad por parte de educadores talentosos que ayudan a poner a los estudiantes de Chicago en el camino del éxito.

El 25 de octubre de 2021, el Consejo Escolar Local de la escuela North River (LSC, por sus siglas en inglés), con el apoyo de la comunidad escolar de North River y de los funcionarios electos, propuso la ubicación conjunta de la escuela primaria de North River (North River), en la 4416 North Troy, con la Escuela Charter ASPIRA (ASPIRA-Haugan), en la 3729 West Leland Avenue.

Después de este extenso proceso orientado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Board of Education) la ubicación conjunta de North River con ASPIRA-Haugan para proveer un mejor ambiente de aprendizaje a los estudiantes de North River a partir del 1 de julio de 2022. La Junta de Educación puede votar sobre esta propuesta en febrero de 2022.

## **I. Resumen de la acción propuesta**

Actualmente, North River es una escuela de distrito de Nivel 1+ ubicada en 4416 North Troy Street en Albany Park (Red 1 de CPS). North River atiende a estudiantes de kínder hasta el octavo grado, con programas y grupos de pre kínder. La inscripción de estudiantes de North River es de 259 estudiantes. La escuela alquila el espacio a la Arquidiócesis de Chicago, y debido al espacio limitado, no hay espacio disponible para la programación de estudiantes adicionales o actividades extracurriculares. Si se aprueba esta propuesta, North River seguirá teniendo un salón de clases por grado y seguirá siendo una escuela sin límite a estudiantes fuera de la zona de asistencia.

ASPIRA-Haugan es una escuela concertada de nivel 1 que atiende a 121 alumnos de sexto a octavo grado. ASPIRA-Haugan está ubicada en un edificio que es propiedad de CPS.

La propuesta ha seguido el proceso de solicitud de acciones escolares descrito en las Directrices.

- Los datos de utilización del espacio de una ubicación conjunta no excederán el rango de eficiencia de inscripción, según definido por las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes.
- La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes cuentan con un edificio con acceso ADA (Ley para Estadounidenses con Discapacidades).



CPS se compromete a distribuir equitativamente el espacio y los recursos en sus instalaciones compartidas. Anualmente se completará un Memorando de Entendimiento que incluye un acuerdo de espacio compartido que detalla las asignaciones de espacio, la programación de los espacios compartidos y los detalles operativos. El director de gobernanza del campus actuará como representante de los intereses de ambas escuelas y de sus alumnos.

El plan que se describe a continuación resume el apoyo a la transición de esta propuesta.

### **Participación de la familia y la comunidad**

El departamento de Participación Familiar y Comunitaria (FACE, por sus siglas en inglés) se asociará con la organización SEL Chicago para involucrar a las familias de North River y ASPIRA-Haugan en diálogo y garantizar que tengan las herramientas para apoyar a sus estudiantes y comunidades escolares. Además, FACE se comprometerá con los miembros del LSC y el Consejo Asesor de Padres (PAC, por sus siglas en inglés) de North River y ASPIRA-Haugan.

FACE, junto con la Universidad de Padres de la Red 1, invitará a los padres y a los miembros de la comunidad tanto de North River como de ASPIRA-Haugan a las reuniones mensuales del PAC/Red de Liderazgo de Padres, así como a las clases presenciales para padres.

### **Seguridad y protección**

North River se encuentra actualmente en una instalación con seguridad inadecuada. Debido a que la escuela está ubicada en un espacio compartido que es propiedad de la Arquidiócesis de Chicago, esto impide que CPS compre cámaras de seguridad y también otorga a la Arquidiócesis de Chicago el acceso sin restricciones al edificio.

Si se aprueba esta propuesta, la Oficina de Seguridad trabajará con la comunidad escolar de North River para garantizar que los planes de seguridad sean adecuados. Estos planes se modificarán aún más a medida que CPS reciba comentarios en las reuniones de la comunidad y en la audiencia pública para esta propuesta. Los apoyos pueden incluir lo siguiente:

- Reuniones de planificación acerca de la seguridad para garantizar que todos los esfuerzos de seguridad estén coordinados entre CPS, la administración, los padres y el Departamento de Policía de Chicago;
- Pasajes seguros (Safe Passage Routes) para apoyar a los niños que van y vienen de la escuela;
- Cámaras de seguridad;
- Entradas escolares separadas dentro del edificio para dejar y recoger a los alumnos y para los autobuses;
- Planes de seguridad escolar para los padres que llevan a sus estudiantes;



- Planes de seguridad y dotación de personal de seguridad que tengan en cuenta la visión de seguridad compartida de los directores de North River y ASPIRA Haugan.

### **Apoyos para los estudiantes y las escuelas**

CPS se compromete a garantizar una transición exitosa luego de ser aprobada. Para lograr esto, CPS propone los siguientes apoyos para satisfacer las necesidades académicas, sociales y emocionales, y de aprendizaje específico de los estudiantes en cuestión. Estos recursos se pueden personalizar aún más a medida que se obtengan comentarios en las reuniones de la comunidad y en una audiencia pública con respecto a esta propuesta. Además, los recursos pueden ser modificados para satisfacer las necesidades de los estudiantes si se considera necesario.

### ***Apoyo a las necesidades académicas***

***Para garantizar que los estudiantes reciban una instrucción académica de alta calidad y adecuada a su desarrollo durante la transición, se llevará a cabo lo siguiente:***

- North River continuará diseñando e implementando un programa de alta calidad para todos los estudiantes, incluyendo los estudiantes de prekínder con discapacidades significativas que requieren un plan de estudios significativamente modificado;
- Un equipo de planificación académica examinará el espacio y el plan de estudios para ofrecer el más alto nivel de aprendizaje apropiado para el desarrollo;
- Los estudiantes diversos serán incluidos en el entorno de la educación general y recibirán servicios de un maestro de educación especial en un salón mixto;
- Los maestros y el personal mantendrán y explorarán nuevas oportunidades para que los estudiantes diversos interactúen y aprendan con sus compañeros de desarrollo típico. Varias investigaciones demuestran que los estudiantes con discapacidades se benefician y sobresalen en la vida con mayores oportunidades de acceso e interacción cuando aprenden con sus compañeros de desarrollo típico; y
- Se proporcionará a los maestros un desarrollo profesional centrado en el apoyo a los estudiantes durante su adaptación y transición al nuevo edificio, según sea necesario.

### ***Apoyo a las necesidades socioemocionales***

CPS entiende que cuando los estudiantes hacen la transición a nuevas situaciones y ambientes, necesitan apoyo adicional para ayudarlos a adaptarse. CPS y la Oficina de Aprendizaje Social Emocional (OSEL, por sus siglas en inglés) consultarán con la comunidad escolar de North River para continuar con los apoyos SEL actuales y evaluar la necesidad de lo siguiente:

### ***Apoyo a los estudiantes diversos***

Los estudiantes diversos y sus familias pueden contar con una comunicación clara, un apoyo continuo a la instrucción académica y la aplicación de los Programas Educativos Individuales (IEP, por sus siglas en inglés) de los estudiantes. Los estudiantes diversos, al igual que todos los estudiantes afectados por las





acciones escolares, recibirán apoyos para garantizar que se satisfagan sus necesidades académicas y socioemocionales.

Los estudiantes diversos seguirán recibiendo los siguientes apoyos, exigidos por la ley:

- Una educación pública gratuita y apropiada (FAPE, por sus siglas en inglés)
- La aplicación del IEP del estudiante en el entorno menos restrictivo (LRE, por sus siglas en inglés)
- Un enfoque en el progreso académico y socio-emocional del estudiante

### ***Apoyo a los estudiantes en situaciones de vivienda temporal***

El Departamento de Estudiantes en Situaciones de Vida Temporal (STLS, por sus siglas en inglés) de CPS continuará apoyando a los estudiantes que necesiten los servicios de STLS, como lo requiere la ley. Estos incluyen el apoyo a la inscripción, la provisión de los uniformes escolares requeridos y los suministros escolares, según sea necesario, asistencia de transportación cuando sea elegible, y la exención de todos los gastos relacionados con la escuela.

- El personal de STLS está disponible si los estudiantes desean conocer otras escuelas para la transición;
- Para los estudiantes que estaban en situaciones de vivienda temporal antes del año escolar 2022-23, su escuela de origen se convertirá en la primera escuela donde se inscriben para el año escolar 2022-23; y
- Para las familias actualmente inscritas en el programa STLS, los hermanos menores pueden asistir a la misma escuela que su hermano mayor.

### ***Apoyo a los estudiantes que están aprendiendo inglés***

- La Oficina de Educación Lingüística y Cultural (OLCE, por sus siglas en inglés) continuará brindando apoyo a North River y ASPIRA Haugan y trabajará con el maestro del programa de inglés (ELPT, por sus siglas en inglés) en cada escuela para asegurar que los actuales y futuros estudiantes que están aprendiendo inglés (EL) reciban los servicios bilingües exigidos por el estado, tales como la Educación Bilingüe de Transición (TBE, por sus siglas en inglés) o el Programa de Instrucción de Transición (TPI, por sus siglas en inglés), según sea necesario.
- Los estudiantes TBE recibirán un acceso significativo al plan de estudios básico a través de la enseñanza de la lengua materna en las áreas de contenido básico (artes del lenguaje, matemáticas, ciencias y estudios sociales).
- En el caso de los estudiantes TPI, los maestros bilingües o de ESL, según corresponda, proporcionarán un acceso significativo al plan de estudios básico a través de la instrucción de contenidos en inglés y el apoyo en la lengua materna, en función de las necesidades de cada estudiante.

### ***Apoyo a las necesidades de transporte***



- Las provisiones para poblaciones estudiantiles específicas (es decir, estudiantes diversos, STLS), según lo determinado por la política de transporte de CPS, continuarán siendo aplicadas como lo requiere la ley.
- Los procedimientos de llegada y salida de los autobuses serán revisados para proveer una transición más tranquila a todos los estudiantes que entren y salgan del edificio.

***Departamentos responsables de la supervisión***

Después de un amplio aporte tanto de North River como de ASPIRA-Haugan, la Oficina de Gestión de Carteras de CPS ejecutará un Memorando de Entendimiento y será responsable de la supervisión de esta propuesta y por garantizar el éxito de los estudiantes de North River y ASPIRA-Haugan en su nuevo ambiente escolar.

***Programas que se ofrecerán***

Los programas robustos y de alta calidad que se ofrecen actualmente en North River seguirán siendo los mismos y continuarán sirviendo a sus estudiantes para lograr la excelencia académica.

***Apoyo a las escuelas y fuente de financiación***

Las fuentes de apoyo y financiación serán determinadas y finalizadas por nuestro departamento de presupuesto. El departamento de presupuesto trabajará con los encargados de los departamentos para determinar los costes de apoyo previstos en el plan de transición. Los recursos se identificarán y/o se asignarán nuevos fondos a una unidad específica.

**I. Información logística adicional**

**Información sobre la asignación de escuelas**

Si se aprueba esta propuesta, los estudiantes que asisten a North River seguirán asistiendo a la misma escuela. North River seguirá siendo una escuela de inscripción abierta y una opción disponible para la solicitud en GoCPS. Para informar a las familias sobre el proceso de solicitud, la información está disponible en [go.cps.edu](http://go.cps.edu).

**Comentarios públicos**

CPS realizará dos reuniones comunitarias y una audiencia pública formal con respecto a la propuesta de la ubicación conjunta de North River con ASPIRA-Haugan. Se aceptarán comentarios del público durante cada reunión o audiencia y las transcripciones estarán disponibles en línea en [CPS.edu/Transitions](http://CPS.edu/Transitions). CPS se compromete a tomar en cuenta los comentarios de la comunidad y modificará este proyecto de plan de transición en consecuencia. Las reuniones comunitarias y la audiencia pública son durante las siguientes fechas y horas:

<p><b><u>Reunion comunitaria #1</u></b>  <b>Martes, 11 de enero de 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b></p>	<p><b><u>Reunion comunitaria #2</u></b>  <b>Jueves 13 de enero de 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b></p>	<p><b><u>Audencia pública</u></b>  <b>Miércoles 19 de enero de 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>Oficina Central de CPS</b></p>
---	--	--



<b>3729 West Leland Avenue</b>	<b>3729 West Leland Avenue</b>	<b>42 West Madison Street</b>
--------------------------------	--------------------------------	-------------------------------

\*Dado que hay restricciones de COVID-19, las reuniones pueden estar disponibles virtualmente.

**Otras preguntas e inquietudes**

Este documento se puede encontrar en [CPS.edu/Transitions](https://cps.edu/Transitions). Si tiene alguna pregunta o duda sobre este plan de transición, llame a CPS al (773) 553-1500 o envíe un correo electrónico a [Transitions@cps.edu](mailto:Transitions@cps.edu).

**TAB 2**



Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Principal Jaime Sanchez and Staff at  
North River Elementary School  
4416 North Troy Street  
Chicago, IL 60625

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Dear Principal Sanchez:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School 3729</b>  <b>West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

El director Jaime Sánchez y el personal de  
Escuela Primaria  
North River Elementary School  
4416 N. Troy  
Chicago, IL 60625

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Querido director Sánchez:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<b><u>Reunión comunitaria # 1</u></b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Reunión comunitaria # 2</u></b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Audiencia pública</u></b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b>
--	--	--

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "SÍ" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://cps.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago





Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

CEO Fernando Grillo and Staff at  
ASPIRA Charter School-Haugan Middle School  
3729 W. Leland Avenue  
Chicago, IL 60625

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Dear CEO Grillo:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School 3729</b>  <b>West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

El CEO Fernando Grillo y el personal de  
Escuela Secundaria ASPIRA Charter School-Haugan  
3729 W. Leland Avenue  
Chicago, IL 60625

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Querido CEO Grillo:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**



Chief  
Executive  
Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:

<p><b><u>Reunión comunitaria # 1</u></b>  <b>Martes, 11 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Reunión comunitaria # 2</u></b>  <b>Jueves, 13 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Audiencia pública</u></b>  <b>Miércoles, 19 de enero de 2022</b>  <b>5:00 p. M. - 6:30 p. M.</b>  <b>Oficina central de CPS</b>  <b>42 West Madison Street</b></p>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "Sí" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
 Director ejecutivo  
 Escuelas Públicas de Chicago



Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Local School Council at  
North River Elementary School  
4416 North Troy Street  
Chicago, IL 60625

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Dear Local School Council Member:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School 3729</b>  <b>West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

Consejo Escolar Local en  
Escuela Primaria North River  
4416 North Troy Street  
Chicago, IL 60625

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Estimado miembro del consejo escolar local:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<b><u>Reunión comunitaria # 1</u></b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Reunión comunitaria # 2</u></b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Audiencia pública</u></b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b>
--	--	--

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "SÍ" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago





Chief Executive Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Dear Alderwoman Rodriguez-Sanchez

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Honorable Rossana Rodriguez-Sanchez:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Estimado Consejal Rodriguez-Sanchez

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Honorable Rossana Rodriguez-Sanchez:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<p><b><u>Reunión comunitaria # 1</u></b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b></p>	<p><b><u>Reunión comunitaria # 2</u></b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b></p>	<p><b><u>Audiencia pública</u></b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b></p>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "SÍ" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago



December 1, 2021

Dear Congressman Garcia

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Honorable Jesus G. “Chuy” Garcia:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

Estimado Congresista Garcia

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Honorable Jesus G. "Chuy" Garcia:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<p><b><u>Reunión comunitaria # 1</u></b>  <b>Martes, 11 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Reunión comunitaria # 2</u></b>  <b>Jueves, 13 de enero de 2022</b>  <b>6:00 p. M. - 7:30 p. M.</b>  <b>Escuela secundaria ASPIRA-Haugan</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Audiencia pública</u></b>  <b>Miércoles, 19 de enero de 2022</b>  <b>5:00 p. M. - 6:30 p. M.</b>  <b>Oficina central de CPS</b>  <b>42 West Madison Street</b></p>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreeener](https://cps.edu/selfscreeener) antes de asistir a la reunión en persona. Si responde “SÍ” a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
 Director ejecutivo  
 Escuelas Públicas de Chicago





Chief Executive Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Dear State Representative Andrade, Jr.

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Honorable Jaime M. Andrade, Jr:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Estimado Representante Estatal Andrade, Jr

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Honorable Jaime M. Andrade, Jr:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<b><u>Reunión comunitaria # 1</u></b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Reunión comunitaria # 2</u></b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b>	<b><u>Audiencia pública</u></b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b>
--	--	--

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "Sí" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago



Chief Executive Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

December 1, 2021

Dear State Senator Pacione-Zayas

**Re: Proposed Co-location of North River Elementary School with ASPIRA Charter School - Haugan Middle School**

Honorable Cristina Pacione-Zayas:

Chicago Public Schools (CPS) is committed to providing every child from every community with a high-quality education that prepares them for success in college, career, and civic life. CPS students continue to make record-breaking academic progress in every part of the city. Our goal is that all CPS schools can build on this progress by offering high-quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2021, the North River Local School Council (LSC), with the support of the North River school community and elected officials, proposed that North River Elementary School (North River), located at 4416 North Troy Street, co-locate with ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), located at 3729 West Leland Avenue, to provide an enhanced learning environment for the students of North River.

CPS is considering this proposal to co-locate North River with ASPIRA Haugan because North River LSC’s request meets the following criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines):

- The request followed the process to request school actions outlined in the Guidelines.
- The resulting space utilization data of the co-location will not exceed the facility’s enrollment efficiency range, as defined by the CPS’ Space Utilization Standards. ASPIRA-Haugan has a building capacity of 870 students. The co-location of both schools will have a combined student population of 380.
- The students impacted by this proposed co-location are provided with an ADA accessible building.

Attached please find a DRAFT Transition Plan that provides additional details about the proposed co-location. This draft transition plan will continue to be updated as CPS works with current students and families at North River to create a robust plan that supports student safety, learning, and social-emotional well-being.

**Public Comment on this Proposal**

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River with ASPIRA-Haugan during the two community meetings and one public hearing outlined below:

<p><b><u>Community Meeting #1</u></b>  <b>Tuesday, January 11, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Community Meeting #2</u></b>  <b>Thursday, January 13, 2022</b>  <b>6:00 pm - 7:30 pm</b>  <b>ASPIRA-Haugan Middle School</b>  <b>3729 West Leland Avenue</b></p>	<p><b><u>Public Hearing</u></b>  <b>Wednesday, January 19, 2022</b>  <b>5:00 pm - 6:30 pm</b>  <b>CPS Central Office</b>  <b>42 West Madison Street</b></p>
---	--	---



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

All in-person meetings will practice social distancing and enforce universal masking. All meeting participants must complete the district's self-screener at [cps.edu/selfscreener](https://cps.edu/selfscreener) prior to attending the meeting in person. If you answer "YES" to any of the self-screener questions, please stay home. If COVID-19 cases continue to rise, both community meetings and the public hearing will be held virtually.

If you wish to comment at the community meetings or hearing, please be aware of the following:

- You must register to speak on the day of, at the designated location, beginning one hour before the designated start time and ending 30 minutes 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.

Following this extensive community-driven process, CPS will recommend to the Board of Education of the City of Chicago (Board) that North River co-locate with ASPIRA-Haugan to provide an enhanced learning environment to the students of North River effective July 1, 2022. The Board may vote on this proposal as early as February 2022.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://CPS.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) or by phone at (773) 553-1500.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



December 1, 2021

Estimado Senador Estatal Pacione-Zayas

**Re: Propuesta de ubicación conjunta de la escuela primaria North River con la escuela autónoma ASPIRA - Escuela secundaria Haugan**

Honorable Cristina Pacione-Zayas:

Las Escuelas Públicas de Chicago (CPS) se comprometen a brindar a todos los niños de todas las comunidades una educación de alta calidad que los prepare para el éxito en la universidad, la carrera y la vida cívica. Los estudiantes de CPS continúan logrando un progreso académico sin precedentes en cada parte de la ciudad. Nuestro objetivo es que todas las escuelas de CPS puedan aprovechar este progreso ofreciendo instrucción rigurosa y de alta calidad de educadores talentosos que ayuden a poner a los estudiantes de Chicago en el camino hacia el éxito duradero.

El 25 de octubre de 2021, el Consejo Escolar Local de North River (LSC), con el apoyo de la comunidad escolar de North River y los funcionarios electos, propuso que la Escuela Primaria North River (North River), ubicada en 4416 North Troy Street, compartiera con ASPIRA Charter School - Haugan Middle School (ASPIRA-Haugan), ubicada en 3729 West Leland Avenue, para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River.

CPS está considerando esta propuesta para ubicar North River con ASPIRA Haugan porque la solicitud de North River LSC cumple con los siguientes criterios de las Pautas para acciones escolares (Pautas) del Director Ejecutivo:

- La solicitud siguió el proceso para solicitar acciones escolares descritas en las Pautas.
- Los datos obtenidos sobre la utilización del espacio de la ubicación conjunta no excederá el rango de eficiencia de inscripción según las normas de utilización de espacio de CPS. ASPIRA-Haugan tiene una capacidad de 870 estudiantes. La ubicación conjunta de ambas escuelas tendrá una población estudiantil combinada de 380 alumnos.
- Los estudiantes afectados por esta propuesta de uso compartido cuentan con un edificio accesible según la ADA.

Adjunto encontrará un BORRADOR de Plan de Transición que brinda detalles adicionales sobre la ubicación conjunta propuesta. Este borrador del plan de transición continuará actualizándose a medida que CPS trabaje con los estudiantes y las familias actuales en North River para crear un plan sólido que respalde la seguridad, el aprendizaje y el bienestar socioemocional de los estudiantes.

**Comentario público sobre esta propuesta**

CPS valora los aportes de la comunidad y los invito a compartir sus comentarios sobre la propuesta de uso compartido de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública que se describen a continuación:



Chief  
Executive  
Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

<p><b><u>Reunión comunitaria # 1</u></b> <b>Martes, 11 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b></p>	<p><b><u>Reunión comunitaria # 2</u></b> <b>Jueves, 13 de enero de 2022</b> <b>6:00 p. M. - 7:30 p. M.</b> <b>Escuela secundaria ASPIRA-Haugan</b> <b>3729 West Leland Avenue</b></p>	<p><b><u>Audiencia pública</u></b> <b>Miércoles, 19 de enero de 2022</b> <b>5:00 p. M. - 6:30 p. M.</b> <b>Oficina central de CPS</b> <b>42 West Madison Street</b></p>
---	---	---

Todas las reuniones en persona practicarán el distanciamiento social y reforzarán el enmascaramiento universal. Todos los participantes de la reunión deben completar la autoevaluación del distrito en [cps.edu/selfscreener](https://cps.edu/selfscreener) antes de asistir a la reunión en persona. Si responde "Sí" a cualquiera de las preguntas de autoevaluación, quédese en casa. Si los casos de COVID-19 continúan aumentando, tanto las reuniones comunitarias como la audiencia pública se llevarán a cabo virtualmente.

**Si desea hacer comentarios en las reuniones comunitarias o en la audiencia, tenga en cuenta lo siguiente:**

- Debe registrarse para hablar el día de, en el lugar designado, comenzando una hora antes de la hora de inicio designada y terminando 30 minutos después del inicio de la reunión o audiencia.
- Tendrá dos minutos para hablar, a menos que el oficial de audiencias o el organizador de la reunión proporcionen una extensión.
- La audiencia concluirá a la hora de finalización indicada o después de los comentarios de la última persona que se haya inscrito para hablar, lo que ocurra primero.

Después de este extenso proceso impulsado por la comunidad, CPS recomendará a la Junta de Educación de la Ciudad de Chicago (Junta) que North River se ubique junto con ASPIRA-Haugan para proporcionar un entorno de aprendizaje mejorado para los estudiantes de North River a partir del 1 de julio de 2022. La Junta puede votar sobre esta propuesta a partir de febrero de 2022.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://CPS.edu/transitions). Las preguntas o inquietudes con respecto a esta propuesta y el BORRADOR del Plan de Transición se pueden compartir por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) o por teléfono al (773) 553-1500.

Atentamente,

Pedro Martinez  
Director ejecutivo  
Escuelas Públicas de Chicago



**TAB 3**



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

January 4, 2022

Parent or Guardian of a Student at  
North River Elementary School  
4416 N. Troy Street  
Chicago, IL 60625

Dear Parent or Guardian,

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River Elementary School with ASPIRA-Haugan Middle School.

Two community meetings and one public hearing have been scheduled to receive public comment regarding the proposed co-location of North River Elementary School, located at 4416 N. Troy Street, and ASPIRA-Haugan Middle School, located at 3729 W. Leland Avenue. The community meetings and public hearing will be held virtually due to the COVID-19 pandemic. A Spanish translator and sign language interpreter will be available to support the community meetings and public hearing.

Virtual community meetings will take place on Tuesday, January 11, 2022 from 6-7:30 p.m. and on Thursday, January 13, 2022 from 6-7:30 p.m.

A public hearing will be held on Wednesday, January 19, 2022 from 5-6:30 p.m. at the Central Office of the Board of Education of the City of Chicago, located at 42 W. Madison Street. The community may view and participate in this hearing virtually.

To virtually attend the meetings and hearing as an attendee or speaker, please register at <https://bit.ly/PublicParticipantRegistration> before noon on the day of the meeting or public hearing you plan to attend. Starting one day prior to the meeting date, registered participants will receive instructions on how to access the meeting virtually.

The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://cps.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) for 24 hours following the public hearing.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



Chief  
Executive  
Office

Pedro Martínez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

4 de enero de 2022

Padre o tutor de un estudiante en  
Escuela Primaria North River  
4416 N. Troy  
Chicago, IL 60625

Estimado padre o tutor,

CPS valora los comentarios de la comunidad por lo que los invito a compartir sus comentarios sobre la propuesta de la ubicación conjunta de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública.

La razón por la cual se han programado las reuniones comunitarias y la audiencia pública es para escuchar comentarios del público con respecto a la propuesta de uso compartido de la escuela primaria North River, ubicada en la 4416 norte de la calle Troy, y la escuela secundaria ASPIRA-Haugan, ubicada en la 3729 oeste de la avenida Leland. Las reuniones comunitarias y la audiencia pública se llevarán a cabo virtualmente debido a la pandemia de COVID-19. Habrá un traductor de español e intérprete de lenguaje de señas disponible en las reuniones comunitarias y la audiencia pública.

Las reuniones comunitarias se llevarán a cabo el martes, 11 de enero de 2022 de 6:00 p.m. a 7:30 p.m. y el jueves, 13 de enero de 2022 de 6:00 p.m. a 7:30 p.m.

El miércoles, 19 de enero de 2022 de 5:00 p.m. a 6:30 p.m. habrá una audiencia pública en la Oficina Central de la Junta Directiva de la Ciudad de Chicago, ubicada en la 42 oeste de la calle Madison Street. La comunidad puede ver y participar en esta audiencia virtualmente.

Para registrarse para hablar o asistir virtualmente a las reuniones, haga clic en <https://bit.ly/PublicParticipantRegistration> y registrarse antes del mediodía del día de la reunión o audiencia pública a la que planea asistir. A partir de un día antes de la fecha de la reunión, los participantes registrados recibirán instrucciones sobre cómo acceder a la reunión de forma virtual.

Las reuniones y la audiencia terminarán a la hora de finalización indicada o después de los comentarios de la última persona que se haya apuntado para hablar, lo que ocurra primero.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://cps.edu/transitions). Las preguntas o inquietudes que tenga con respecto a esta propuesta, y el BORRADOR del Plan de Transición, se pueden enviar por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) 24 horas después de la audiencia pública.

Atentamente,

Pedro Martínez  
Director Ejecutivo  
Escuelas Públicas de Chicago



Chief  
Executive  
Office

Pedro Martinez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

January 4, 2022

Parent or Guardian of a Student at  
ASPIRA Charter School-Haugan Middle School  
3729 W. Leland Avenue  
Chicago, IL 60625

Dear Parent or Guardian,

CPS values community input, and I invite you to share your feedback on the proposed co-location of North River Elementary School with ASPIRA-Haugan Middle School.

Two community meetings and one public hearing have been scheduled to receive public comment regarding the proposed co-location of North River Elementary School, located at 4416 N. Troy Street, and ASPIRA-Haugan Middle School, located at 3729 W. Leland Avenue. The community meetings and public hearing will be held virtually due to the COVID-19 pandemic. A Spanish translator and sign language interpreter will be available to support the community meetings and public hearing.

Virtual community meetings will take place on Tuesday, January 11, 2022 from 6-7:30 p.m. and on Thursday, January 13, 2022 from 6-7:30 p.m.

A public hearing will be held on Wednesday, January 19, 2022 from 5-6:30 p.m. at the Central Office of the Board of Education of the City of Chicago, located at 42 W. Madison Street. The community may view and participate in this hearing virtually.

To virtually attend the meetings and hearing as an attendee or speaker, please register at <https://bit.ly/PublicParticipantRegistration> before noon on the day of the meeting or public hearing you plan to attend. Starting one day prior to the meeting date, registered participants will receive instructions on how to access the meeting virtually.

The meetings and hearing will conclude at the designated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

Thank you in advance for your feedback as we work to provide all CPS students with the high-quality education they deserve. Information on this proposal can be found at [CPS.edu/transitions](https://cps.edu/transitions). Questions or concerns regarding this proposal and the DRAFT Transition Plan can be shared via email at [transitions@cps.edu](mailto:transitions@cps.edu) for 24 hours following the public hearing.

Sincerely,

Pedro Martinez  
Chief Executive Officer  
Chicago Public Schools



Chief  
Executive  
Office

Pedro Martínez  
CHIEF EXECUTIVE OFFICER  
Maurice R. Swinney, EdD  
INTERIM CHIEF EDUCATION OFFICER

EMAIL CEO-Martinez@cps.edu  
PHONE (773) 553-1573

MAIL 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

4 de enero de 2022

Padre o tutor de un estudiante en  
Escuela Secundaria ASPIRA Charter-Haugan  
3729 W. Leland Avenue  
Chicago, IL 60625

Estimado padre o tutor,

CPS valora los comentarios de la comunidad por lo que los invito a compartir sus comentarios sobre la propuesta de la ubicación conjunta de North River con ASPIRA-Haugan durante las dos reuniones comunitarias y una audiencia pública.

La razón por la cual se han programado las reuniones comunitarias y la audiencia pública es para escuchar comentarios del público con respecto a la propuesta de uso compartido de la escuela primaria North River, ubicada en la 4416 norte de la calle Troy, y la escuela secundaria ASPIRA-Haugan, ubicada en la 3729 oeste de la avenida Leland. Las reuniones comunitarias y la audiencia pública se llevarán a cabo virtualmente debido a la pandemia de COVID-19. Habrá un traductor de español e intérprete de lenguaje de señas disponible en las reuniones comunitarias y la audiencia pública.

Las reuniones comunitarias se llevarán a cabo el martes, 11 de enero de 2022 de 6:00 p.m. a 7:30 p.m. y el jueves, 13 de enero de 2022 de 6:00 p.m. a 7:30 p.m.

El miércoles, 19 de enero de 2022 de 5:00 p.m. a 6:30 p.m. habrá una audiencia pública en la Oficina Central de la Junta Directiva de la Ciudad de Chicago, ubicada en la 42 oeste de la calle Madison Street. La comunidad puede ver y participar en esta audiencia virtualmente.

Para registrarse para hablar o asistir virtualmente a las reuniones, haga clic en <https://bit.ly/PublicParticipantRegistration> y registrarse antes del mediodía del día de la reunión o audiencia pública a la que planea asistir. A partir de un día antes de la fecha de la reunión, los participantes registrados recibirán instrucciones sobre cómo acceder a la reunión de forma virtual.

Las reuniones y la audiencia terminarán a la hora de finalización indicada o después de los comentarios de la última persona que se haya apuntado para hablar, lo que ocurra primero.

Gracias de antemano por sus comentarios mientras trabajamos para brindar a todos los estudiantes de CPS la educación de alta calidad que merecen. Puede encontrar información sobre esta propuesta en [CPS.edu/transitions](https://cps.edu/transitions). Las preguntas o inquietudes que tenga con respecto a esta propuesta, y el BORRADOR del Plan de Transición, se pueden enviar por correo electrónico a [transitions@cps.edu](mailto:transitions@cps.edu) 24 horas después de la audiencia pública.

Atentamente,

Pedro Martínez  
Director Ejecutivo  
Escuelas Públicas de Chicago



Chief  
Executive  
Office

**Pedro Martinez**  
CHIEF EXECUTIVE OFFICER  
**Maurice R. Swinney, EdD**  
INTERIM CHIEF EDUCATION OFFICER

**EMAIL** CEO-Martinez@cps.edu  
**PHONE** (773) 553-1573

**MAIL** 42 W. Madison St., 3rd Floor  
Chicago, IL 60602

**TAB 4**

**BOARD OF EDUCATION OF THE CITY OF CHICAGO**

**In the Matters Of:**

**PUBLIC HEARINGS ON THE PROPOSALS  
OF THE CHIEF EXECUTIVE OFFICER TO  
CLOSE, CONSOLIDATE, CO-LOCATE, AND  
REASSIGNMENT BOUNDARY CHANGE  
OF SCHOOLS**

**AFFIDAVIT OF MIRLENE DOSSOUS**

I, MIRLENE DOSSOUS, 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 Community Partnerships with the Office of Portfolio Management at the Chicago Public Schools.
3. On October 1, 2021, I caused a copy of the Draft Guidelines for School Actions, 2021-2022 School Year, for public comment, to be submitted to Information Technology Services (“ITS”) for publication on the Chicago Public Schools (“CPS”) website. I visited the website that same day and confirmed that a link to the Draft Guidelines for School Actions, 2021-2022 School Year, appeared here: [https://www.cps.edu/globalassets/cps-pages/about-cps/school-transitions/school-actions/draft\\_guidelinesforschoolactions\\_2021-2022.pdf](https://www.cps.edu/globalassets/cps-pages/about-cps/school-transitions/school-actions/draft_guidelinesforschoolactions_2021-2022.pdf).
4. On October 27, 2021, I caused a copy of the List of Independent Hearing Officers for Hearings Held Pursuant to 105 ILCS 5/34-230, compiled by the General Counsel, to be submitted to ITS for publication on the CPS website. I visited the website that same day and confirmed that a link to the List of Independent Hearing Officers for Hearings Held Pursuant to 105 ILCS 5/34-230 appeared here: <https://www.cps.edu/globalassets/cps-pages/about-cps/school-transitions/school-actions/hearing-officer-list-oct-2021.pdf>.
5. On October 25, 2021, I caused a copy of the Final Guidelines for School Actions, 2021-2022 School Year to be submitted to ITS for publication on the CPS website. I visited the website that same day and confirmed that a link to the final Guidelines for School Actions, 2021-2022 School Year appeared here: <https://www.cps.edu/globalassets/cps-pages/about-cps/school-transitions/school-actions/final-guidelines-school-actions-sy21-22.pdf>.
6. In connection with the proposals of the Chief Executive Officer (“CEO”) to co-locate North River Elementary School (“North River”) with ASPIRA-Haugan Middle School (“ASPIRA”), letters signed by the CEO were addressed to the school community of each school (parents or guardians,



administrators, staff, and local school council members). The purpose of the letter was to advise recipients of the CEO's proposal to co-locate North River and ASPIRA, provide an explanation of the basis for the proposed action, identify how the proposed action meets the criteria set forth in the Guidelines for School Actions, and inform recipients of the date, time, and place of the hearing and meetings to be held for public comment on the proposal. Also included with the letter was a draft transition plan outlining the specific supports that the CEO plans to implement if the proposal is approved.

7. On December 1, 2021, I caused a copy of the draft transition plans and letters to each action to be submitted to ITS for publication on the CPS website. I visited the website that same day and confirmed that links to the draft transition plans and letters appeared here: <https://www.cps.edu/about/school-transitions/school-actions/>.
8. On December 1, 2021, I caused copies of the draft transition plans and letters addressed to the parents or guardians, administrators, staff, and local school council members of all schools identified in paragraph 6 to be delivered to each respective school. On information and belief, the draft transition plans and letters were personally delivered to the students, administrators, and staff by the principal of each school on December 1, 2021.
9. On information and belief, the draft transition plans and letters were sent via electronic mail to the school principals and local school council members of each school identified in paragraph 6 on December 1, 2021.
10. On or before January 14, 2022, I caused a summary of the community meeting held virtually on January 11, 2022 from 6:00-7:30 p.m. via Zoom regarding the proposed co-location of North River and ASPIRA to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here: <https://www.cps.edu/about/school-transitions/school-actions/>.
11. On or before January 18, 2022, I caused a summary of the community meeting held virtually on January 13, 2022 from 6:00-7:30 p.m. via Zoom regarding the proposed co-location of North River and ASPIRA to be published on the CPS website. I visited the website that same day and confirmed that a link to the community meeting summary appeared here: <https://www.cps.edu/about/school-transitions/school-actions/>.

**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 that as aforesaid that she verily believes the same to be true.

  
MIRLENE DOSSOUS

**TAB 5**

**BOARD OF EDUCATION OF THE CITY OF CHICAGO**

**In the Matters Of:**

**PUBLIC HEARINGS ON THE PROPOSALS  
OF THE CHIEF EXECUTIVE OFFICER TO  
CLOSE, CONSOLIDATE, CO-LOCATE, AND  
REASSIGNMENT BOUNDARY CHANGE  
OF SCHOOLS**

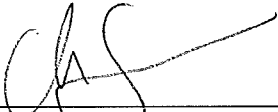
**AFFIDAVIT OF CHARLES SWIRSKY**

I, CHARLES SWIRSKY, 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 Acting Chief Officer for the Office of Public Policy at the Board of Education of the City of Chicago.
3. In connection with the proposals of the Chief Executive Officer to close, consolidate, co-locate, and for reassignment boundary change of schools, I sent notices to each school's State Senator, State Representative, and Chicago City Council Aldermen. The notices were sent via electronic mail and included Notice Letters, dated December 1, 2021, and Draft Transition Plans.
4. The following electronic mail messages were sent on December 1, 2021:
  - a. In connection with the proposal to co-locate North River Elementary School and ASPIRA-Haugan Middle School, I sent notice and draft transition plans to the following elected officials: Senator Cristina Pacione-Zayas of the 20th District of the Illinois Legislator; Representative Jaime M. Andrade, Jr. of the 40th District of the Illinois Legislator; U.S. Congressman Jesus G. Garcia of the 4th District of Illinois; and Alderwoman Rossana Rodriguez-Sanchez of the 33rd Ward of the Chicago City Council.

**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.

  
\_\_\_\_\_  
CHARLES SWIRSKY

**TAB 6**

Judicial Sales-Real Est. Judicial Sales-Real Est.

IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS COUNTY DEPARTMENT - CHANCERY DIVISION AMERITAX PLUS LTD. Plaintiff,  
 -v- CHICAGO TITLE LAND TRUST COMPANY AS TRUSTEE UNDER THE PROVISIONS OF A CERTAIN TRUST DATED SEPTEMBER 2, 2014 AND KNOWN AS TRUST NUMBER 8002365818, AGAPE MANAGING ANGELS COMPANY, UNKNOWN OWNERS AND NON-RECORD CLAIMANTS Defendants 19 CH 10277 10000 S. WENTWORTH AVE. CHICAGO, IL 60628

**NOTICE OF SALE**  
 PUBLIC NOTICE IS HEREBY GIVEN that pursuant to a Judgment of Foreclosure and Sale entered in the above cause on August 31, 2021, an agent for The Judicial Sales Corporation, will at 10:30 AM on January 10, 2022, at The Judicial Sales Corporation, One South Wacker, 1st Floor Suite 030R, Chicago, IL 60606, sell at a public sale to the highest bidder, as set forth below, the following described real estate:

Commonly known as 10000 S. WENTWORTH AVE., CHICAGO, IL 60628  
 Property Index No. 25-09-411-019  
 The real estate is improved with a single family residence. The judgment amount was \$2,409,942.51.  
 Sale terms: 25% down of the highest bid by certified funds at the close of the sale payable to The Judicial Sales Corporation. No third party checks will be accepted. The balance, including the Judicial Sale fee for the Abandoned Residential Property Municipality Relief Fund, which is calculated on residential real estate at the rate of \$1 for each \$1,000 or fraction thereof of the amount paid by the purchaser not to exceed \$300, in certified funds or wire transfer, is due within twenty-four (24) hours. No fee shall be paid by the mortgagee acquiring the residential real estate pursuant to its credit bid at the sale or by any mortgagee, judgment creditor, or other lienor acquiring the residential real estate whose rights in and to the residential real estate arose prior to the sale. The subject property is subject to general real estate taxes, special assessments, or special taxes levied against said real estate and is offered for sale without any representation as to quality or quantity of title and without recourse to Plaintiff and in "AS IS" condition. The sale is further subject to confirmation by the court.  
 Upon payment in full of the amount bid, the purchaser will receive a Certificate of Sale that will entitle the purchaser to a deed to the real estate after confirmation of the sale.  
 The property will NOT be open for inspection and plaintiff makes no representation as to the condition of the property. Prospective bidders are admonished to check the court file to verify all information.

If this property is a condominium unit, the purchaser of the unit at the foreclosure sale, other than a mortgagee, shall pay the assessments and the legal fees required by The Condominium Property Act, 765 ILCS 605/9(g)(1) and (g)(4). If this property is a condominium unit which is part of a common interest community, the purchaser of the unit at the foreclosure sale other than a mortgagee shall pay the assessments required by The Condominium Property Act, 765 ILCS 605/18.5(g-1).  
 IF YOU ARE THE MORTGAGOR (HOMEOWNER), YOU HAVE THE RIGHT TO REMAIN IN POSSESSION FOR 30 DAYS AFTER ENTRY OF AN ORDER OF POSSESSION, IN ACCORDANCE WITH SECTION 15-1701(C) OF THE ILLINOIS MORTGAGE FORECLOSURE LAW.

You will need a photo identification issued by a government agency (driver's license, passport, etc.) in order to gain entry into our building and the foreclosure sale room in Cook County and the same identification for sales held at other county venues where The Judicial Sales Corporation conducts foreclosure sales.

For information, VINCENT A. CHAVARRIA, VC LEGAL, LLC Plaintiff's Attorneys, 1136 S. DELANO COURT WEST, SUITE B201, CHICAGO, IL 60605 (312) 796-8671.  
 THE JUDICIAL SALES CORPORATION  
 One South Wacker Drive, 24th Floor, Chicago, IL 60606-4650 (312) 236-SALE

You can also visit The Judicial Sales Corporation at www.tjsc.com for a 7 day status report of pending sales.  
 VINCENT A. CHAVARRIA  
 VC LEGAL, LLC  
 1136 S. DELANO COURT WEST, SUITE B201  
 CHICAGO IL, 60605  
 312-796-8671  
 E-Mail: vchavarr@vclegalllc.com  
 Case Number: 19 CH 10277  
 TJS#C: 41-3060  
 NOTE: Pursuant to the Fair Debt Collection Practices Act, you are advised that Plaintiff's attorney is deemed to be a debt collector attempting to collect a debt and any information obtained will be used for that purpose.  
 12/16, 12/23, 12/30/2021 #1136923

AUTOMOTIVE

**Autos Wanted**  
**Cash For Junk Cars.**  
 Top Pay. Any Condition.  
 773-600-7779.

**Autos Wanted**

**USED MOTORCYCLES WANTED**



**CASH PAID ON THE SPOT!!**

- MOTORCYCLES/SCOOTERS
- ALL MAKES & MODELS!
- WILL PICK UP! ANY CONDITION

CALL 630-660-0571

**Motorcycles, Scooters**  
 2007 Harley-Davidson FLHTCU, 95 cc, 15850 miles, black, info at virgili@viasatnet.com, priced to sell at \$1,500, 618-932-6515

LEGAL SERVICES

**The JOYNER LAW OFFICE**

**FILE BANKRUPTCY FROM HOME DURING COVID-19 VIA PHONE OR VIDEO CHAT**

**DEBT BE GONE!**  
 Chapter 13  
**BANKRUPTCY**  
 Chapter 7 - EZ Payment Plan

**NO MONEY DOWN!**  
 Qualified Wage Earners

**312-332-9001**  
 We Are a Debt Relief Agency  
 JoynerLawOffice.com

LEGAL

**Assumed Name**

**ASSUMED NAME**  
 Notice is hereby given, pursuant to "An Act in relation to the use of an Assumed Business Name in the conduct or transaction of Business in the State," as amended, that a certification was registered by the undersigned with the County Clerk of Cook County, Registration Number: Y21008332 on December 10, 2021.

Under the Assumed Business Name of  
**BYCAROLINEGREY**  
 with the business located at: 522 N ASHLAND AVE APT 2 CHICAGO, IL 60622. The true and real full name(s) and residence address of the owner(s)/partner(s) is: ALEXANDRA DUCHEK, 522 N ASHLAND AVE APT 2, CHICAGO, IL 60622, UCA #12/16, 12/23, 12/30/2021 #1137016

**LIST YOUR LEGAL NOTICES IN THE SUN-TIMES.**

Looking for an easy way to publish tax deeds, probate notices, foreclosures, civil suites, bankruptcy statements, divorces and more? The Chicago Sun-Times is here to help. Contact our team to publish legal notices and remain compliant with Cook County laws.

Publish your legal notice now. Contact legal@suntimes.com or call 312-321-2345.



Public Hearings

**THE BOARD OF EDUCATION OF THE CITY OF CHICAGO NOTICE OF COMMUNITY MEETINGS AND PUBLIC HEARINGS ON THE PROPOSED CO-LOCATION OF NORTH RIVER ELEMENTARY SCHOOL AND ASPIRA-HAUGAN MIDDLE SCHOOL**

Notice is hereby given that the following community meetings and public hearing have been scheduled to receive public comment regarding the proposed co-location of North River Elementary School, located at 4416 N. Troy Street, and ASPIRA-Haugan Middle School, located at 3729 W. Leland Avenue. The community meetings and public hearing will be held virtually due to the COVID-19 pandemic.

Virtual community meetings will take place on Tuesday, January 11, 2022 from 6-7:30 p.m. and on Thursday, January 13, 2022 from 6-7:30 p.m.

A public hearing will be held on Wednesday, January 19, 2022 from 5-6:30 p.m. at the Central Office of the Board of Education of the City of Chicago, located at 42 W. Madison Street. The community may view and participate in this hearing virtually.

A Spanish translator and sign language interpreter will be available to support the community meetings and public hearing. To virtually attend the meetings and hearing as an attendee or speaker, please register at https://bit.ly/PublicParticipantRegistration before noon on the day of the meeting or public hearing you plan to attend. Starting one day prior to the meeting date, registered participants will receive instructions on how to access the meeting virtually.



**HOME SWEET HOME**

**TAKE ADVANTAGE OF OUR REAL ESTATE LISTINGS AND SAVE 20% WHEN YOU RESERVE YOUR AD TODAY.**

Learn more and book your spot by contacting **Matt Wozny** at 630.841.8373 or mwozny@suntimes.com.



Public Hearings

Public Notices

The Metropolitan Water Reclamation District of Greater Chicago will be accepting applications for the following classification(s):

**Police Officer (Original)**  
**Application Filing Period:** December 30, 2021 through January 7, 2022. **Examination Date:** February 5, 2022. **Location:** St. Rita High School, 7740 S. Western Avenue, Chicago, IL. **Scope of Examination:** Knowledge of police officer practices. **Nature of Position and Duties:** Under supervision, in an assigned area, provides access control and patrols District buildings, grounds and property while carrying a firearm and exercising judgment and discretion in dealing with emergencies and security violations encountered. **Salary:** \$42,41 per hour

**Senior Aquatic Biologist (Original & Promotional)**  
**Application Filing Period:** December 30, 2021 through January 14, 2022. **Examination Date:** February 12, 2022. **Location:** St. Rita High School, 7740 S. Western Avenue, Chicago, IL. **Scope of Examination:** Knowledge of senior aquatic biologist practices. **Nature of Position and Duties:** Under general supervision, supervises varied and specialized biological analyses, environmental monitoring activities and research related to the possible causes and/or effects of water pollution. **Salary:** \$100,956.96 per year

**Aquatic Biologist (Original & Promotional)**  
**Application Filing Period:** December 30, 2021 through January 14, 2022. **Examination Date:** February 12, 2022. **Location:** St. Rita High School, 7740 S. Western Avenue, Chicago, IL. **Scope of Examination:** Knowledge of aquatic biologist practices. **Nature of Position and Duties:** Under supervision, conducts biological, habitat, and water quality monitoring and assessments to meet regulatory objectives and evaluate aquatic resources in the urban waterways impacted by District operations. **Salary:** \$81,498.04 per year

**Associate Mechanical Engineer (Original & Promotional)**  
**Application Filing Period:** December 30, 2021 through January 14, 2022. **Examination Date:** February 12, 2022. **Location:** St. Rita High School, 7740 S. Western Avenue, Chicago, IL. **Scope of Examination:** Knowledge of associate mechanical engineer practices. **Nature of Position and Duties:** Under general supervision, performs ordinary mechanical engineering work in connection with mechanical design layout and calculation or construction, or the maintenance and operation of mechanical equipment in wastewater treatment plants or pumping stations. **Salary:** \$81,498.04 per year

**Managing Engineer (Promotional)**  
**Application Filing Period:** December 23, 2021 through January 7, 2022. **Examination Date:** February 3, 2022. **Location:** MWRD Main Office Building Annex, 111 E. Erie, Chicago, IL. **Scope of Examination:** Knowledge of managing engineer practices. **Nature of Position and Duties:** Under direction, has responsibility for the maintenance and operation of a water reclamation plant, or major division thereof, and related pumping stations. **Salary:** \$136,244.94 per year

**Managing Civil Engineer (Promotional)**  
**Application Filing Period:** December 23, 2021 through January 7, 2022. **Examination Date:** February 3, 2022. **Location:** MWRD Main Office Building Annex, 111 E. Erie, Chicago, IL. **Scope of Examination:** Knowledge of managing civil engineer practices. **Nature of Position and Duties:** Performs supervisory and administrative professional civil engineering work in directing a major work section of the District. Directs the work of other professional engineers, sub-professional and clerical personnel. The work encompasses considerable responsibility and latitude for independent judgment, finality of action and latitude for innovation. Work is performed under the general direction of a division head and is reviewed primarily in terms of overall results. **Salary:** \$136,244.94 per year

**Managing Electrical Engineer (Promotional)**  
**Application Filing Period:** December 23, 2021 through January 7, 2022. **Examination Date:** February 3, 2022. **Location:** MWRD Main Office Building Annex, 111 E. Erie, Chicago, IL. **Scope of Examination:** Knowledge of managing electrical engineer practices. **Nature of Position and Duties:** Under general direction, performs supervisory and administrative professional electrical engineering work in directing the activities of a major work section of the District. **Salary:** \$136,244.94 per year

**Managing Mechanical Engineer (Promotional)**  
**Application Filing Period:** December 23, 2021 through January 7, 2022. **Examination Date:** February 3, 2022. **Location:** MWRD Main Office Building Annex, 111 E. Erie, Chicago, IL. **Scope of Examination:** Knowledge of managing mechanical engineer practices. **Nature of Position and Duties:** Under general direction, performs supervisory and administrative professional mechanical engineering work in directing the activities of a major work section of the District. **Salary:** \$136,244.94 per year

**Managing Structural Engineer (Promotional)**  
**Application Filing Period:** December 23, 2021 through January 7, 2022. **Examination Date:** February 3, 2022. **Location:** MWRD Main Office Building Annex, 111 E. Erie, Chicago, IL. **Scope of Examination:** Knowledge of managing structural engineer practices. **Nature of Position and Duties:** Under general direction, performs supervisory and administrative professional engineering work in the structural design of reinforced concrete foundations, bridges, buildings, dams, locks and similar structures. **Salary:** \$136,244.94 per year

Applications can be submitted online only at [www.districtjobs.org](http://www.districtjobs.org). Additional information may be found at [www.districtjobs.org](http://www.districtjobs.org) or call 312-751-5100.

**Mailed, Emailed, Hand delivered or Faxed Applications Will Not Be Accepted. Resumes Will Not Be Accepted in Place of Application Forms. An Equal Opportunity Employer - M/F/D**

12/24 - 12/31/2021 #1137226

**TAB B**



**TAB 7**

## [105 ILCS 5/34-18](#)

Statutes current with legislation through P.A. 102-557 and P.A. 102-662 of the 2021 Session of the 102nd Legislature.

*Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 34-235)*

### **105 ILCS 5/34-18 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 and in compliance with Section 10-19.05 [[105 ILCS 5/10-19.05](#)], 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 persons with physical disabilities, 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 or supplemental grant funds are allocated and applied in accordance with Section 18-8, 18-8.05, or 18-8.15 [[105 ILCS 5/18-8](#) (now repealed) or [105 ILCS 5/18-8.05](#)]. 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

## 105 ILCS 5/34-18

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 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

## 105 ILCS 5/34-18

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 [[105 ILCS 5/34-1.01](#)];

- 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 ensure 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 assigned 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 [20 ILCS 4027/25 (now repealed)], 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

## 105 ILCS 5/34-18

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 or her 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 [[625 ILCS 5/11-209](#)];

**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

## 105 ILCS 5/34-18

given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

**(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 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 the marketing or sale of a product after deducting the expenses of developing and marketing such product;

## 105 ILCS 5/34-18

**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 [[115 ILCS 5/1](#) et seq.]. 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 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;

## 105 ILCS 5/34-18

**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).

(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;

**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 [[325 ILCS 5/1](#) et seq.] 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;



## 105 ILCS 5/34-18

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 the teacher pay scale;
27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Code in order to ensure 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 [*105 ILCS 5/34-2.3*]. 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 [*105 ILCS 5/34-8.3*], and the governing bodies of contract schools are subject to the Freedom of Information Act [*5 ILCS 140/1* et seq.] and Open Meetings Act [*5 ILCS 120/1* et seq.];
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 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. (Blank); and
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 may be requisite or proper for the maintenance and the development of

## 105 ILCS 5/34-18

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.

## History

---

[P.A. 86-124](#); [86-623](#); [86-1002](#); [86-1028](#); [86-1477](#); [87-455](#); [88-89](#), § 2-5; [88-511](#), § 45; [88-686](#), § 5; [89-15](#), § 5; [89-397](#), § 5; [89-626](#), § 2-36; [90-22](#), § 15; [90-548](#), § 5-915; [92-109](#), § 23; [92-527](#), § 5; [92-724](#), § 5; [93-3](#), § 5; [93-1036](#), § 90; [96-105](#), § 5; [97-227](#), § 60; [97-396](#), § 40; [97-813](#), § 230; [99-143](#), § 430; 2017 [P.A. 100-465](#), § 965, effective August 31, 2017; 2018 [P.A. 100-1046](#), § 5, effective August 23, 2018; 2019 [P.A. 101-12](#), § 5, effective July 1, 2019; 2019 [P.A. 101-88](#), § 5, effective January 1, 2020; 2021 P.A. 102-465, § 35, effective January 1, 2022; 2021 P.A. 102-558, § 350, effective August 20, 2021.

Annotations

## Notes

---

### Editor's Notes

This section was Ill.Rev.Stat.,Ch.122, para. 34-18.

Section 1 of 97-227 provides “Rule of construction. This Act shall be construed to make amendments to provisions of State law to substitute the term “intellectual disability” for “mental retardation”, “intellectually disabled” for “mentally retarded”, “ID/DD Community Care Act” for “MR/DD Community Care Act”, “physically disabled” for “crippled”, and “physical disability” or “physically disabling”, as appropriate, for “crippling” without any intent to change the substantive rights, responsibilities, coverage, eligibility, or definitions referred to in the amended provisions represented in this Act.”

Section 995 of [P.A. 97-813](#) contains a “no acceleration or delay” provision, and Section 996 contains a “no revival or extension” provision.

### Amendment Notes

## 105 ILCS 5/34-18

The 1993 amendment by P.A. 88-89, effective July 14, 1993, in the first sentence of subsection 10 inserted the subdivision (i) designation and added subdivision (ii); and in the second sentence of subsection 10 inserted “provided that”.

The 1993 amendment by P.A. 88-511, effective November 14, 1993, incorporated the changes made by P.A. 88-89, § 2-5, and added “and” at the end of subsection (28); and added subsection (29).

The 1994 amendment by P.A. 88-686, effective January 24, 1995, in subsection 9, in the first sentence, inserted “including graduation standards” and deleted “and in accordance therewith prescribe the course and methods of study in the various schools” preceding “provided that for all”.

The 1995 amendment by P.A. 89-15, effective May 30, 1995, in subsection 7, in the first sentence, deleted “divide the city into subdistricts and” preceding “apportion”, in the second sentence deleted “In dividing the city into subdistricts” from the beginning and in the fourth sentence deleted “subdistricts and ” preceding “attendance”; in subsection 9, in the first sentence, deleted “subdistrict superintendents” preceding “principals”; in subsection 10, in the first sentence, inserted “including library duties”, deleted “and” preceding “detention” and added at the end “and school-sponsored extracurricular activities”; in subsection 14, in the first sentence, inserted “the former” four times, inserted “the Chicago Schools Academic Accountability Council” twice and added a comma after “Local School Councils”; deleted “and” from the end of subsection 28; deleted former subsection 29 which read “To promulgate guidelines for use by the General Superintendent in annually evaluating the performance of subdistrict superintendents”; and added subsections 30, 31 and 32.

The 1995 amendment by P.A. 89-397, effective August 20, 1995, in subsection 1, in the sixth sentence, substituted “children with disabilities” for “handicapped children” twice.

The 1996 amendment by P.A. 89-626, effective August 9, 1996, combined the amendments of this section by P.A. 89-15 and P.A. 89-397.

The 1997 amendment by P.A. 90-22, effective June 20, 1997, added subsection 19a.

The 1997 amendment by P.A. 90-548, effective January 1, 1998, incorporated the amendments by P.A. 90-22; and in subsection 1, in the first sentence, inserted “supplemental general”, substituted “aid” for “Chapter 1” and added at the end “or 18-8.05”.

The 2001 amendment by P.A. 92-109, effective July 20, 2001, in subsection 19a: in the first sentence inserted “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”, substituted “Chicago Board of Education” for “Chicago School Reform Board of Trustees”, inserted “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” twice in the first and last sentences and once in the second sentence, also in the second sentence, inserted the item (i) designation, and “the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water

## 105 ILCS 5/34-18

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”, and deleted “city” preceding “services, work, or goods” in the last sentence.

The 2001 amendment by P.A. 92-527, effective June 1, 2002, in subdivision 16 inserted the subdivision 16(a) designation and subdivisions 16(b) through (d), and in subdivision 16(a) substituted “a high school” for “the school”, inserted “and student directory information” and added the last sentence.

The 2002 amendment by P.A. 92-724, effective July 25, 2002, inserted subsection 10.5.

The 2003 amendment by P.A. 93-3, effective April 16, 2003, inserted subdivisions (33) and (34); and combined the amendments by P.A. 92-109, P.A. 92-527 and P.A. 92-724.

The 2004 amendment by P.A. 93-1036, effective September 14, 2004, inserted the language beginning “the calendar for the school” and ending “and provided that” and made related and stylistic changes in the first sentence of subdivision 1.

The 2009 amendment by P.A. 96-105, effective July 30, 2009, added the third sentence in (30) and made a related change.

The 2011 amendment by P.A. 97-227, effective January 1, 2012, substituted “physically disabled” for “crippled” in the first sentence of 1.

The 2011 amendment by P.A. 97-396, effective January 1, 2012, added “any of the following” to the end of the introductory language of 21.; rewrote 21.(a) through 21.(d), which formerly read: “(a) Black (a person having origins in any of the black racial groups in Africa); (b) Hispanic (a person of Spanish or Portuguese culture with origins in Mexico, South or Central America, or the Caribbean islands, regardless of race); (c) Asian American (a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands); or (d) American Indian or Alaskan Native (a person having origins in any of the original peoples of North America)”; and added 21.(e).

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, combined earlier multiple amendments to the section.

The 2015 amendment by P.A. 99-143, effective July 27, 2015, made a stylistic change.

The 2017 amendment by P.A. 100-465, effective August 31, 2017, in the first sentence of (1), added “or supplemental grant” and substituted “Section 18-8, 18-8.05, or 18-8.15” for “Section 18-8 or 18-8.05.”

The 2018 amendment by P.A. 100-1046, effective August 23, 2018, deleted former (33), which read: “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 made a related change.

105 ILCS 5/34-18

The 2019 amendment by P.A. 101-12, effective July 1, 2019, added “and in compliance with Section 10-19.05” in the first sentence of (1).

The 2019 amendment by P.A. 101-88, effective January 1, 2020, added “and the governing bodies of contract schools are subject to the Freedom of Information Act and Open Meetings Act” in (30).

**CASE NOTES**

**Constitutionality**

**In General**

**Certification Requirements**

**Construction**

**Corporal Punishment**

**Experimental Programs**

**Injunction Proper**

**Layoff of Employees**

**Legislative Intent**

**Mandamus**

**—Denied**

**Policy Interpretation**

**Preferential Treatment**

**Rental of School Lands**

**Salaries**

**—Formula for Principals**

**Standing**

**Teacher Transfer**

**NOTES TO UNPUBLISHED DECISIONS**

**Layoff of Employees**

## CASE NOTES

### Constitutionality

The reduction of aid to school districts required by this Code was not an unlawful penalty taking away funds which in any way belonged to the Chicago School Board, but rather it was simply the recovery of state aid which was paid in advance but which the Chicago Board was not entitled to as a result of its failure to comply with the requirements for eligibility as set forth in this Code when the Chicago Board did not comply with the minimum school year requirement of 176 days. [\*Cronin v. Lindberg\*, 66 Ill. 2d 47, 4 Ill. Dec. 424, 360 N.E.2d 360, 1976 Ill. LEXIS 470 \(Ill. 1976\)](#).

### In General

The statute does not establish specified substantive predicates to limit discretion and, thus, does not create a property interest. [\*Shegog v. Board of Educ., No. 99 C 211, 2000 U.S. Dist. LEXIS 6099 \(N.D. Ill. May 1, 2000\)\*](#).

Power of the board of education and its superintendent is not absolute. [\*Stasica v. Hannon\*, 70 Ill. App. 3d 785, 27 Ill. Dec. 147, 388 N.E.2d 1110, 1979 Ill. App. LEXIS 2435 \(Ill. App. Ct. 1st Dist. 1979\)](#).

It was lawful under the Public Building Commission Act ([50 ILCS 20/1](#) to [50 ILCS 20/24](#)) for the board of education to lease a schoolhouse from the Commission, that school property be donated to the Commission, and for the city council to levy a tax to cover the costs of operation under such a lease. [\*People ex rel. Stamos v. Public Bldg. Com.\*, 40 Ill. 2d 164, 238 N.E.2d 390, 1968 Ill. LEXIS 363 \(Ill. 1968\)](#).

### Certification Requirements

Where the board of education was properly acting within its statutory discretion and the legislative intent of allowing the board to determine certification requirements, the appointment of persons lacking supervisor certificates, in positions which have been determined by the board to not require them, was not “arbitrary, unreasonable or capricious,” and therefore, taxpayers failed to allege conduct of the board which would warrant judicial review. [\*Kenny v. Interim General Superintendent of Schools\*, 112 Ill. App. 3d 342, 67 Ill. Dec. 876, 445 N.E.2d 356, 1983 Ill. App. LEXIS 1448 \(Ill. App. Ct. 1st Dist. 1983\)](#).

### Construction

2011 amendment to [105 ILCS 5/34-85](#), which governs dismissals, does not diminish the school board’s implied power and authority to issue a suspension, which is governed by [105 ILCS 5/34-18](#), once a determination is made

## 105 ILCS 5/34-18

that the conduct does not constitute cause for dismissal. These provisions govern two different disciplinary sanctions (dismissals and suspensions) and are not in conflict. [Bd. of Educ. v. Moore, 2021 IL 125785, 2021 Ill. LEXIS 3 \(Ill. 2021\)](#).

### Corporal Punishment

The authority of a teacher over a pupil is a delegation of parental authority, and where the teacher inflicts corporal punishment on a pupil which is not actuated by malice and the punishment is not excessive or wanton, the teacher is not liable. [Drake v. Thomas, 310 Ill. App. 57, 33 N.E.2d 889, 1941 Ill. App. LEXIS 785 \(Ill. App. Ct. 1941\)](#).

### Experimental Programs

The Chicago School Board has the power to create and maintain experimental education programs for the Chicago public school children. [Morton v. Board of Education, 69 Ill. App. 2d 38, 216 N.E.2d 305, 1966 Ill. App. LEXIS 1388 \(Ill. App. Ct. 1st Dist. 1966\)](#).

### Injunction Proper

Where board of education acted arbitrarily, capriciously or unreasonably by giving late notice to the parents concerning closing of school where their children were in attendance, judicial intervention was warranted, and trial court properly issued injunction and set a hearing to determine the merits of this issue. [Stasica v. Hannon, 70 Ill. App. 3d 785, 27 Ill. Dec. 147, 388 N.E.2d 1110, 1979 Ill. App. LEXIS 2435 \(Ill. App. Ct. 1st Dist. 1979\)](#).

### Layoff of Employees

Although the question of whether a property interest was protectable under the [Fourteenth Amendment, U.S. Const.](#) amend. XIV, was ultimately a question of federal constitutional law, the resolution of the federal issue began with a determination of what state law provides. Since state law did not provide tenured teachers with the right to be rehired after an economic layoff or the right to the use of certain procedures during the rehiring process, specifically because [105 ILCS 5/34-84](#) governing teacher appointments and [105 ILCS 5/34-18](#) regarding layoffs and recalls did not provide for such substantive or procedural rights, the union representing the tenured teachers could not successfully claim that their federal due process rights had been violated after some of them were rehired shortly after the economic layoff but others were not. [Chi. Teachers Union, Local No. 1 v. Bd. of Educ., 2012 IL 112566, 357 Ill. Dec. 520, 963 N.E.2d 918, 2012 Ill. LEXIS 315 \(Ill. 2012\)](#).

Although consultation with plaintiff teachers union may have expedited the process of promulgating the rules for recall of laid-off teachers, there was nothing in [105 ILCS 5/34-18\(31\)](#) that required cooperation with the union, and

## 105 ILCS 5/34-18

thus, an injunction ordering defendant school board to promulgate regulations for recall required modification. [\*Chi. Teachers Union, Local No. 1, AFT v. Bd. of Educ. of Chi.\*, 640 F.3d 221, 2011 U.S. App. LEXIS 6395 \(7th Cir. Ill.\)](#), vacated, [\*662 F.3d 761, 2011 U.S. App. LEXIS 11977 \(7th Cir. Ill. 2011\)\*](#).

Neither the 1995 amendments to the Illinois School Code nor Illinois cases construing them suggested that tenured teachers were not entitled to an opportunity to show that they were qualified for vacancies after an economic layoff; rather, the limits on the board's discretion found in [\*105 ILCS 5/34-18\(31\)\*](#) along with the teachers' right to a "permanent" appointment, gave rise to a legitimate expectation that laid-off teachers were to be considered for vacancies for a reasonable time. The teachers were entitled to a recall procedure and were to be given a meaningful opportunity to show that they were qualified for new vacancies; without any procedures for recall, the risk of deprivation to the teachers was significant and would have violated their right to due process under the Fourteenth Amendment. [\*Chi. Teachers Union, Local No. 1, AFT v. Bd. of Educ. of Chi.\*, 640 F.3d 221, 2011 U.S. App. LEXIS 6395 \(7th Cir. Ill.\)](#), vacated, [\*662 F.3d 761, 2011 U.S. App. LEXIS 11977 \(7th Cir. Ill. 2011\)\*](#).

Illinois Legislature, by [\*105 ILCS 5/34-18\(31\)\*](#), gave board of education the authority to formulate and implement its own rules and procedures regarding layoffs of teachers, rather than binding the board to a legislatively mandated procedure; therefore, [\*105 ILCS 5/34-84\*](#) and [\*105 ILCS 5/34-85\*](#) did not exempt tenured teachers from a layoff. [\*Land v. Bd. of Educ.\*, 202 Ill. 2d 414, 269 Ill. Dec. 452, 781 N.E.2d 249, 2002 Ill. LEXIS 959 \(Ill. 2002\)](#).

[\*105 ILCS 5/34-18\(31\)\*](#) empowers the Board of Education of the City of Chicago, Illinois, to lay off employees of the Chicago Public Schools, which includes all persons who work for and are compensated by the Chicago Public Schools, including tenured teachers; the board may establish a layoff policy as authorized by § 34-18(31) of the School Code, [\*105 ILCS 5/1-1\*](#) et seq., but may not through that policy delegate its absolute layoff power to school administrators. [\*Land v. Bd. of Educ.\*, 325 Ill. App. 3d 294, 259 Ill. Dec. 49, 757 N.E.2d 912, 2001 Ill. App. LEXIS 662 \(Ill. App. Ct. 1st Dist. 2001\)](#), aff'd in part and rev'd in part, [\*202 Ill. 2d 414, 269 Ill. Dec. 452, 781 N.E.2d 249, 2002 Ill. LEXIS 959 \(Ill. 2002\)\*](#).

Included in a school board's powers is the authority to lay off employees in good faith for lack of work or purposes of economy, but the board's actions may not be arbitrary, discriminatory or unreasonable, and the board must act in good faith in ordering a layoff of its employees. [\*Perlin v. Board of Education\*, 86 Ill. App. 3d 108, 41 Ill. Dec. 294, 407 N.E.2d 792, 1980 Ill. App. LEXIS 3215 \(Ill. App. Ct. 1st Dist. 1980\)](#).

### Legislative Intent

There is intention on the part of the legislature to limit the power of a school board to adopt and develop better methods of educating the children of Illinois, so long as the methods so adopted are otherwise consistent with the provisions of this Code. [\*Morton v. Board of Education\*, 69 Ill. App. 2d 38, 216 N.E.2d 305, 1966 Ill. App. LEXIS 1388 \(Ill. App. Ct. 1st Dist. 1966\)](#).



## Mandamus

### —Denied

Where the record indicated that the extension of the north boundary of a high school made the high school more convenient for student to attend than another, the board policy and practice which affected future graduating classes and not graduates of preceding years already enrolled in and attending high school, did not appear to be fraudulent or an oppressive or arbitrary abuse of the discretionary powers of the school officials, and petition for writ of mandamus was denied. [\*People ex rel. Altman v. Board of Education\*, 90 Ill. App. 2d 21, 234 N.E.2d 362, 1967 Ill. App. LEXIS 1431 \(Ill. App. Ct. 1st Dist. 1967\)](#).

## Policy Interpretation

City board of education was in the best position to interpret its own policies, and its decision would be allowed to stand unless it is clearly erroneous or inconsistent with long-settled constructions. [\*Jefferson v. Board of Education\*, 82 Ill. App. 3d 877, 38 Ill. Dec. 255, 403 N.E.2d 486, 1980 Ill. App. LEXIS 2614 \(Ill. App. Ct. 1st Dist. 1980\)](#).

## Preferential Treatment

There is nothing in the School Code that allows a school board to give preferential treatment to local businesses; thus, a school board's rule that gave local businesses a 2% preference had no proper legislative authority and was an arbitrary and capricious delegation of power to a municipal unit which was unconstitutional. [\*Best Bus Joint Venture v. Board of Educ.\*, 288 Ill. App. 3d 770, 224 Ill. Dec. 255, 681 N.E.2d 570, 1997 Ill. App. LEXIS 278 \(Ill. App. Ct. 1st Dist. 1997\)](#).

## Rental of School Lands

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 Education v. Crilly\*, 312 Ill. App. 16, 37 N.E.2d 873, 1941 Ill. App. LEXIS 589 \(Ill. App. Ct. 1941\)](#).

## Salaries

### —Formula for Principals

## 105 ILCS 5/34-18

City board of education's salary formula, based on position classification establishing principals' salaries on a six hour daily basis, was not unreasonable. [Jefferson v. Board of Education, 82 Ill. App. 3d 877, 38 Ill. Dec. 255, 403 N.E.2d 486, 1980 Ill. App. LEXIS 2614 \(Ill. App. Ct. 1st Dist. 1980\).](#)

### Standing

Neither school board nor superintendent had standing to question the validity of the reduction of aid to school districts, who did not comply with mandatory number of school days, on due process grounds. [Cronin v. Lindberg, 66 Ill. 2d 47, 4 Ill. Dec. 424, 360 N.E.2d 360, 1976 Ill. LEXIS 470 \(Ill. 1976\).](#)

### Teacher Transfer

Under Illinois law the board of education clearly has the authority to transfer teachers; absent a property interest in a specific teaching job, and a legitimate claim of entitlement to the interest, the procedural safeguards of the [Fourteenth Amendment of the United States Constitution](#) simply do not apply to protect teachers from transfer. [Kolz v. Board of Education, 576 F.2d 747, 1978 U.S. App. LEXIS 10919 \(7th Cir. Ill. 1978\).](#)

## NOTES TO UNPUBLISHED DECISIONS

### Layoff of Employees

*Unpublished decision:* Neither [105 ILCS 5/34-18\(31\)](#) nor [105 ILCS 5/34-84](#), considered separately or together, gives laid-off tenured teachers either a substantive right to be rehired after an economic layoff or a right to certain procedures during the rehiring process. [Chi. Teachers Union, Local No. 1 v. Bd. of Educ. of Chi., 476 Fed. Appx. 83, 2012 U.S. App. LEXIS 7948 \(7th Cir. Ill. 2012\).](#)

## Research References & Practice Aids

---

### Research References and Practice Aids

#### LEGAL PERIODICALS

For article, "Survey of Illinois Law: Employment Law," see [26 S. Ill. U. L. J. 613 \(2002\).](#)

For article, "A Comprehensive Analysis of Educational Choice: Can the Polemic of Legal Problems be Overcome?", see [43 DePaul L. Rev. 1 \(1993\).](#)

105 ILCS 5/34-18

Sufficiency of notice of intention to discharge or not to rehire teacher, under statutes requiring such notice. 52 ALR4th 301.

Illinois Compiled Statutes Annotated  
Copyright © 2022 Matthew Bender & Company, Inc.  
member of the LexisNexis Group. All rights reserved.

---

End of Document

**TAB 8**

## [105 ILCS 5/34-200](#)

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > School Action And Facility Master Planning***

### **105 ILCS 5/34-200 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.

### **History**

---

[P.A. 97-473](#), § 5; [97-474](#), § 5; [97-813](#), § 230.

Annotations

### **Notes**

---

#### **Note.**

Section 97 of [P.A. 97-474](#) provides “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](#)).”

Section 995 of [P.A. 97-813](#) contains a “no acceleration or delay” provision, and Section 996 contains a “no revival or extension” provision.

**Effective Date.**

Section 99 of [P.A. 97-474](#) made this section effective upon becoming law. The Act was approved August 22, 2011.

**Effect of Amendments.**

The 2012 revisory amendment by [P.A. 97-813](#), effective July 13, 2012, deleted “if the boundary change forces a student transfer” following “to relieve overcrowding” in the definition of School action; and made typographical changes.

Illinois Compiled Statutes Annotated  
Copyright © 2018 Matthew Bender & Company, Inc.  
member of the LexisNexis Group. All rights reserved.

**TAB 9**

## [105 ILCS 5/34-225](#)

Statutes current through P.A. 100-554, except for portions of P.A. 100-201, 100-317, 100-363, 100-437, 100-471, 100-537, 100-540, and 100-542 of the 2017 Regular Legislative Session

***Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS > COMMON SCHOOLS > School Code > School Action And Facility Master Planning***

### **105 ILCS 5/34-225 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.

### **History**

---

[P.A. 97-473](#), § 5; [97-474](#), § 5; [97-813](#), § 230; [97-1133](#), § 5.

Annotations

### **Notes**

---



**Note.**

Section 97 of [P.A. 97-474](#) provides “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](#)).”

Section 995 of [P.A. 97-813](#) contains a “no acceleration or delay” provision, and Section 996 contains a “no revival or extension” provision.

**Effective Date.**

Section 99 of [P.A. 97-474](#) made this section effective upon becoming law. The Act was approved August 22, 2011.

**Effect of Amendments.**

The 2012 revisory amendment by [P.A. 97-813](#), effective July 13, 2012, deleted “counseling” following “informational briefings” in (c)(3); and made a stylistic change.

The 2012 amendment by [P.A. 97-1133](#), effective November 30, 2012, added (d).

Illinois Compiled Statutes Annotated  
Copyright © 2018 Matthew Bender & Company, Inc.  
member of the LexisNexis Group. All rights reserved.

**TAB 10**

## [105 ILCS 5/34-230](#)

Statutes current with legislation through P.A. 102-557 and P.A. 102-662 of the 2021 Session of the 102nd Legislature.

*Illinois Compiled Statutes Annotated > Chapter 105 SCHOOLS (§§ 5/1-1 — 560/99) > COMMON SCHOOLS (§§ 5/1-1 — 85/99) > School Code (Arts. 1 — 36) > Article 34. Cities of Over 500,000 Inhabitants — Board of Education (§§ 5/34-1 — 34-235) > School Action And Facility Master Planning (§§ 5/34-200 — 34-235)*

### **105 ILCS 5/34-230 School action public meetings and hearings.**

---

- (a) By October 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 shall be created with the involvement of local school councils, parents, educators, and community organizations. 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 [[105 ILCS 5/34-225](#)] for all schools affected by the school action. The notice shall state the date, time, and place of the hearing or meeting. For a school closure only, 8 months after notice is given, the chief executive officer must publish on the district's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district.
  - (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 alderperson for the school or schools that are subject to the proposed school action.

## 105 ILCS 5/34-230

- (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. The notice shall state the date, time, and place of the 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.
- 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.
- 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.

## History

---

[P.A. 97-473](#), § 5; [97-474](#), § 5; [97-813](#), § 230; [97-1133](#), § 5; 2019 [P.A. 101-133](#), § 5, effective July 26, 2019; 2021 P.A. 102-15, § 75, effective June 17, 2021.

Annotations

## Notes

---

### Editor's Notes

Section 97 of [P.A. 97-474](#) provides “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](#)).”

Section 995 of [P.A. 97-813](#) contains a “no acceleration or delay” provision, and Section 996 contains a “no revival or extension” provision.

### Effective Date.

Section 99 of [P.A. 97-474](#) made this section effective upon becoming law. The Act was approved August 22, 2011.

### Amendment Notes

The 2012 revisory amendment by P.A. 97-813, effective July 13, 2012, substituted “December 1” for “December 1, 2011” in the first paragraph of (c); deleted “This proposal shall include a preliminary” preceding “and a draft” in the first sentence of (c)(1); deleted “and in a newspaper of general circulation” from the end of (c)(4); redesignated former duplicate subsection (d) as (e); redesignated former (e) through (g) as (f) through (h); deleted “hearings” following “Public meetings” in the first sentence of present (g); and made stylistic changes.

The 2012 amendment by P.A. 97-1133, effective November 30, 2012, in (a), substituted “October” for “November” and inserted the third sentence; and deleted the designations (f)(4) and (f)(5).

The 2019 amendment by P.A. 101-133, effective July 26, 2019, added the last sentence of (c)(1).

105 ILCS 5/34-230

member of the LexisNexis Group. All rights reserved.

---

End of Document

**TAB 11**

**Elementary School Approach:** For elementary schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each building is allotted a number of dedicated K-8 general education homeroom classrooms equaling 77% of the total classrooms available. Each elementary school building is also allotted a number of ancillary classrooms equal to 23% of the total classrooms available. An elementary school building's ideal capacity (IC) is derived first by multiplying the total number of classrooms by 77%, rounding down to the nearest whole number, and then multiplying this product by 30. As an elementary school's enrollment increases above the efficiency range (above 110% of ideal capacity), a school may be considered overcrowded, as classroom space programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range (below 70% of ideal capacity), a school may be considered underutilized, as classroom spaces are unused and/or inefficiently programmed making the use of limited resources less effective.

**High School Approach:** As with elementary schools, CPS provides an efficiency range for high schools based primarily upon the total number of instructional classrooms available in the main/permanent building. Each high school's maximum capacity is identified as a function of the total number of classroom spaces multiplied by 30. A high school's ideal capacity is 80% of its maximum capacity. As with elementary schools, high school with enrollment between 70-110% of ideal capacity are considered efficiently enrolled, high schools with enrollment above 110% of ideal capacity may be considered overcrowded, and high schools with enrollment below 70% of ideal capacity may be considered under-utilized.

**Main/Permanent Space vs. Temporary Space, Special Education Cluster Program Classrooms, PreK Classrooms and Small Classrooms:** CPS defines main/permanent space as instructional classrooms located within a Board-owned facility built with a fixed foundation that has permanent attached walls, roof and floor that cannot be moved or transported either as a unit or in sections. Approximately 71 schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased classrooms. While these temporary classrooms may be necessary in many cases to prevent or reduce overcrowding, they are not incorporated into the school's main/permanent total classroom count for the purpose of establishing ideal capacity. However, temporary spaces are included to determine a school's Adjusted Utilization.

A second Adjusted Utilization percentage is calculated (refer to column U, "2019-20 Adj Space Utilization2" for schools that have one or more special education cluster program classrooms, PreK program classrooms, or small classrooms identified as having less than 650 square feet. This second adjusted space utilization percentage is calculated by:

- 1) Establishing a new, adjusted ideal capacity by reducing the number of total classrooms by the sum of cluster program classrooms, PreK classrooms, and small classrooms (which historically were counted as 0.5 classrooms). These are referred to here as classroom deductions. While these physical spaces remain present, they constitute spaces not available for general ed K-8 instructional use;
- 2) Reducing the school's total enrollment by the number of students assigned to cluster program classrooms and PreK classrooms;
- 3) Dividing the resulting adjusted enrollment by the adjusted ideal capacity

**Co-located schools:** There are eighteen instances where more than one school (typically two) are located within the same facility. In these instances the ideal capacity refers to the facility itself and the utilization percentage refers to the combined enrollment of the co-located schools.

**Joint Review:** Consistent with past approach, principals who have a different interpretation of these data, or believe these data contain errors or omissions, can request a joint review. Staff from Facilities and Demographics, together with the principal, will review the relevant data including student level data, assessment photos and findings from on-site visits



**TAB 12**

# 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.

---

<b>Amends/Rescinds:</b>	05-0126-PO1 (Adopted February 23, 2005)
<b>Cross References:</b>	
<b>Legal References:</b>	Illinois Charter Schools Law, Illinois School Code, 105 ILCS 5/27A.

**TAB 13**



**FINAL GUIDELINES FOR SCHOOL ACTIONS FOR THE 2021-2022 SCHOOL YEAR**  
(Published October 25, 2021)

**I. PREAMBLE**

The Illinois School Code (105 ILCS 5/34-230) requires the Chief Executive Officer (CEO) to publish draft guidelines for school actions by October 1 of each year. These guidelines shall outline the academic and non-academic criteria for a school action, be created with the involvement of local school councils, parents, educators, and community organizations, and the draft guidelines, and each subsequent revision, are to be subject to a public comment period of at least 21 days before their approval. The Illinois School Code (105 ILCS 5/34-230) also requires that the CEO announce all proposed school actions to be taken at the close of the current academic year by December 1 of each year. The draft guidelines were published on October 1, 2021 and remained open for public comment until October 22, 2021. On October 25, 2021, Chicago Public Schools hereby publishes the Final Guidelines for Schools Actions applicable for the 2021-2022 school year.

**II. CRITERIA**

If recommending any school actions, the CEO will consider the criteria specified below:

A. Criteria for Co-location

The CEO may propose a co-location of two or more schools within the same facility only if:

1. the school(s) principal, parents or community members have requested that a co-location proposal be considered via the process to request proposals outlined in the definitions section; and
2. the combined projected enrollment is within the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards and the facility can support the academic programming of the schools being co-located together.

In determining whether to propose a potential co-location that meets the above-specified conditions, 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 costs.

B. Criteria for Reassignment Boundary Change

The CEO may propose a reassignment boundary change that results in the reassignment of current students from one school to one or more other schools only if:

1. the school(s) principal, parents or community members have requested that a reassignment boundary change proposal be considered via the process to request proposals outlined in the definitions section; and the resulting space utilization

after the reassignment boundary change will not exceed any affected schools' enrollment efficiency range as defined by CPS' Space Utilization Standards.

In determining whether to propose a reassignment boundary change that meets the above specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

C. Criteria for Phase-Out

The CEO may propose a phase-out only if the school(s) principal, parents or community members have requested that a phase-out be considered via the process to request proposals outlined in the definitions section.

In determining whether to propose a phase-out that meets the above-specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; transition costs; and the academic performance of the schools.

D. Criteria for Consolidation or Closure

The CEO may propose a consolidation or closure only if the students impacted by a consolidation or closure will be provided the option to enroll in a higher performing school, whether designated as a welcoming school or otherwise. In addition, one of the following criteria must be met:

1. for a consolidation or closure, the school(s) principal, parents or community members have requested that a consolidation or closure proposal be considered via the process to request proposals outlined in the definitions section and the resulting space utilization after the consolidation will not exceed the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards; or
2. for a closure, the student enrollment as of November 1, 2021 is 0 students; or
3. a contract school has not met the following conditions
  - a. committing a material violation of any of the conditions, standards, or procedures set forth in the school agreement; or
  - b. failing to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the school agreement; or
  - c. failing to meet generally accepted standards of fiscal management; or
  - d. violated any provision of law or policy from which the contract school was not exempted.

In determining whether to propose a consolidation or closure that meets the above-specified conditions, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the

academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

### **III. 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 or forum 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 concerning 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, students in temporary living situations, and English language learners; and supports 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; (5) the departments that are responsible for the oversight; (6) specific programs to be offered; and (7) support to implement plans at receiving schools, specifying the funding source.

The Illinois School Code (105 ILCS 5/34-230) requires that for a school closure only, eight (8) months after notice is given, the CEO must publish on the District's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district.

### **IV. DEFINITIONS**

“Co-location” means two or more separate, independent schools with their own school leader(s) coexisting 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.

“Closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

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

“Process to request proposals” means one of the following:

1. requesting a proposal via e-mail at [ceoguidelines@cps.edu](mailto:ceoguidelines@cps.edu) or [transitions@cps.edu](mailto:transitions@cps.edu) by November 1, 2021;
2. requesting a proposal via formal communications to the CEO or Chief Education Officer by November 1, 2021; and

3. requesting a proposal at a community meeting or open public meeting by November 1, 2021.

“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, establishing the standards for determining enrollment efficiency, overcrowding, and underutilization, found at:

<https://www.cps.edu/services-and-supports/school-facilities/facility-standards/>.

“Higher performing school” means:

1. having equal or greater SQRP points, using an average for the 3 most recent years available, or
2. if the SQRP Point average for the 3 more recent years is equal, higher performing means having a higher average metric score on the majority of the following metrics over the 3 year period:

1. For elementary schools:

- a. National School Growth Percentile on the NWEA Reading Assessment
- b. National School Growth Percentile on the NWEA Math Assessment
- c. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
- d. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
- e. Average Daily Attendance Rate

2. For high schools:

- a. SAT 11 Cohort Growth Percentile
- b. PSAT 10 EBRW Annual Growth Percentile
- c. PSAT 10 Math Annual Growth Percentile
- d. One-Year Dropout Rate
- e. Average Daily Attendance Rate

**END OF DOCUMENT**

**TAB 14**

**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. The community may view and participate in the hearing virtually. To virtually attend the hearing as an attendee or speaker, individuals must register online before noon on the day of the public hearing. Starting one day prior to the hearing date, registered participants will receive instructions on how to access the meeting virtually. Written comments may be accepted by the next business day, before 5:00 p.m. if delivered by hand (42 W. Madison) or via email (transitions@cps.edu) to the attention of the CPS Law Department.
  - 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 online 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 hearing officer will determine the order of speakers.
  - d. When called by the hearing officer to speak, the speaker shall phone in per instructions, and s/he will have two minutes to present his/her remarks and materials to the hearing officer.
  - e. The total number of persons speaking at the hearing will be subject to the sole discretion of the hearing officer.
  - f. The hearing officer and Board’s Office of Safety & Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
  - g. Courteous, respectful and civil behavior is expected from all speakers and all persons 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.

**TAB C**



**TAB 15**

# Transcript of the Testimony of

**Date:** January 11, 2022

**Case:** NORTH RIVER CO-LOCATION COMMUNITY MEETING #  
1

**TOOMEY REPORTING**

312-853-0648

toomeyrep@sbcglobal.net

www.toomeyreporting.com

January 11, 2022

Page 1

NORTH RIVER CO-LOCATION COMMUNITY MEETING #1

TUESDAY, JANUARY 11, 2022  
COMMENCING AT APPROXIMATELY 6:00 O'CLOCK P.M.  
VIA ZOOM VIDEOCONFERENCE

TOOMEY REPORTING  
312-853-0648



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24

I N D E X

INTRODUCTION AND PRESENTATIONS

DR. MAURICE SWINNEY	4
MS. JULIE MCGLADE	7
DR. MAURICE SWINNEY	12
MS. JULIE MCGLADE	16

OFFICIAL SPEAKERS

ALDERWOMAN ROSSANA RODRIQUEZ-SANCHEZ	16
PRINCIPAL JAIME SANCHEZ	18
PRINCIPAL RAUL GUERRA	21

SPEAKERS

MICAELA GONZALEZ	21
RICARDO VASQUEZ	23
XOCHITI CRUZ	24
PATRICIA REYES	25
MECED ALDAY	27
ALEXANDRA MORENO	28
CLARA RODRIGUEZ	30
EMMA TUCTO	31
JOSE BADILLO	32
LUCILA ESQUIVEL	34
CLAUDIA HERNANDEZ	35
APRIL CURTIS	37

CONCLUSIONARY COMMENTS

DR. MAURICE SWINNEY	39
---------------------	----

- - - - -

1 MR. SWINNEY: Good evening, Everyone. Thanks for  
2 joining us.

3 We will start in just a moment.

4 Just having one moment for a few more people to  
5 trickle in, but thank you all for joining us, and we'll  
6 get with you in less than a minute.

7 All right. As people come in, if you want to  
8 just introduce yourself in the chat which community you  
9 represent, anything you want us to know about it.

10 Thank you all for joining us tonight. My name  
11 is Dr. Maurice Swinney. I'm the interim chief education  
12 officer here in Chicago Public Schools.

13 And tonight is our community meeting around a  
14 proposed co-location of North River Elementary School  
15 with ASPIRA Charter School-Haugan Middle School, and so  
16 we knew this was very important for me to attend this  
17 personally as I really have been thinking about like how  
18 do we support students and families and what might we  
19 need to hear and understand to continue to resource our  
20 schools, support our young people.

21 And so I know people went into this space with  
22 a lot of thoughts and emotion, and so we welcome that.  
23 So please feel free, if you have comments or thoughts,  
24 drop some notes in the chat.

1           Next slide, please.

2           I wanted to give you first just a quick  
3 overview. I'm going to give some more introductory  
4 words, then I'm going to pass it over to one of our  
5 network chiefs, Chief Julie McGlade, to give us more  
6 information about why we're here, ground us in what the  
7 laws and what the rules say and then continue to engage  
8 in conversation from there.

9           The next slide.

10          So a huge part of this is making sure that we  
11 spend the 90 minutes in conversation with you. First,  
12 sharing some very important information, I'll give some  
13 more information about the CPS equity landing and how we  
14 want to apply the use of the CPS equity framework even  
15 in these conversations.

16          Chief McGlade is going to share with us like  
17 what is this about, what do the rules say and why these  
18 community meetings are -- why they're important.

19          And then I think, as we get toward the end,  
20 there will be some time for public comment, and  
21 throughout that time you can raise -- use the raise your  
22 hand feature, you can also unmute, and we also want to  
23 give you an opportunity to drop some thoughts in the  
24 chat.

1           So, with that, next slide.

2           So this is a 90-minute conversation, and it is  
3 a conversation so, please, at some point you might hear  
4 Chief McGlade or myself drop some thoughts and some  
5 notes and some ideas on what we hear, we might summarize  
6 some things, but we will do our best to limit our  
7 speaking to make sure that we give time for folks to --  
8 to share their thoughts and ideas about the potential  
9 co-location.

10           So the short presentation will give you some  
11 information, and then we will move straight into having  
12 folks get an opportunity to share out for two minutes.

13           And I will do my best to maintain the two  
14 minutes. If I cut you off, that is only because we want  
15 to make sure that we have time to hear other folks  
16 throughout this session.

17           And if you know of anyone who needs translation  
18 services, please, you can see at the bottom of the  
19 screen, there is something called interpretation, and  
20 there we can offer the different services in English and  
21 Spanish.

22           And, Leticia, would you like to come off mute  
23 and say that as well in the larger group?

24           I see you have unmuted, but I didn't hear you.



1 MS. MC GLADE: She may be in a separate room if  
2 that's how it's set up.

3 MR. SWINNEY: Oh, got it, got it, got it.

4 I want to make sure Spanish-speaking families  
5 who are on the English side also know then to switch  
6 over.

7 There you go.

8 THE SPANISH INTERPRETER (LETICIA): (Inaudible.)

9 MR. SWINNEY: Thank you.

10 So with that, I will turn it over to  
11 Chief McGlade.

12 MS. MC GLADE: Thank you, Dr. Swinney, for opening  
13 up and your remarks.

14 I'm very excited to join you, all of you, and  
15 thank you for coming here. My name is Julie McGlade. I  
16 am the chief of Network 1.

17 Before we begin, I would also like to  
18 acknowledge any member from the Chicago Board of  
19 Education, our elected officials. I see  
20 Alderwoman Rossana Rodriguez with us this evening.

21 I'm just going to ask my deputy chief of  
22 Network 1 Estuardo Mazin to just come off and introduce  
23 himself quickly.

24 MR. MAZIN: (Inaudible.)

1 MS. MC GLADE: Thank you.

2 And we also have the CEO from ASPIRA.

3 I don't know if you would like to say good  
4 evening.

5 I'm only seeing little windows. Well, you will  
6 have an opportunity to speak shortly.

7 And, also, we have our principal from  
8 ASPIRA-Haugan, Principal Anthony Chalmers, and we have  
9 Principal Jaime Sanchez from North River who are joining  
10 us this evening.

11 That's fine. Sorry. Thank you.

12 So the virtual meeting today is scheduled for  
13 90 minutes, and it will consist of a brief presentation  
14 about school actions and equitable practice and  
15 opportunities for public comments.

16 There is a stenographer and a notetaker that's  
17 present with us to record our comments during the  
18 meeting.

19 Before -- Be aware that the meeting is being  
20 recorded. The recordings and the meeting notes are  
21 available to the public on the school action website  
22 which is found at [www.cps.edu/schoolactions](http://www.cps.edu/schoolactions). Within  
23 48 hours, you will find this information.

24 Attendees who register to speak will be given

1 two minutes to share feedback or comments regarding the  
2 proposed school actions. Those with questions or  
3 comments who have signed up to speak during the public  
4 comment section, each participant has two minutes to  
5 provide your questions or your comments. Each  
6 participant will receive a notice when there is one  
7 minute remaining and then 30 seconds remaining.

8 If you do not have a chance to comment or do  
9 not wish to provide a comment at this meeting, please  
10 e-mail comments or concerns to the transitions mailbox,  
11 which is transitions@cps.edu.

12 So this is the overview of the legal process,  
13 and we are in one of the stages of the process right  
14 now.

15 So by October 1st, 2021, CPS published draft  
16 guidelines for all school actions.

17 And on December 1st, 2021, CPS proposed actions  
18 and sent notice of -- letters of the transition plans.

19 January 2022 --

20 It's so hard to say 2022. I haven't had to say  
21 it very often since this is probably one of my first  
22 times.

23 -- we're holding two committee meetings,  
24 January 11th and 13th. And there's also a public

1 hearing on January 19th prior to any recommendation to  
2 the Board.

3 On February 22 or later, CPA -- CPS makes  
4 recommendations to the Board. After our community  
5 meetings and the hearing, the Board will vote on any  
6 recommendational school actions.

7 The Board may vote occur before -- occur at  
8 February Board meeting or later.

9 All right. The proposed school action is to  
10 co-locate North River Elementary School with  
11 ASPIRA-Haugan Middle School at ASPIRA-Haugan, 3729 West  
12 Leland.

13 Let's clarify what is a co-location. A  
14 co-location occurred when two unique schools share a  
15 space in the same building but retain their own  
16 principals, their own school staff and their own school  
17 entities.

18 Currently there are 44 schools in CPS that  
19 participate in the co-location. Let's give you a little  
20 bit of feedbacks about each school.

21 North River is a Level 1 plus, and it's a  
22 district school serving about 259 students in  
23 kindergarten through eighth grade with a  
24 pre-kindergarten cluster program.

1 North River currently leases space from the  
2 Archdioceses of Chicago in Albany Park. It has limited  
3 physical space for additional student programming or  
4 extra-curricular activities. North River will continue  
5 to have one class per grade and remain a school without  
6 an attendance boundary.

7 I'll give you a minute to read that if I read  
8 that quick.

9 ASPIRA-Haugan is a Level 1 school. It's a  
10 charter school serving a hundred and 21 students, sixth  
11 through eighth graders. It's considered a middle  
12 school. ASPIRA-Haugan is located in a CPS-owned  
13 building in Albany Park. It is ADA-accessible, has a  
14 cafeteria, a gymnasium, a library, an auditorium,  
15 playground, it's adjacent to Jensen Park and additional  
16 spaces for related student services and sports and has  
17 the capacity to serve 870 students.

18 If the proposal is approved by CPS, we will  
19 continue to work with both schools to equitably ensure  
20 that classroom entrances, shared spaces, parking,  
21 drop-off and pick-up schedules, extra-curricular  
22 afterschool activity and start time meet the needs of  
23 both schools.

24 Additional support will be provided through

1 CPS's co-location manager who will work at both schools  
2 in finalizing the memorandum of understanding.

3 Now I'll turn it over to Dr. CEO -- CEO  
4 Dr. Swinney, who will give you a brief presentation on  
5 the District's equity lines and CPS' commitment for  
6 equitable practices and improved (inaudible.

7 MR. SWINNEY: Thank you, Chief. I appreciate you.

8 And hello once again, Everyone.

9 So the purpose of the equity framework was to  
10 really provide guidance across the system of how might  
11 the system achieve equity for all students across race,  
12 gender, gender identity, talents or probabilities and do  
13 we assure that young people get the necessary  
14 opportunities and resources needed to meet their unique  
15 needs and aspirations.

16 That is important to us, and we want to  
17 continue to do this work across a system, and this is  
18 another opportunity for us to discuss with you and hear  
19 some insights from what your experiences are and your  
20 thoughts on this potential co-location.

21 Next slide.

22 So for us, we --

23 And that back squiggly line is -- is -- just  
24 call -- call it targeted universalism, which means how

1 do you set a goal that's clear enough and what do you do  
2 to get different student groups, different schools,  
3 different people who live across the city to that goal.

4 And so for us a part of the goal is how do we  
5 get our young people in your community in a quality  
6 facility.

7 And so part of that is about what we discussed,  
8 our libratory thinking, how do we think courageously and  
9 boldly, how do we interrupt how we might see ourselves  
10 in order to achieve that goal while at the same time  
11 making sure that we are respectful to relationships, to  
12 school identity and culture, which is very, very  
13 important so that this process, no matter where we end  
14 up, is really a respectful design that gets that really  
15 deep listening and responding to what people are asking,  
16 which leads me to exclusive partnerships, which is about  
17 like how do we get all the right people at the table,  
18 and that includes you, aldermen, CPS officials,  
19 teachers, students, and how do we continue to make sure  
20 that as we are solving for school co-location that we  
21 have all the right voices at the table.

22 We know this is also about resource equity, how  
23 do we provide the right resources to young people, and  
24 what are the policies and system that we need to examine

1 in order to do that.

2 And so what we say in CPS is, if we want to  
3 accomplish equity, we have to have the right  
4 conversations, the right people at the table, the right  
5 resources and the right policies and systems in order to  
6 advance equity work.

7 And so part of what we're doing tonight is  
8 listening and learning from you, centering on inclusive  
9 partnerships as we think about providing the right  
10 spaces for young people within our school system.

11 Next slide.

12 So with that, once again, we do value your  
13 voice. I know there's been some historical ways of  
14 people just coming to the mic and talking for two  
15 minutes, and the District does not that into account.

16 What we're doing tonight is allowing people to  
17 have those two minutes as they should but also to hear  
18 what people think and what -- you know, we've spoken to  
19 some people already, and there are lots of ideas about  
20 how people see themselves and how people might be  
21 hesitant or interested in doing this. So tonight gives  
22 us an opportunity to hear from each of you.

23 And we believe that we can take your  
24 suggestions and solutions and build together.



1           Next slide.

2           So in a moment, each of us will have two  
3 minutes to ask questions, share some thoughts about what  
4 we're proposing as a District. You have two minutes  
5 just to say what's on your mind, ask the right  
6 questions, give us some feedback.

7           And then, you know, as you move along and as  
8 you talk, you may hear us interrupt you only to tell you  
9 how much time that you have so that you can figure out  
10 like what are the key elements of -- or what are the key  
11 thoughts that you have, and we want to make sure that  
12 you get those out.

13           And just to note, there is a court reporter  
14 here and a notetaker to present. So there are also  
15 other ways that we're capturing your data so that's  
16 going to help to hold us accountable on how we respond  
17 and what we hear from you.

18           And, of course, if you have other thoughts, you  
19 can just type them in the chat or you can send them to  
20 the e-mail address [transitions@cps.edu](mailto:transitions@cps.edu).

21           Anybody have any questions just about the  
22 process?

23           You've gotten some context. You'll have an  
24 opportunity to talk with any questions about like what

1 we're about to do.

2 All righty.

3 MS. MC GLADE: Okay. We are going to begin this  
4 evening with some comments from our elected officials.

5 I invite Alderwoman Rossana Rodriguez-Sanchez  
6 to speak on behalf of this community.

7 ALDERWOMAN RODRIGUEZ-SANCHEZ: Hello, Everybody.  
8 Thank you so much for having me. I'm Rossana Rodriguez,  
9 alderman of the 33rd Ward. I am really happy that we  
10 are having these conversations today.

11 North River Elementary has needed an adequate  
12 space for their school community for years now. The  
13 kids don't have a space to -- an adequate outside to be  
14 able to play. There's barely enough space for all of  
15 the classrooms enduring Covid that has been a real  
16 concern for me that there is no real space to be able to  
17 do the adequate social distances, all schools to  
18 serve -- all schools' communities to serve the resources  
19 to be able to -- to succeed and -- and to ensure the  
20 well-being of our students.

21 And I think that this particular move is going  
22 to be a great step in being able to guarantee that for  
23 the North River School Community what we're seeing is  
24 that it's a building that actually has the capacity to

1 be able to provide for both schools.

2 We are very invested in the well-being of -- of  
3 that ASPIRA community. As well, we want to be able to  
4 support the -- the success of ASPIRA.

5 So I think that this co-location is a great  
6 idea. I think it's -- it -- it's a great opportunity  
7 for both schools. And I am here to support those  
8 efforts.

9 I -- I want to also thank Principal Sanchez  
10 from North River Elementary for all of the work that he  
11 has done alongside his staff to be able -- and parents  
12 and community to be able to -- to bring this to this  
13 point.

14 There is a letter of support that my office  
15 provided that should be on the record. It was also sent  
16 by Senator Cristina Pacione-Zayas and for  
17 Senator Andrade.

18 If that letter is needed in any other states,  
19 I'm happy to provide it, but I wanted to make mention of  
20 it because these rules is -- is supported by the elected  
21 officials in the area.

22 Thank you so much for having me today.

23 MS. MC GLADE: Thank you for joining us this  
24 evening.

1 Do we have State Senator Cristina Pacioni-Zayas  
2 with us before we go through our list of speakers?

3 No? Okay.

4 I'm going to invite CEO Fernando Aguirre to  
5 speak at this moment.

6 Okay. We can move on to our next speaker, and  
7 then, if we see CEO Aguirre, we will have him join us at  
8 that point.

9 At this point I'm going to ask  
10 Principal Jaime Sanchez to speak.

11 Thank you.

12 I think you need to unmute, Jaime.

13 PRINCIPAL SANCHEZ: My apologies. I thought you  
14 could hear me.

15 First of all, I want to thank everyone,  
16 especially Dr. Swinney for his -- for participating  
17 today, of course, our Network Chief Ms. McGlade,  
18 Mr. Mazin, our deputy chief, but also our key supporters  
19 Rossana Rodriguez, our alderman -- our alderman who's  
20 been instrumental in everything that we've we done, and  
21 I want to recognize her support.

22 I also want to recognize Mr. Fernando Aguirre  
23 also for being a partner and joining us in these  
24 conversations.

1 My quick statements are very brief. I'm really  
2 excited about how Dr. Swinney presented the issue framed  
3 in a very clear way for us that this really is a  
4 question about equity, and I really want to make sure  
5 that this is always rooted in equity because at a  
6 school, especially North River, our constant goal is to  
7 look at how do we grow, look at growth, not just in  
8 terms of academic but also in a personal, physical,  
9 developmental growth are all key components of this, and  
10 that's been the number one driver as to why we've been  
11 speaking of this opportunity.

12 Secondly, the biggest reason that we've had  
13 substantial community support, our parents have been a  
14 strong advocate for this movement, and as a principal  
15 and leader of the community, it's been my responsibility  
16 to make sure that I advocate for the community.

17 Part of the thing that we want to do continuing  
18 to move forward in this process is to always ensure that  
19 not just the North River community, not just the ASPIRA  
20 community but the entire Albany community that we plan  
21 on engaging this process with respect and integrity and  
22 making sure that we always continually put the -- well,  
23 the best needs of our students in the community first,  
24 that is a core, that is our primary purpose, that will

1 always be our primary purpose.

2 So, once again, we are very much in favor of  
3 this as it would give us an opportunity to expand so  
4 much in every -- in every facet of a child development.

5 So I want to thank you, Everyone, once again,  
6 thank you so much, thank you to our North River  
7 community for being here and being present, and I want  
8 to thank everyone for taking this time to organize this  
9 community forum.

10 Thank you very much.

11 MS. MC GLADE: Thank you, Principal Sanchez.

12 I'd like to call our first speaker,  
13 Claudia Hernandez.

14 Can I ask Principal Sanchez, is  
15 Claudia Hernandez with your group?

16 I know he was trying to do a group.

17 PRINCIPAL SANCHEZ: I am going to -- I have them in  
18 a classroom. I'm going to go over there to see if  
19 there's any technical issues that I can support them  
20 with.

21 We'll be with you shortly.

22 I apologize. Like I said, this is a new  
23 experience for so many of us doing this.

24 We do have some of our parents. Hopefully,

1 they will be able to connect with their devices. If  
2 not, I'm going to ask that, when we call that person, if  
3 we can use my account so they can use my device, that  
4 way it will be a little bit easier. That's only if they  
5 cannot have access to it.

6 But we do -- Secondly, I apologize. We do not  
7 have Claudia here with us.

8 MS. MC GLADE: Okay. Perfect. Thank you.

9 We have Micaela Gonzalez.

10 And you just need to come off mute,  
11 Ms. Gonzalez.

12 MS. GONZALEZ: (Inaudible.)

13 MS. GONZALEZ: (through the Interpreter) -- and  
14 it's now for us to grow, and not only to grow the  
15 community, to have, to grow, and all we need is that  
16 opportunity to combine both schools, and we will get  
17 higher.

18 Thank you so much for your time.

19 MS. MC GLADE: Thank you.

20 I'm going to jump ahead. I see that the lead  
21 principal from ASPIRA is here. So that is Raul Guerra.

22 Can you speak, please?

23 PRINCIPAL GUERRA: Good evening, Everyone. I'm  
24 Raul Guerra, LEAD Principal of ASPIRA Network, I'm

1 principal of ASPIRA Business and Finance High School.

2 I just want to thank you for giving me the  
3 opportunity to -- to talk in this forum. I am going to  
4 be very, very briefly and concise in my -- in my  
5 comments.

6 Our organization has been servicing the  
7 Albany Park community for the last 50 years, and we are  
8 planning to continue providing instruction and services  
9 to this community the next 50 years and below -- and  
10 beyond.

11 And we work on this time, you know, the school  
12 community of North River Elementary School, however, I  
13 find a great challenge on the date proposed for this  
14 co-location.

15 As a former principal of ASPIRA College, which  
16 shares the same building with ASPIRA-Haugan School, I  
17 know that it's extremely hard to keep two fortunate  
18 schools in the same building when they have to share  
19 areas of resources that are extremely important for  
20 operation and quality of the education.

21 I just want to have the base of my experience.  
22 More than five months will be needed to organize, plan  
23 and execute the co-location with a smooth -- a smooth  
24 transition, the warranty have a quality of education for



1 students and efficient operation for all the schools in  
2 the same building.

3 Thank you.

4 MS. ROSENFELD: Excuse me. You have 30 seconds,  
5 please.

6 PRINCIPAL GUERRA: Well, thank you, thank you very  
7 to our community of ASPIRA, a charter, and the school  
8 here and the community of Albany North.

9 MS. GONZALEZ: Thank you.

10 MS. MC GLADE: I'd like to call our next speaker,  
11 which is Ricardo Vasquez.

12 Good evening. Do you hear me?

13 MR. VASQUEZ: (through the interpreter) My name is  
14 Ricardo Vasquez. I am the father -- the father of a  
15 student in North River.

16 The only thing that I want to share with you is  
17 that kids from North River, they're very limited of the  
18 space that they have. In this case, in the pandemic  
19 that we are living right now, everything that we are  
20 practicing as a social distance, and we honestly don't  
21 have that space to have that social distance between  
22 each other.

23 Of course, they know they cannot count with a  
24 gym or enough space of the kids to have any kind of

1 recess.

2           And the only thing that all we're asking for is  
3 the same opportunities at other schools that CPS has.  
4 The same opportunities is all we need for our kids as  
5 something that's very healthy, healthy students, and  
6 this is something we want; just a better opportunity for  
7 our kids, just like any other parent, that we will ask  
8 for our students and our children, and that's something  
9 that we will like.

10           And I think that's all I have to share.

11           MS. MC GLADE: Thank you.

12           Gracias.

13           MR. VASQUEZ: Thank you.

14           MS. MC GLADE: April, I do -- I do have you on the  
15 -- on the list so you will be speaking shortly to answer  
16 your question from the chat.

17           I'd like to call our next speaker,  
18 Xochitl Cruz.

19           PRINCIPAL SANCHEZ: Xochitl Cruz is with me so she  
20 is here now.

21           MS. MC GLADE: Okay. Thank you.

22           MS. CRUZ: (through the Interpreter) Good evening.  
23 My name is Xochitl Cruz.

24           I am a part of -- of -- I have two kids, and

1 I'm also here supporting this in Millard, industry  
2 Millard with every emotions, I know that they come home  
3 always with high emotions and, of course, very, very  
4 hard to understand that today we couldn't do no  
5 exercise.

6 My daughter likes basketball, but she doesn't  
7 have the opportunity to play that sport. Why? Because  
8 they don't have no -- no -- no space.

9 So, of course, Great River is a very nice  
10 school. I'm -- don't have no -- no gym, don't have no  
11 therapy room.

12 We could work together like a community to  
13 support the students and our kids as well.

14 I know that I migrated from Mexico to come here  
15 so that they can have a better opportunity, the  
16 opportunity that I couldn't have.

17 And, of course, with that opportunity, I want  
18 you to give my kids and all the kids here to have an  
19 adequate space, and, of course, we could all work  
20 together.

21 Thank you.

22 MS. MC GLADE: Gracias.

23 Our next speaker is Patricia Reyes.

24 PRINCIPAL SANCHEZ: Ms. Reyes is also with us.

1 She'll be speaking in just second.

2 Ms. Reyes is here.

3 MS. REYES: (through the Interpreter) Good evening.  
4 My name is Patricia Reyes. I also live in Albany Park,  
5 and I'm also a member of the L.L.C.

6 I also have two daughters assisting school  
7 North River, and I'm also supporting the North River  
8 with ASPIRA.

9 Then, actually, exactly North River has been a  
10 school, and my daughters have been here six years at  
11 this same school assisting the school, and I notice  
12 every year they are growing, and, of course, this is why  
13 I have my girls here.

14 In these years I have noticed the necessities  
15 that they also have, to have a gym, to have an  
16 auditorium, to have a nurse station, an office of the  
17 person that's actually with psychology to have her  
18 space, so the kids could have their space of therapy  
19 that they need and their privacy as well so that they  
20 can express.

21 I also believe working together with the  
22 teachers and the principles and the other students and  
23 the other parents as well, I know that we can do a great  
24 job so that these two schools can unite and have -- to

1 have the same -- to have the same education.

2 It's our few future of this country, and I know  
3 that ASPIRA and both schools can work together that we  
4 can have good students all the way to university and to  
5 be more than just university, to have a good future for  
6 this -- for this country.

7 MS. MC GLADE: Our next speaker is Meced Alday.

8 PRINCIPAL SANCHEZ: She is with us. She's now  
9 coming.

10 MS. ALDAY: (through the interpreter) I'm also a  
11 member to be the community, and I also live in  
12 Albany Park. Alexandra was actually in a different  
13 school, and she is now in Roosevelt.

14 I am here to support, have to the schools  
15 united with North River.

16 I also live in Malayalam as a mother of a  
17 daughter that have classes, special classes.

18 I understand why the parents of North River,  
19 they're pushing this. The students actually do need a  
20 space to have all their classes that are necessary to  
21 expand their mind. They have their teachers, but they  
22 don't have the space, and this is not fair.

23 My daughter Alexander had a space, the  
24 opportunity to have a very small class to inspire into a

1 career in a university after her graduation. This  
2 helped her so much when she went to Roosevelt. Once she  
3 got to Roosevelt, she already had an idea of what she  
4 wanted to do as a career.

5 Alexander took these classes, and now we are  
6 counting those days so that she can graduate from  
7 Roosevelt and go to a college, university so she can  
8 complete her dreams.

9 The students here in North River need this kind  
10 of opportunity.

11 Thank you. This is all I want.

12 And we are here supporting the teachers, the  
13 parents and, hopefully, that we can do a nice job for  
14 the students.

15 Thank you.

16 MS. MC GLADE: Our next speaker is Alexandra Moreno.

17 Principal Sanchez, is she with you as well?

18 PRINCIPAL SANCHEZ: Yes, she is with me.

19 MS. MC GLADE: It looks like she unmuted, but I'm  
20 not hearing Alexandra.

21 MS. MORENO: Can you hear me?

22 MS. MC GLADE: Yes, yes.

23 MS. MORENO: Oh.

24 Good afternoon. My name is Alexandra Moreno.

1 I'm a student from Roosevelt High School. This is my  
2 last year.

3 I'm here to support River -- North River  
4 students and parents.

5 The proposal of the local location to 3729 West  
6 Leland is perfect. I heard about it from parents and  
7 students.

8 What they want is a change in the school. If  
9 you don't want to support this, I ask you to visit  
10 North River Elementary School.

11 You will -- With this, the injustice happening  
12 to the students in North River Elementary School, it's  
13 sad to see the students sad because they do not have a  
14 playground to play with their friends, and they had to  
15 date in the recess next to a dangerous street that it  
16 also makes me mad because they do not understand how  
17 impossible that an adult allowed this to these students.

18 And I'm really, really mad because how you  
19 could you guys do this to these students.

20 And let's work together to help North River  
21 students.

22 Thank you for your time.

23 MS. MC GLADE: Thank you.

24 Our next speaker is Jose Badillo.

1           Okay. Principal Sanchez, is Mr. Badillo with  
2 your group?

3           PRINCIPAL SANCHEZ: No, he's not.

4           I believe we have all the speakers on our end.

5           MS. MC GLADE: Thank you. Thank you.

6           So we'll go to our next speaker,  
7 Clara Rodriguez.

8           I thought I just saw her.

9           There.

10          Clara, you're on mute.

11          Can I, perhaps, have a Spanish interpreter just  
12 tell her that she's on mute just in case we need the  
13 interpretation, please?

14          MR. MAZIN: (Interpreting.)

15          MS. RODRIGUEZ: (Indicating.)

16          MR. MAZIN: Gracias.

17          Please proceed.

18          MS. RODRIGUEZ: (through the Interpreter)  
19 (Inaudible.)

20          It's a very good idea, yes. There's lots of  
21 parents. We don't have that possibility -- and around  
22 North -- we have -- we want to know what actually -- say  
23 you can have it, that -- that that's us as far as by  
24 changing the score.



1           And that's all I have to share.

2           MR. MAZIN:   Gracias, Clara.

3           MS. RODRIGUEZ:   (through the Interpreter)  Thank  
4   you.

5           MS. MC GLADE:   Our next speaker is Emma Tucto.

6           MS. TUCTO:   Hello.  You listening?

7           MS. MC GLADE:   Yes, we can hear you.

8                        Go ahead.

9           MS. TUCTO:   Hi.  Good afternoon, Everybody.

10                       So, yeah, I'm -- I'm a mom, three kids at  
11   North River, actually, two because one is -- yeah, one  
12   was graduate at other school.

13                       So we're please asking -- asking you guys again  
14   helping us, our school, because I have an oldest kid,  
15   he's in the -- now is in the almost senior year, but he  
16   was in North River or -- from second year, right, yeah,  
17   for second grade, and, yeah, he was sometimes -- now he  
18   is in it.

19                       He's saying, Mommy, I was so stunned.  I see  
20   my -- my friends.  They -- They have many things in  
21   their -- in their schools, and North River does not  
22   have, not have enough space, enough room like kind of  
23   sports, enough class for -- for helping us to improve  
24   more and more because they like it -- they like it

1 starting, you know, my kid says, also, they are very  
2 school students, and they --

3 But I think that, yeah, they -- in the -- in  
4 how you make the other kids do so. I'm so sad they  
5 don't have enough things to enjoy like the other  
6 schools, like they don't have like -- like other schools  
7 have office, gym, many things.

8 So that's why the only thing I can say is  
9 please help in our school to hold the school in and with  
10 it stays and hope that we find it so, yeah, helping --  
11 helping us.

12 And thank you so much, and, hopefully, you  
13 understand this.

14 Thank you.

15 MS. MC GLADE: Thank you.

16 We're going to circle back to Jose Badillo, who  
17 was having some technical difficulties.

18 Mr. Badillo, go ahead and speak.

19 MR. BADILLO: Well, can you hear me?

20 MS. MC GLADE: Yes.

21 Go ahead.

22 MR. BADILLO: Hi. I'm -- I'm a grandparent of an  
23 eighth grader, a current eighth grader at North River,  
24 and I've had the opportunity of visiting other schools

1 and comparing since my grandson was at a previous  
2 elementary school, and we brought him over to  
3 North River because of what they offered  
4 educational-wise.

5 But we see the -- the lack of -- of space and  
6 things that they don't have that they do have at other  
7 schools, gym space, they don't have an outside area to  
8 be to participate and -- and have their -- their  
9 sporting activities or just have recess in a safe area.

10 And this expansion over to ASPIRA-Haugan would  
11 really benefit our kids over at North River. It's  
12 something being that -- that would benefit them because  
13 of the space that is needed.

14 So I hope that you guys are able to see -- see  
15 this through and be able to -- to give them the  
16 opportunities that they need even though my -- my -- my  
17 little guy will be -- he's in eighth grade, and he'll a  
18 freshman at one of the CPS high schools next year, but  
19 there's still these other kids that can benefit from  
20 having all the stuff that you can get at the  
21 ASPIRA-Haugan, and I just -- I wanted to voice my  
22 opinion on -- on behalf of them there.

23 Thank you very much for your time.

24 MS. MC GLADE: Thank you for your comment.

1 Our next speaker is Irma Rivera.

2 Okay. We'll move forward.

3 Lucila Esquivel?

4 And just come off mute, Ms. Esquivel.

5 MS. ESQUIVEL:

6 Will you, please? Can you hear me?

7 MS. ESQUIVEL: (through the interpreter) Good  
8 evening. My name is Lucila Esquivel. I am mother of a  
9 student here in ASPIRA, Jaime Torres, and previously I  
10 had my two other kids here, too.

11 And I just wanted to tell you that this school,  
12 academically, it's very competitive. I love it. I love  
13 everything, all the service, all the support that the  
14 kids receive, my kids here.

15 But I also have a worry.

16 Now, let's just say that the likely lady had  
17 mentioned, let's just say that we have to think about  
18 the other kids, that they don't have enough space, and,  
19 of course, we understand all of that.

20 But how can we manage that going forward as far  
21 as like keeping a distance among each other? Up to this  
22 moment we haven't had any cases as far as Covid in  
23 ASPIRA, which is a good thing because everyone has taken  
24 their precautions, but they have also been working with

1 all of this.

2 But I know that this is going to be my biggest  
3 worry; how will it be, how will it be going forward with  
4 all the students and as far as the other students at  
5 North River.

6 And I know that that's all I have to share.  
7 Thank you.

8 MS. MC GLADE: Okay. I want to circle back before  
9 our last speaker to see if Claudia Hernandez ever joined  
10 us.

11 Then our other speaker, Irma Rivera.

12 Oh, Claudia is here.

13 Okay. Go ahead, Ms. Hernandez.

14 MS. HERNANDEZ: (Inaudible.)

15 MR. MAZIN: (Inaudible.)

16 MS. HERNANDEZ: (through the interpreter) Oh, well,  
17 I started this --

18 Good evening. I also had my child in  
19 kindergarten, and, of course, just like the other  
20 parents, I know that it would be better for everybody to  
21 move to the other school because the kids don't have the  
22 space to play, and I also have -- don't have any cameras  
23 because they're not allowed to have those cameras  
24 around, they don't have a gym, no park.

1           And, of course, we can have all of this at the  
2 other school so I do -- I -- I support this so that they  
3 can change to the new building.

4           MR. MAZIN: (Inaudible.)

5           MS. HERNANDEZ: (through the Interpreter) Where's --  
6 (Inaudible) --

7           There's other points that I wanted to add, but  
8 as far as the school, it is a good school. It's just a  
9 space that I -- it just bothers me, the gym.

10           Let's just say that we have an event or had  
11 something to do, and I know that the bathrooms are very  
12 limited, and I know that the other building, it will be  
13 much better, I think.

14           Of course, I -- before, the other person that  
15 spoke right now as far as Covid, but I know that it's a  
16 bigger space, the kids have a bigger opportunity to have  
17 a social distance between each other. It will be better  
18 for them.

19           But like I mentioned, and I know that I am in  
20 favor, and I just hope that we can make this change so  
21 we can move to the other building.

22           That is it.

23           MS. MC GLADE: One more last call for Irma Rivera.

24           Okay. I'm going to call April Curtis, please.

1 MS. CURTIS: Good evening.

2 Can you hear me?

3 MS. MC GLADE: Yes.

4 Go ahead, Ms. Curtis.

5 MS. CURTIS: Thank you.

6 Thank you, Everyone, tonight for joining. My  
7 name is April Curtis. I am the chief strategy officer  
8 for ASPIRA.

9 One of my main departments within my  
10 organization is our programs, which we've had a staunch  
11 community in ASPIRA for the last 60 years working with  
12 families, not only within ASPIRA Schools but throughout  
13 all Chicago Public Schools and other community  
14 organizations.

15 We want to make sure that we are understood  
16 that we support this co-location. We are in support of  
17 the families at North River getting the space that they  
18 need.

19 What we want to make sure that occurs while  
20 this co-location is happening is that our programs are  
21 not lost in the move; that the access to our families  
22 from the community, not only the ASPIRA students, but we  
23 have been servicing, as Mr. Guerra indicated, for the  
24 last 15 years the Albany Park families above and beyond

1 ASPIRA families.

2 Our community programs. We've had a staunch  
3 partnership with the park district to ensure that we are  
4 not competing with them but that we are complementing  
5 their services and programs.

6 We ensure that we go into every agreement with  
7 them understanding that whatever services they are not  
8 able to provide, we are able to provide within our  
9 building.

10 For this matter, we want to make sure that we  
11 are considering all factors as we move into this  
12 co-location agreement.

13 We are excited about the opportunity to work  
14 with everyone, but we want to make sure that, in the  
15 haste move to make this happen, our families in the  
16 community, within our community are not in any way set  
17 aside for us to be able to make this happen.

18 We run summer programs that begin July 2022  
19 and every summer.

20 MS. ROSENFELD: You have 15 seconds.

21 Thank you.

22 THE WITNESS: Absolutely.

23 We run summer programs that do happen every  
24 summer where we provide services across the state, and



1 we want to make sure that they continue to happen.

2 Thank you.

3 MS. MC GLADE: Thank you.

4 And I just want to also thank Representative  
5 Jaime Adrade, who also joined us this evening to listen  
6 to our community confines.

7 That is all I have on my -- my list of  
8 speakers.

9 CEO Swinney, you're closing us up, please.

10 MR. SWINNEY: Thank you.

11 And thank you, Everyone, for your thoughts.

12 We've definitely taken some notes, we've heard  
13 lots of support, and it seems timing is everything so we  
14 will explore what you said, take that back to the CPS  
15 team and continue to get ready for our next session,  
16 which is on Thursday, the same time.

17 So if you know if some folks could not make it  
18 tonight, please encourage them to join us on Thursday,  
19 at the same time, from 6:00 to 7:30.

20 And then the virtual public hearing is on the  
21 19th. So that's the following week.

22 If you have any question or anything, please  
23 e-mail us at [transitions@cps.edu](mailto:transitions@cps.edu).

24 I just thank you all for joining us tonight.

1 We wanted to be in-person, many moving parts, so we  
2 just -- we just appreciate everybody for your time and  
3 interest and thinking about all of our young people  
4 within our system.

5 And with that, we hope that you have a great  
6 evening and talk soon.

7 Thank you all. Have a great night.

8 (Whereupon, the proceedings had in the  
9 above-entitled cause concluded at  
10 6:58 p.m. and was continued to  
11 6:00 o'clock p.m. on the 13th of  
12 April, 2022.)


13  
14  
15 - - - - -  
16  
17  
18  
19  
20  
21  
22  
23  
24


1 STATE OF ILLINOIS )  
 ) SS:  
 2 COUNTY OF C O O K )  
 3  
 4  
 5  
 6

7 ROBBIN M. OCHENKOWSKI, being first duly sworn,  
 8 deposes and says that she is a Certified Shorthand  
 9 Reporter in Cook County, Illinois;

10 That she reported in shorthand and thereafter  
 11 transcribed the foregoing;

12 That the within and foregoing remote transcript  
 13 is true, accurate and complete and contains all the  
 14 evidence which was received and the proceedings had upon  
 15 the above-entitled cause.  
 16  
 17  
 18  
 19  
 20

21  
 22  
 23   
 24 ROBBIN M. OCHENKOWSKI, C.S.R.  
 License No. 084-002522



<b>A</b>	<b>adequate</b> 14:16 16:11,13,17 25:19	<b>alongside</b> 17:11	<b>ASPIRA-H...</b> 8:8 10:11 10:11 11:9 11:12 22:16 33:10,21	36:13,17 <b>beyond</b> 22:10 37:24 <b>bigger</b> 36:16 36:16 <b>biggest</b> 19:12 35:2 <b>bit</b> 10:20 21:4 <b>Board</b> 7:18 10:2,4,5,7,8 <b>boldly</b> 13:9 <b>bothers</b> 36:9 <b>bottom</b> 6:18 <b>boundary</b> 11:6 <b>brief</b> 8:13 12:4 19:1 <b>briefly</b> 22:4 <b>bring</b> 17:12 <b>brought</b> 33:2 <b>build</b> 14:24 <b>building</b> 10:15 11:13 16:24 22:16 22:18 23:2 36:3,12,21 38:9 <b>Business</b> 22:1	15:15 <b>career</b> 28:1,4 <b>CARL</b> 2:14 <b>case</b> 23:18 30:12 <b>cases</b> 34:22 <b>cause</b> 2:2 40:9 41:15 <b>centering</b> 14:8 <b>CEO</b> 8:2 12:3 12:3 18:4,7 39:9 <b>Certified</b> 2:3 41:8 <b>challenge</b> 22:13 <b>Chalmers</b> 8:8 <b>chance</b> 9:8 <b>change</b> 29:8 36:3,20 <b>changing</b> 30:24 <b>charter</b> 4:15 11:10 23:7 <b>chat</b> 4:8,24 5:24 15:19 24:16 <b>Chicago</b> 4:12 7:18 11:2 37:13 <b>chief</b> 2:8,12 2:15 4:11 5:5,16 6:4 7:11,16,21 12:7 18:17 18:18 37:7 <b>chiefs</b> 5:5 <b>child</b> 20:4 35:18 <b>children</b> 24:8 <b>circle</b> 32:16 35:8 <b>city</b> 13:3 <b>Clara</b> 3:13		
<b>able</b> 16:14,16 16:19,22 17:1,3,11 17:12 21:1 33:14,15 38:8,8,17 <b>above-entit...</b> 2:2 40:9 41:15 <b>Absolutely</b> 38:22 <b>academic</b> 19:8 <b>academically</b> 34:12 <b>access</b> 21:5 37:21 <b>accomplish</b> 14:3 <b>account</b> 14:15 21:3 <b>accountable</b> 15:16 <b>accurate</b> 41:13 <b>achieve</b> 12:11 13:10 <b>acknowledge</b> 7:18 <b>action</b> 8:21 10:9 <b>actions</b> 8:14 9:2,16,17 10:6 <b>activities</b> 11:4 33:9 <b>activity</b> 11:22 <b>ADA-acces...</b> 11:13 <b>add</b> 36:7 <b>additional</b> 11:3,15,24 <b>address</b> 15:20	<b>advance</b> 14:6 <b>advocate</b> 19:14,16 <b>afternoon</b> 28:24 31:9 <b>afterschool</b> 11:22 <b>agreement</b> 38:6,12 <b>Aguirre</b> 18:4 18:7,22 <b>ahead</b> 21:20 31:8 32:18 32:21 35:13 37:4 <b>Albany</b> 11:2 11:13 19:20 22:7 23:8 26:4 27:12 37:24 <b>Alday</b> 3:12 27:7,10 <b>alderman</b> 16:9 18:19 18:19 <b>aldermen</b> 13:18 <b>Alderswoman</b> 3:7 7:20 16:5,7 <b>Alexander</b> 27:23 28:5 <b>Alexandra</b> 3:13 27:12 28:16,20,24 <b>allowed</b> 29:17 35:23 <b>allowing</b>	<b>answer</b> 24:15 <b>Anthony</b> 8:8 <b>Anybody</b> 15:21 <b>apologies</b> 18:13 <b>apologize</b> 20:22 21:6 <b>APPEARI...</b> 2:7 <b>apply</b> 5:14 <b>appreciate</b> 12:7 40:2 <b>approved</b> 11:18 <b>approxima...</b> 1:11 2:6 <b>April</b> 3:16 24:14 36:24 37:7 40:12 <b>Archdioceses</b> 11:2 <b>area</b> 17:21 33:7,9 <b>areas</b> 22:19 <b>aside</b> 38:17 <b>asking</b> 13:15 24:2 31:13 31:13 <b>ASL</b> 2:21 <b>ASPIRA</b> 4:15 8:2 17:3,4 19:19 21:21 21:24 22:1 22:15 23:7 26:8 27:3 34:9,23 37:8,11,12 37:22 38:1	<b>assuring</b> 12:15 <b>assisting</b> 26:6 26:11 <b>assure</b> 12:13 <b>attend</b> 4:16 <b>attendance</b> 11:6 <b>Attendees</b> 8:24 <b>auditorium</b> 11:14 26:16 <b>available</b> 8:21 <b>aware</b> 8:19	<b>B</b>	<b>back</b> 12:23 32:16 35:8 39:14 <b>Badillo</b> 3:14 29:24 30:1 32:16,18,19 32:22 <b>barely</b> 16:14 <b>base</b> 22:21 <b>basketball</b> 25:6 <b>bathrooms</b> 36:11 <b>behalf</b> 2:7 16:6 33:22 <b>believe</b> 14:23 26:21 30:4 <b>benefit</b> 33:11 33:12,19 <b>best</b> 6:6,13 19:23 <b>better</b> 24:6 25:15 35:20	<b>C</b>	<b>C</b> 41:2 <b>C.S.R</b> 41:23 <b>cafeteria</b> 11:14 <b>call</b> 12:24,24 20:12 21:2 23:10 24:17 36:23,24 <b>called</b> 6:19 <b>cameras</b> 35:22,23 <b>Campus</b> 2:14 <b>capacity</b> 11:17 16:24 <b>capturing</b>

30:7,10 31:2 <b>clarify</b> 10:13 <b>class</b> 11:5 27:24 31:23 <b>classes</b> 27:17 27:17,20 28:5 <b>classroom</b> 11:20 20:18 <b>classrooms</b> 16:15 <b>Claudia</b> 3:15 20:13,15 21:7 35:9 35:12 <b>clear</b> 13:1 19:3 <b>closing</b> 39:9 <b>cluster</b> 10:24 <b>co-locate</b> 10:10 <b>co-location</b> 1:1 4:14 6:9 10:13,14,19 12:1,20 13:20 17:5 22:14,23 37:16,20 38:12 <b>college</b> 22:15 28:7 <b>combine</b> 21:16 <b>come</b> 4:7 6:22 7:22 21:10 25:2 25:14 34:4 <b>coming</b> 7:15 14:14 27:9 <b>COMMEN...</b> 1:11 <b>comment</b> 5:20 9:4,8,9 33:24	<b>comments</b> 3:17 4:23 8:15,17 9:1 9:3,5,10 16:4 22:5 <b>commitment</b> 12:5 <b>committee</b> 9:23 <b>communities</b> 16:18 <b>community</b> 1:1 2:10 4:8 4:13 5:18 10:4 13:5 16:6,12,23 17:3,12 19:13,15,16 19:19,20,20 19:23 20:7 20:9 21:15 22:7,9,12 23:7,8 25:12 27:11 37:11,13,22 38:2,16,16 39:6 <b>comparing</b> 33:1 <b>competing</b> 38:4 <b>competitive</b> 34:12 <b>complemen...</b> 38:4 <b>complete</b> 28:8 41:13 <b>Compliance</b> 2:16 <b>components</b> 19:9 <b>concern</b> 16:16 <b>concerns</b> 9:10	<b>concise</b> 22:4 <b>concluded</b> 40:9 <b>CONCLUS...</b> 3:17 <b>confines</b> 39:6 <b>connect</b> 21:1 <b>considered</b> 11:11 <b>considering</b> 38:11 <b>consist</b> 8:13 <b>constant</b> 19:6 <b>contains</b> 41:13 <b>context</b> 15:23 <b>continually</b> 19:22 <b>continue</b> 4:19 5:7 11:4,19 12:17 13:19 22:8 39:1 39:15 <b>continued</b> 40:10 <b>continuing</b> 19:17 <b>conversation</b> 5:8,11 6:2,3 <b>conversatio...</b> 5:15 14:4 16:10 18:24 <b>Cook</b> 2:4 41:9 <b>core</b> 19:24 <b>count</b> 23:23 <b>counting</b> 28:6 <b>country</b> 27:2 27:6 <b>County</b> 2:4 41:2,9 <b>courageously</b> 13:8 <b>course</b> 15:18	18:17 23:23 25:3,9,17 25:19 26:12 34:19 35:19 36:1,14 <b>court</b> 15:13 <b>Covid</b> 16:15 34:22 36:15 <b>CPA</b> 10:3 <b>CPS</b> 2:7 5:13 5:14 9:15 9:17 10:3 10:18 11:18 13:18 14:2 24:3 33:18 39:14 <b>CPS'</b> 12:5 <b>CPS's</b> 12:1 <b>CPS-owned</b> 11:12 <b>Cristina</b> 17:16 18:1 <b>Cruz</b> 3:11 24:18,19,22 24:23 <b>culture</b> 13:12 <b>current</b> 32:23 <b>currently</b> 10:18 11:1 <b>Curtis</b> 3:16 36:24 37:1 37:4,5,7 <b>cut</b> 6:14	26:6,10 <b>days</b> 28:6 <b>December</b> 9:17 <b>deep</b> 13:15 <b>definitely</b> 39:12 <b>departments</b> 37:9 <b>deposes</b> 41:8 <b>deputy</b> 2:12 7:21 18:18 <b>design</b> 13:14 <b>development</b> 20:4 <b>developme...</b> 19:9 <b>device</b> 21:3 <b>devices</b> 21:1 <b>different</b> 6:20 13:2,2 13:3 27:12 <b>difficulties</b> 32:17 <b>Director</b> 2:10 <b>discuss</b> 12:18 <b>discussed</b> 13:7 <b>distance</b> 23:20,21 34:21 36:17 <b>distances</b> 16:17 <b>district</b> 10:22 14:15 15:4 38:3 <b>District's</b> 12:5 <b>doing</b> 14:7,16 14:21 20:23 <b>DOSSOUS</b> 2:10 <b>Dr</b> 3:3,4,18 4:11 7:12 12:3,4	18:16 19:2 <b>draft</b> 9:15 <b>dreams</b> 28:8 <b>driver</b> 19:10 <b>drop</b> 4:24 5:23 6:4 <b>drop-off</b> 11:21 <b>duly</b> 41:7 <hr/> <b>E</b> <hr/> <b>E</b> 3:1 <b>e-mail</b> 9:10 15:20 39:23 <b>easier</b> 21:4 <b>education</b> 2:15 4:11 7:19 22:20 22:24 27:1 <b>educationa...</b> 33:4 <b>efficient</b> 23:1 <b>efforts</b> 17:8 <b>eighth</b> 10:23 11:11 32:23 32:23 33:17 <b>elected</b> 7:19 16:4 17:20 <b>elementary</b> 4:14 10:10 16:11 17:10 22:12 29:10 29:12 33:2 <b>elements</b> 15:10 <b>ELLEN</b> 2:17 <b>Emma</b> 3:14 31:5 <b>emotion</b> 4:22 <b>emotions</b> 25:2,3 <b>encourage</b> 39:18 <b>enduring</b> 16:15
---	---	--	--	---	---

<b>engage</b> 5:7	<b>excited</b> 7:14	<b>feedback</b> 9:1	<b>GARCIA</b>	35:2,3	<b>grow</b> 19:7
<b>engaging</b>	19:2 38:13	15:6	2:16	36:24	21:14,14,15
19:21	<b>exclusive</b>	<b>feedbacks</b>	<b>gender</b> 12:12	<b>Gonzalez</b>	<b>growing</b>
<b>English</b> 6:20	13:16	10:20	12:12	3:10 21:9	26:12
7:5	<b>Excuse</b> 23:4	<b>feel</b> 4:23	<b>getting</b> 37:17	21:11,12,13	<b>growth</b> 19:7
<b>enjoy</b> 32:5	<b>execute</b> 22:23	<b>Fernando</b>	<b>girls</b> 26:13	23:9	19:9
<b>ensure</b> 11:19	<b>exercise</b> 25:5	18:4,22	<b>give</b> 5:2,3,5	<b>good</b> 4:1 8:3	<b>guarantee</b>
16:19 19:18	<b>expand</b> 20:3	<b>figure</b> 15:9	5:12,23 6:7	21:23 23:12	16:22
38:3,6	27:21	<b>finalizing</b>	6:10 10:19	24:22 26:3	<b>Guerra</b> 3:8
<b>entire</b> 19:20	<b>expansion</b>	12:2	11:7 12:4	27:4,5	21:21,23,24
<b>entities</b> 10:17	33:10	<b>Finance</b> 22:1	15:6 20:3	28:24 30:20	23:6 37:23
<b>entrances</b>	<b>experience</b>	<b>find</b> 8:23	25:18 33:15	31:9 34:7	<b>guidance</b>
11:20	20:23 22:21	22:13 32:10	<b>given</b> 8:24	34:23 35:18	12:10
<b>equitable</b>	<b>experiences</b>	<b>fine</b> 8:11	<b>gives</b> 14:21	36:8 37:1	<b>guidelines</b>
8:14 12:6	12:19	<b>first</b> 5:2,11	<b>giving</b> 22:2	<b>gotten</b> 15:23	9:16
<b>equitably</b>	<b>explore</b> 39:14	9:21 18:15	<b>GLADE</b> 7:1	<b>Governance</b>	<b>guy</b> 33:17
11:19	<b>express</b> 26:20	19:23 20:12	7:12 8:1	2:14	<b>guys</b> 29:19
<b>equity</b> 5:13	<b>extra-curri...</b>	41:7	16:3 17:23	<b>Gracias</b>	31:13 33:14
5:14 12:5,9	11:4,21	<b>five</b> 22:22	20:11 21:8	24:12 25:22	<b>gym</b> 23:24
12:11 13:22	<b>extremely</b>	<b>folks</b> 6:7,12	21:19 23:10	30:16 31:2	25:10 26:15
14:3,6 19:4	22:17,19	6:15 39:17	24:11,14,21	<b>grade</b> 10:23	32:7 33:7
19:5		<b>following</b>	25:22 27:7	11:5 31:17	35:24 36:9
<b>especially</b>	<b>F</b>	39:21	28:16,19,22	33:17	<b>gymnasium</b>
18:16 19:6	<b>FACE</b> 2:17	<b>foregoing</b>	29:23 30:5	<b>grader</b> 32:23	11:14
<b>Esquivel</b> 3:15	<b>facet</b> 20:4	41:11,12	31:5,7	32:23	<b>H</b>
34:3,4,5,7,8	<b>Facilitator</b>	<b>former</b> 22:15	32:15,20	<b>graders</b>	<b>hand</b> 5:22
<b>Estuardo</b>	2:16	<b>fortunate</b>	33:24 35:8	11:11	<b>happen</b> 38:15
2:12 7:22	<b>facility</b> 13:6	22:17	36:23 37:3	<b>graduate</b>	38:17,23
<b>evening</b> 4:1	<b>factors</b> 38:11	<b>forum</b> 20:9	39:3	28:6 31:12	39:1
7:20 8:4,10	<b>fair</b> 27:22	22:3	<b>go</b> 7:7 18:2	<b>graduation</b>	<b>happening</b>
16:4 17:24	<b>families</b> 4:18	<b>forward</b>	20:18 28:7	28:1	29:11 37:20
21:23 23:12	7:4 37:12	19:18 34:2	30:6 31:8	<b>grandparent</b>	<b>happy</b> 16:9
24:22 26:3	37:17,21,24	34:20 35:3	32:18,21	32:22	17:19
34:8 35:18	38:1,15	<b>found</b> 8:22	35:13 37:4	<b>grandson</b>	<b>hard</b> 9:20
37:1 39:5	<b>far</b> 30:23	<b>framed</b> 19:2	38:6	33:1	22:17 25:4
40:6	34:20,22	<b>framework</b>	<b>goal</b> 13:1,3,4	<b>great</b> 16:22	<b>haste</b> 38:15
<b>event</b> 36:10	35:4 36:8	5:14 12:9	13:10 19:6	17:5,6	<b>he'll</b> 33:17
<b>everybody</b>	36:15	<b>free</b> 4:23	<b>going</b> 5:3,4	22:13 25:9	<b>healthy</b> 24:5
16:7 31:9	<b>father</b> 23:14	<b>freshman</b>	5:16 7:21	26:23 40:5	24:5
35:20 40:2	23:14	33:18	15:16 16:3	40:7	<b>hear</b> 4:19 6:3
<b>evidence</b>	<b>favor</b> 20:2	<b>friends</b> 29:14	16:21 18:4	<b>ground</b> 5:6	6:5,15,24
41:14	36:20	31:20	18:9 20:17	<b>group</b> 6:23	12:18 14:17
<b>exactly</b> 26:9	<b>feature</b> 5:22	<b>future</b> 27:2,5	20:18 21:2	20:15,16	14:22 15:8
<b>examine</b>	<b>February</b>	<b>G</b>	21:20 22:3	30:2	15:17 18:14
13:24	10:3,8		32:16 34:20	<b>groups</b> 13:2	

23:12 28:21 31:7 32:19 34:6 37:2 <b>heard</b> 29:6 39:12 <b>hearing</b> 10:1 10:5 28:20 39:20 <b>hello</b> 12:8 16:7 31:6 <b>help</b> 15:16 29:20 32:9 <b>helped</b> 28:2 <b>helping</b> 31:14 31:23 32:10 32:11 <b>Hernandez</b> 3:15 20:13 20:15 35:9 35:13,14,16 36:5 <b>hesitant</b> 14:21 <b>Hi</b> 31:9 32:22 <b>high</b> 22:1 25:3 29:1 33:18 <b>higher</b> 21:17 <b>historical</b> 14:13 <b>hold</b> 15:16 32:9 <b>holding</b> 9:23 <b>home</b> 25:2 <b>honestly</b> 23:20 <b>hope</b> 32:10 33:14 36:20 40:5 <b>hopefully</b> 20:24 28:13 32:12 <b>hours</b> 8:23 <b>huge</b> 5:10 <b>hundred</b>	11:10 <hr/> <b>I</b> <b>idea</b> 17:6 28:3 30:20 <b>ideas</b> 6:5,8 14:19 <b>identity</b> 12:12 13:12 <b>Illinois</b> 2:4 41:1,9 <b>important</b> 4:16 5:12 5:18 12:16 13:13 22:19 <b>impossible</b> 29:17 <b>improve</b> 31:23 <b>improved</b> 12:6 <b>in-person</b> 40:1 <b>inaudible</b> 7:8 7:24 12:6 21:12 30:19 35:14,15 36:4,6 <b>includes</b> 13:18 <b>inclusive</b> 14:8 <b>indicated</b> 37:23 <b>Indicating</b> 30:15 <b>industry</b> 25:1 <b>information</b> 5:6,12,13 6:11 8:23 <b>injustice</b> 29:11 <b>insights</b> 12:19 <b>inspire</b> 27:24	<b>instruction</b> 22:8 <b>instrumental</b> 18:20 <b>integrity</b> 19:21 <b>interest</b> 40:3 <b>interested</b> 14:21 <b>interim</b> 2:15 4:11 <b>interpretat...</b> 6:19 30:13 <b>interpreter</b> 2:20,21,21 7:8 21:13 23:13 24:22 26:3 27:10 30:11,18 31:3 34:7 35:16 36:5 <b>Interpreting</b> 30:14 <b>interrupt</b> 13:9 15:8 <b>introduce</b> 4:8 7:22 <b>INTRODU...</b> 3:2 <b>introductory</b> 5:3 <b>invested</b> 17:2 <b>invite</b> 16:5 18:4 <b>Irma</b> 34:1 35:11 36:23 <b>issue</b> 19:2 <b>issues</b> 20:19 <hr/> <b>J</b> <b>Jaime</b> 3:7 8:9 18:10,12 34:9 39:5 <b>January</b> 1:11 2:5 9:19,24	10:1 <b>Jensen</b> 11:15 <b>job</b> 26:24 28:13 <b>join</b> 7:14 18:7 39:18 <b>joined</b> 35:9 39:5 <b>joining</b> 4:2,5 4:10 8:9 17:23 18:23 37:6 39:24 <b>Jose</b> 3:14 29:24 32:16 <b>Julie</b> 2:8 3:4 3:5 5:5 7:15 <b>July</b> 38:18 <b>jump</b> 21:20 <hr/> <b>K</b> <b>K</b> 41:2 <b>keep</b> 22:17 <b>keeping</b> 34:21 <b>key</b> 15:10,10 18:18 19:9 <b>kid</b> 31:14 32:1 <b>kids</b> 16:13 23:17,24 24:4,7,24 25:13,18,18 26:18 31:10 32:4 33:11 33:19 34:10 34:14,14,18 35:21 36:16 <b>kind</b> 23:24 28:9 31:22 <b>kindergarten</b> 10:23 35:19 <b>knew</b> 4:16 <b>know</b> 4:9,21 6:17 7:5 8:3 13:22 14:13	14:18 15:7 20:16 22:11 22:17 23:23 25:2,14 26:23 27:2 30:22 32:1 35:2,6,20 36:11,12,15 36:19 39:17 <hr/> <b>L</b> <b>L.L.C</b> 26:5 <b>lack</b> 33:5 <b>lady</b> 34:16 <b>landing</b> 5:13 <b>Language</b> 2:20 <b>larger</b> 6:23 <b>Laura</b> 2:21 <b>laws</b> 5:7 <b>lead</b> 21:20,24 <b>leader</b> 19:15 <b>leads</b> 13:16 <b>learning</b> 14:8 <b>leases</b> 11:1 <b>legal</b> 9:12 <b>Leland</b> 10:12 29:6 <b>let's</b> 10:13,19 29:20 34:16 34:17 36:10 <b>Leticia</b> 2:21 6:22 7:8 <b>letter</b> 17:14 17:18 <b>letters</b> 9:18 <b>Letty</b> 2:21 <b>Level</b> 10:21 11:9 <b>library</b> 11:14 <b>libratory</b> 13:8 <b>License</b> 41:24 <b>likes</b> 25:6	<b>limit</b> 6:6 <b>limited</b> 11:2 23:17 36:12 <b>line</b> 12:23 <b>lines</b> 12:5 <b>list</b> 18:2 24:15 39:7 <b>listen</b> 39:5 <b>listening</b> 13:15 14:8 31:6 <b>little</b> 8:5 10:19 21:4 33:17 <b>live</b> 13:3 26:4 27:11,16 <b>living</b> 23:19 <b>local</b> 29:5 <b>located</b> 11:12 <b>location</b> 29:5 <b>look</b> 19:7,7 <b>looks</b> 28:19 <b>lost</b> 37:21 <b>lot</b> 4:22 <b>lots</b> 14:19 30:20 39:13 <b>love</b> 34:12,12 <b>Lucila</b> 3:15 34:3,8 <b>LUIS</b> 2:16 <hr/> <b>M</b> <b>M</b> 2:3 41:7 41:23 <b>mad</b> 29:16,18 <b>mailbox</b> 9:10 <b>main</b> 37:9 <b>maintain</b> 6:13 <b>making</b> 5:10 13:11 19:22 <b>Malayalam</b> 27:16 <b>manage</b> 34:20
--	---	---	---	---	--

<b>Management</b> 2:11	10:8	<b>move</b> 6:11	28:13	<b>offer</b> 6:20	<b>organization</b>
<b>manager</b> 2:14,17	<b>meetings</b> 5:18 9:23	15:7 16:21	<b>night</b> 40:7	<b>offered</b> 33:3	22:6 37:10
12:1	10:5	18:6 19:18	<b>North</b> 1:1	<b>office</b> 2:10	<b>organizatio...</b>
<b>MARTINEZ</b>	<b>member</b> 7:18	34:2 35:21	4:14 8:9	17:14 26:16	37:14
2:19	26:5 27:11	36:21 37:21	10:10,21	32:7	<b>organize</b> 20:8
<b>matter</b> 13:13	<b>memorand...</b>	38:11,15	11:1,4	<b>officer</b> 2:15	22:22
38:10	12:2	<b>movement</b>	16:11,23	4:12 37:7	<b>outside</b> 16:13
<b>Maurice</b> 2:15	<b>mention</b>	19:14	17:10 19:6	<b>OFFICIAL</b>	33:7
3:3,4,18	17:19	<b>moving</b> 40:1	19:19 20:6	3:6	<b>overview</b> 5:3
4:11	<b>mentioned</b>	<b>mute</b> 6:22	22:12 23:8	<b>officials</b> 7:19	9:12
<b>Mazin</b> 2:12	34:17 36:19	21:10 30:10	23:15,17	13:18 16:4	
7:22,24	<b>Mexico</b> 25:14	30:12 34:4	26:7,7,9	17:21	<b>P</b>
18:18 30:14	<b>mic</b> 14:14	<b>N</b>	27:15,18	<b>Oh</b> 7:3 28:23	<b>p.m</b> 1:11 2:6
30:16 31:2	<b>Micaela</b> 3:10	N 3:1	28:9 29:3	35:12,16	40:10,11
35:15 36:4	21:9	<b>name</b> 4:10	29:10,12,20	<b>Okay</b> 16:3	<b>Pacione-Za...</b>
<b>MC</b> 7:1,12	<b>middle</b> 4:15	7:15 23:13	30:22 31:11	18:3,6 21:8	17:16
8:1 16:3	10:11 11:11	24:23 26:4	31:16,21	24:21 30:1	<b>Pacioni-Za...</b>
17:23 20:11	<b>migrated</b>	28:24 34:8	32:23 33:3	34:2 35:8	18:1
21:8,19	25:14	37:7	33:11 35:5	35:13 36:24	<b>pandemic</b>
23:10 24:11	<b>Millard</b> 25:1	<b>necessary</b>	37:17	<b>oldest</b> 31:14	23:18
24:14,21	25:2	12:13 27:20	<b>note</b> 15:13	<b>once</b> 12:8	<b>parent</b> 24:7
25:22 27:7	<b>mind</b> 15:5	<b>necessities</b>	<b>notes</b> 4:24	14:12 20:2	<b>parents</b>
28:16,19,22	27:21	26:14	6:5 8:20	20:5 28:2	17:11 19:13
29:23 30:5	<b>minute</b> 4:6	<b>need</b> 4:19	39:12	<b>opening</b> 7:12	20:24 26:23
31:5,7	9:7 11:7	13:24 18:12	<b>notetaker</b>	<b>operation</b>	27:18 28:13
32:15,20	<b>minutes</b> 5:11	21:10,15	2:22 8:16	22:20 23:1	29:4,6
33:24 35:8	6:12,14	24:4 26:19	15:14	<b>opinion</b>	30:21 35:20
36:23 37:3	8:13 9:1,4	27:19 28:9	<b>notice</b> 9:6,18	33:22	<b>park</b> 11:2,13
39:3	14:15,17	30:12 33:16	26:11	<b>opportuniti...</b>	11:15 22:7
<b>McGLADE</b>	15:3,4	37:18	<b>noticed</b> 26:14	8:15 12:14	26:4 27:12
2:8 3:4,5	<b>MIRLENE</b>	<b>needed</b> 12:14	<b>number</b>	24:3,4	35:24 37:24
5:5,16 6:4	2:10	16:11 17:18	19:10	33:16	38:3
7:11,15	<b>mom</b> 31:10	22:22 33:13	<b>nurse</b> 26:16	<b>opportunity</b>	<b>parking</b>
18:17	<b>moment</b> 4:3	<b>needs</b> 6:17	<b>O</b>	5:23 6:12	11:20
<b>means</b> 12:24	4:4 15:2	11:22 12:15	<b>O</b> 2:20 41:2,2	8:6 12:18	<b>part</b> 5:10
<b>Meced</b> 3:12	18:5 34:22	19:23	<b>o'clock</b> 1:11	14:22 15:24	13:4,7 14:7
27:7	<b>Mommy</b>	<b>network</b> 2:9	2:6 40:11	17:6 19:11	19:17 24:24
<b>meet</b> 11:22	31:19	2:11,13,18	<b>occur</b> 10:7,7	20:3 21:16	<b>participant</b>
12:14	<b>months</b> 22:22	2:19 5:5	<b>occurred</b>	22:3 24:6	9:4,6
<b>meeting</b> 1:1	<b>Moreno</b> 3:13	7:16,22	10:14	25:7,15,16	<b>participate</b>
2:2 4:13	28:16,21,23	18:17 21:24	<b>occurs</b> 37:19	25:17 27:24	10:19 33:8
8:12,18,19	28:24	<b>new</b> 20:22	<b>OCHENK...</b>	28:10 32:24	<b>participating</b>
8:20 9:9	<b>mother</b> 27:16	36:3	2:3 41:7,23	36:16 38:13	18:16
	34:8	<b>nice</b> 25:9	<b>October</b> 9:15	<b>order</b> 13:10	<b>particular</b>
				14:1,5	16:21



<b>partner</b> 18:23	32:9 34:6 36:24 39:9	21:21,23,24 22:1,15	<b>provided</b> 11:24 17:15	<b>receive</b> 9:6 34:14	<b>respectful</b> 13:11,14
<b>partnership</b> 38:3	39:18,22 <b>plus</b> 10:21	23:6 24:19 25:24 27:8	<b>providing</b> 14:9 22:8	<b>received</b> 41:14	<b>respond</b> 15:16
<b>partnerships</b> 2:10 13:16 14:9	<b>point</b> 6:3 17:13 18:8 18:9	28:17,18 30:1,3	<b>psychology</b> 26:17	<b>recess</b> 24:1 29:15 33:9	<b>responding</b> 13:15
<b>parts</b> 40:1	<b>points</b> 36:7	<b>principals</b> 10:16	<b>public</b> 4:12 5:20 8:15	<b>recognize</b> 18:21,22	<b>responsibil...</b> 19:15
<b>pass</b> 5:4	<b>policies</b> 13:24 14:5	<b>principles</b> 26:22	8:21 9:3,24 37:13 39:20	<b>recommen...</b> 10:1	<b>retain</b> 10:15
<b>Patricia</b> 3:12 25:23 26:4	<b>Portfolio</b> 2:11	<b>prior</b> 10:1	<b>published</b> 9:15	<b>recommen...</b> 10:6	<b>Reyes</b> 3:12 25:23,24 26:2,3,4
<b>people</b> 4:4,7 4:20,21	<b>possibility</b> 30:21	<b>privacy</b> 26:19	<b>purpose</b> 12:9 19:24 20:1	<b>recommen...</b> 10:4	<b>Ricardo</b> 3:11 23:11,14
12:13 13:3 13:5,15,17 13:23 14:4 14:10,14,16 14:18,19,20 14:20 40:3	<b>potential</b> 6:8 12:20	<b>probabilities</b> 12:12	<b>pushing</b> 27:19	<b>record</b> 2:1 8:17 17:15	<b>right</b> 4:7 9:13 10:9 13:17 13:21,23 14:3,4,4,5,9 15:5 23:19 31:16 36:15
<b>perfect</b> 21:8 29:6	<b>practice</b> 8:14	<b>probably</b> 9:21	<b>put</b> 19:22	<b>recorded</b> 8:20	<b>rightly</b> 16:2
<b>person</b> 21:2 26:17 36:14	<b>practices</b> 12:6	<b>proceed</b> 30:17	<b>Q</b>	<b>recordings</b> 8:20	<b>River</b> 1:1 4:14 8:9 10:10,21 11:1,4 16:11,23 17:10 19:6 19:19 20:6 22:12 23:15 23:17 25:9 26:7,7,9 27:15,18 28:9 29:3,3 29:10,12,20 31:11,16,21 32:23 33:3 33:11 35:5 37:17
<b>personal</b> 19:8	<b>practicing</b> 23:20	<b>proceedings</b> 2:1 40:8 41:14	<b>quality</b> 13:5 22:20,24	<b>regarding</b> 9:1	
<b>personally</b> 4:17	<b>pre-kinder...</b> 10:24	<b>process</b> 9:12 9:13 13:13 15:22 19:18 19:21	<b>question</b> 19:4 24:16 39:22	<b>register</b> 8:24	
<b>physical</b> 11:3 19:8	<b>precautions</b> 34:24	<b>program</b> 10:24	<b>questions</b> 9:2 9:5 15:3,6 15:21,24	<b>related</b> 11:16	
<b>pick-up</b> 11:21	<b>present</b> 2:20 8:17 15:14 20:7	<b>programmi...</b> 11:3	<b>quick</b> 5:2 11:8 19:1	<b>relationships</b> 13:11	
<b>plan</b> 19:20 22:22	<b>presentation</b> 6:10 8:13 12:4	<b>programs</b> 37:10,20 38:2,5,18 38:23	<b>quickly</b> 7:23	<b>remain</b> 11:5	
<b>planning</b> 22:8	<b>PRESENT...</b> 3:2	<b>proposed</b> 11:18 29:5	<b>R</b>	<b>remaining</b> 9:7,7	
<b>plans</b> 9:18	<b>presented</b> 19:2	<b>proposal</b> 4:14 9:2,17 10:9 22:13	<b>race</b> 12:11	<b>remarks</b> 7:13	
<b>play</b> 16:14 25:7 29:14 35:22	<b>previous</b> 33:1 34:9	<b>proposing</b> 15:4	<b>raise</b> 5:21,21	<b>remote</b> 41:12	
<b>playground</b> 11:15 29:14	<b>primary</b> 19:24 20:1	<b>propose</b> 12:10 13:23 17:1,19 38:8,8,24	<b>Raul</b> 3:8 21:21,24	<b>reported</b> 41:10	
<b>please</b> 4:23 5:1 6:3,18 9:9 21:22 23:5 30:13 30:17 31:13	<b>principal</b> 3:7 3:8 8:7,8,9 17:9 18:10 18:13 19:14 20:11,14,17	<b>provide</b> 9:5,9 12:10 13:23 17:1,19 38:8,8,24	<b>read</b> 11:7,7 <b>ready</b> 39:15 <b>real</b> 16:15,16 <b>really</b> 4:17 12:10 13:14 13:14 16:9 19:1,3,4 29:18,18 33:11	<b>reporter</b> 2:3 15:13 41:9	
			<b>reason</b> 19:12	<b>represent</b> 4:9 <b>Representa...</b> 39:4	
				<b>resource</b> 4:19 13:22	<b>Rivera</b> 34:1 35:11 36:23
				<b>resources</b> 12:14 13:23 14:5 16:18 22:19	<b>ROBBIN</b> 2:3 41:7,23
				<b>respect</b> 19:21	<b>Rodriguez</b> 3:13 7:20 18:19 30:7

30:15,18 31:3 <b>RODRIGU...</b> 16:7 <b>Rodriquez</b> 16:8 <b>Rodriquez-...</b> 3:7 16:5 <b>room</b> 7:1 25:11 31:22 <b>Roosevelt</b> 27:13 28:2 28:3,7 29:1 <b>rooted</b> 19:5 <b>ROSENF...</b> 2:17 23:4 38:20 <b>Rossana</b> 3:7 7:20 16:5,8 18:19 <b>rules</b> 5:7,17 17:20 <b>run</b> 38:18,23	<b>SCHNEID...</b> 2:14 <b>school</b> 4:14 4:15 8:14 8:21 9:2,16 10:6,9,10 10:11,16,16 10:20,22 11:5,9,10 11:12 13:12 13:20 14:10 16:12,23 19:6 22:1 22:11,12,16 23:7 25:10 26:6,10,11 26:11 27:13 29:1,8,10 29:12 31:12 31:14 32:2 32:9,9 33:2 34:11 35:21 36:2,8,8 <b>School-Ha...</b> 4:15 <b>schools</b> 2:8 4:12,20 10:14,18 11:19,23 12:1 13:2 16:17 17:1 17:7 21:16 22:18 23:1 24:3 26:24 27:3,14 31:21 32:6 32:6,24 33:7,18 37:12,13 <b>schools'</b> 16:18 <b>score</b> 30:24 <b>screen</b> 6:19 <b>second</b> 26:1 31:16,17	<b>Secondly</b> 19:12 21:6 <b>seconds</b> 9:7 23:4 38:20 <b>section</b> 9:4 <b>see</b> 6:18,24 7:19 13:9 14:20 18:7 20:18 21:20 29:13 31:19 33:5,14,14 35:9 <b>seeing</b> 8:5 16:23 <b>Senator</b> 17:16,17 18:1 <b>send</b> 15:19 <b>senior</b> 2:16 31:15 <b>sent</b> 9:18 17:15 <b>separate</b> 7:1 <b>serve</b> 11:17 16:18,18 <b>service</b> 34:13 <b>services</b> 6:18 6:20 11:16 22:8 38:5,7 38:24 <b>servicing</b> 22:6 37:23 <b>serving</b> 10:22 11:10 <b>session</b> 6:16 39:15 <b>set</b> 7:2 13:1 38:16 <b>share</b> 5:16 6:8,12 9:1 10:14 15:3 22:18 23:16 24:10 31:1 35:6 <b>shared</b> 11:20	<b>shares</b> 22:16 <b>sharing</b> 5:12 <b>She'll</b> 26:1 <b>short</b> 6:10 <b>shorthand</b> 2:3 41:8,10 <b>shortly</b> 8:6 20:21 24:15 <b>side</b> 7:5 <b>Sign</b> 2:20 <b>signed</b> 9:3 <b>six</b> 26:10 <b>sixth</b> 11:10 <b>slide</b> 5:1,9 6:1 12:21 14:11 15:1 <b>small</b> 27:24 <b>smooth</b> 22:23 22:23 <b>social</b> 16:17 23:20,21 36:17 <b>solutions</b> 14:24 <b>solving</b> 13:20 <b>soon</b> 40:6 <b>Sorry</b> 8:11 <b>space</b> 4:21 10:15 11:1 11:3 16:12 16:13,14,16 23:18,21,24 25:8,19 26:18,18 27:20,22,23 31:22 33:5 33:7,13 34:18 35:22 36:9,16 37:17 <b>spaces</b> 11:16 11:20 14:10 <b>Spanish</b> 2:21 6:21 7:8 30:11	<b>Spanish-sp...</b> 7:4 <b>speak</b> 8:6,24 9:3 16:6 18:5,10 21:22 32:18 <b>speaker</b> 18:6 20:12 23:10 24:17 25:23 27:7 28:16 29:24 30:6 31:5 34:1 35:9,11 <b>speakers</b> 3:6 3:9 18:2 30:4 39:8 <b>speaking</b> 6:7 19:11 24:15 26:1 <b>special</b> 27:17 <b>spend</b> 5:11 <b>spoke</b> 36:15 <b>spoken</b> 14:18 <b>sport</b> 25:7 <b>sporting</b> 33:9 <b>sports</b> 11:16 31:23 <b>squiggly</b> 12:23 <b>SS</b> 41:1 <b>staff</b> 10:16 17:11 <b>stages</b> 9:13 <b>start</b> 4:3 11:22 <b>started</b> 35:17 <b>starting</b> 32:1 <b>state</b> 2:4 18:1 38:24 41:1 <b>statements</b> 19:1 <b>states</b> 17:18 <b>station</b> 26:16 <b>staunch</b> 37:10 38:2	<b>stays</b> 32:10 <b>stenographer</b> 8:16 <b>step</b> 16:22 <b>straight</b> 6:11 <b>strategy</b> 37:7 <b>street</b> 29:15 <b>strong</b> 19:14 <b>student</b> 11:3 11:16 13:2 23:15 29:1 34:9 <b>students</b> 4:18 10:22 11:10 11:17 12:11 13:19 16:20 19:23 23:1 24:5,8 25:13 26:22 27:4,19 28:9,14 29:4,7,12 29:13,17,19 29:21 32:2 35:4,4 37:22 <b>stuff</b> 33:20 <b>stunned</b> 31:19 <b>substantial</b> 19:13 <b>succeed</b> 16:19 <b>success</b> 17:4 <b>suggestions</b> 14:24 <b>summarize</b> 6:5 <b>summer</b> 38:18,19,23 38:24 <b>support</b> 4:18 4:20 11:24 17:4,7,14 18:21 19:13
<b>S</b>					
<b>sad</b> 29:13,13 32:4 <b>safe</b> 33:9 <b>Sanchez</b> 3:7 8:9 17:9 18:10,13 20:11,14,17 24:19 25:24 27:8 28:17 28:18 30:1 30:3 <b>SARA</b> 2:19 <b>saw</b> 30:8 <b>saying</b> 31:19 <b>says</b> 32:1 41:8 <b>scheduled</b> 8:12 <b>schedules</b> 11:21					

20:19 25:13 27:14 29:3 29:9 34:13 36:2 37:16 37:16 39:13	<b>targeted</b> 12:24 <b>teachers</b> 13:19 26:22 27:21 28:12 <b>team</b> 39:15 <b>technical</b> 20:19 32:17 <b>tell</b> 15:8 30:12 34:11 <b>terms</b> 19:8 <b>thank</b> 4:5,10 7:9,12,15 8:1,11 12:7 16:8 17:9 17:22,23 18:11,15 20:5,6,6,8 20:10,11 21:8,18,19 22:2 23:3,6 23:6,9 24:11,13,21 25:21 28:11 28:15 29:22 29:23 30:5 30:5 31:3 32:12,14,15 33:23,24 35:7 37:5,6 38:21 39:2 39:3,4,10 39:11,24 40:7 <b>Thanks</b> 4:1 <b>therapy</b> 25:11 26:18 <b>thing</b> 19:17 23:16 24:2 32:8 34:23 <b>things</b> 6:6 31:20 32:5 32:7 33:6 <b>think</b> 5:19 13:8 14:9	14:18 16:21 17:5,6 18:12 24:10 32:3 34:17 36:13 <b>thinking</b> 4:17 13:8 40:3 <b>thought</b> 18:13 30:8 <b>thoughts</b> 4:22,23 5:23 6:4,8 12:20 15:3 15:11,18 39:11 <b>three</b> 31:10 <b>Thursday</b> 39:16,18 <b>time</b> 5:20,21 6:7,15 11:22 13:10 15:9 20:8 21:18 22:11 29:22 33:23 39:16,19 40:2 <b>Timekeeper</b> 2:18 <b>times</b> 9:22 <b>timing</b> 39:13 <b>today</b> 8:12 16:10 17:22 18:17 25:4 <b>tonight</b> 4:10 4:13 14:7 14:16,21 37:6 39:18 39:24 <b>Torres</b> 34:9 <b>transcribed</b> 41:11 <b>transcript</b> 41:12 <b>transition</b> 9:18 22:24	<b>transitions</b> 9:10 <b>transitions...</b> 9:11 15:20 39:23 <b>translation</b> 6:17 <b>trickle</b> 4:5 <b>true</b> 41:13 <b>trying</b> 20:16 <b>Tucto</b> 3:14 31:5,6,9 <b>TUESDAY</b> 1:11 <b>turn</b> 7:10 12:3 <b>two</b> 6:12,13 9:1,4,23 10:14 14:14 14:17 15:2 15:4 22:17 24:24 26:6 26:24 31:11 34:10 <b>type</b> 15:19	18:12 <b>unmuted</b> 6:24 28:19 <b>use</b> 5:14,21 21:3,3 <hr/> <b>V</b> <hr/> <b>value</b> 14:12 <b>Vasquez</b> 3:11 23:11,13,14 24:13 <b>VIDEOCO...</b> 1:12 <b>Videoconfe...</b> 2:5 <b>virtual</b> 8:12 39:20 <b>visit</b> 29:9 <b>visiting</b> 32:24 <b>voice</b> 14:13 33:21 <b>voices</b> 13:21 <b>vote</b> 10:5,7 <hr/> <b>W</b> <hr/> <b>want</b> 4:7,9 5:14,22 6:14 7:4 12:16 14:2 15:11 17:3 17:9 18:15 18:21,22 19:4,17 20:5,7 22:2 22:21 23:16 24:6 25:17 28:11 29:8 29:9 30:22 35:8 37:15 37:19 38:10 38:14 39:1 39:4 <b>wanted</b> 5:2 17:19 28:4 33:21 34:11	36:7 40:1 <b>Ward</b> 16:9 <b>warranty</b> 22:24 <b>way</b> 19:3 21:4 27:4 38:16 <b>ways</b> 14:13 15:15 <b>we'll</b> 4:5 20:21 30:6 34:2 <b>we're</b> 5:6 9:23 14:7 14:16 15:4 15:15 16:1 16:23 24:2 31:13 32:16 <b>we've</b> 14:18 18:20 19:10 19:12 37:10 38:2 39:12 39:12 <b>website</b> 8:21 <b>week</b> 39:21 <b>welcome</b> 4:22 <b>well-being</b> 16:20 17:2 <b>went</b> 4:21 28:2 <b>West</b> 10:11 29:5 <b>windows</b> 8:5 <b>wish</b> 9:9 <b>WITNESS</b> 38:22 <b>words</b> 5:4 <b>work</b> 11:19 12:1,17 14:6 17:10 22:11 25:12 25:19 27:3 29:20 38:13 <b>working</b> 26:21 34:24
<hr/> <b>T</b> <hr/> <b>table</b> 13:17 13:21 14:4 <b>take</b> 14:23 39:14 <b>taken</b> 2:2 34:23 39:12 <b>talents</b> 12:12 <b>talk</b> 15:8,24 22:3 40:6 <b>talking</b> 14:14			<hr/> <b>U</b> <hr/> <b>understand</b> 4:19 25:4 27:18 29:16 32:13 34:19 <b>understand...</b> 12:2 38:7 <b>understood</b> 37:15 <b>unique</b> 10:14 12:14 <b>unite</b> 26:24 <b>united</b> 27:15 <b>universalism</b> 12:24 <b>university</b> 27:4,5 28:1 28:7 <b>unmute</b> 5:22		

37:11	<b>13th</b> 9:24	<u>6</u>		
<b>worry</b> 34:15	40:11	<b>6:00</b> 1:11 2:6		
35:3	<b>15</b> 37:24	39:19 40:11		
<b>www.cps.e...</b>	38:20	<b>6:58</b> 40:10		
8:22	<b>16</b> 3:5,7	<b>60</b> 37:11		
<hr/>	<b>18</b> 3:7	<hr/>		
<b>X</b>	<b>19th</b> 10:1	<u>7</u>		
<b>X</b> 3:1	39:21	<b>7</b> 3:4		
<b>XOCHITI</b>	<b>1st</b> 9:15,17	<b>7:30</b> 39:19		
3:11	<hr/>	<hr/>		
<b>Xochitl</b> 24:18	<b>2</b>	<u>8</u>		
24:19,23	<b>2021</b> 9:15,17	<b>870</b> 11:17		
<hr/>	<b>2022</b> 1:11 2:5	<hr/>		
<b>Y</b>	9:19,20	<u>9</u>		
<b>yeah</b> 31:10	38:18 40:12	<b>90</b> 5:11 8:13		
31:11,16,17	<b>21</b> 3:8,10	<b>90-minute</b>		
32:3,10	11:10	6:2		
<b>year</b> 26:12	<b>22</b> 10:3			
29:2 31:15	<b>23</b> 3:11			
31:16 33:18	<b>24</b> 3:11			
<b>years</b> 16:12	<b>25</b> 3:12			
22:7,9	<b>259</b> 10:22			
26:10,14	<b>27</b> 3:12			
37:11,24	<b>28</b> 3:13			
<b>young</b> 4:20	<hr/>			
12:13 13:5	<b>3</b>			
13:23 14:10	<b>30</b> 3:13 9:7			
40:3	23:4			
<hr/>	<b>31</b> 3:14			
<b>Z</b>	<b>32</b> 3:14			
<b>Zoom</b> 1:12	<b>33rd</b> 16:9			
2:5	<b>34</b> 3:15			
<hr/>	<b>35</b> 3:15			
<b>0</b>	<b>37</b> 3:16			
<b>084-002522</b>	<b>3729</b> 10:11			
41:24	29:5			
<hr/>	<b>39</b> 3:18			
<b>1</b>	<hr/>			
<b>1</b> 1:1 2:9,13	<b>4</b>			
2:18 7:16	<b>4</b> 2:19 3:3			
7:22 10:21	<b>44</b> 10:18			
11:9	<b>48</b> 8:23			
<b>11</b> 1:11 2:5	<hr/>			
2:11	<b>5</b>			
<b>11th</b> 9:24	<b>50</b> 22:7,9			
<b>12</b> 3:4				

**TAB 16**

## Meeting Minutes

### North River Colocation Proposal Community Meeting #1

Date: Jan 11, 2022

Name of Notetaker: Sara Martinez-Network 4

**Start of meeting: 6:05 p.m.**

**Virtual Attendees:**

Pran Karimani, Principal Sancez, Raul Guerra, Robbin Ochenkowski, Samuel Perez, Sara Popowich, Starnisha, Tom Anderson, Vanessa Morges, Xochitl Cruz, Young Mi Kim, Paty Reyes, Micaela GOnzalez, Mercedes Alday, Martha Gutierrez, Maria Aguilar, Maggie Garcia, M. Arantza Jauregi, Lucy Esquivel, Lorenza, Lauro, John Atchinson, Jessy Porstner, Jessica Quigley, Jenna Madden, Jamel D. Chambers, Jaime Sancez, Gerson Ramirez, Fransico Acosta, Emma, Elizabeth Barchfield, Edgar Lopez, Dzioo, Clara rodriguez, April Curtis, Anthony Chalmers, Alexandra Moreno, 16308647123, Rossana Rodriguez, John Atchison, Carl

**Speakers:**

Rosana Rodriguez, Claudia Hernandez, Fernande E Grillo, Micaela Gonzlez, Ricardo Vasquez, xochitl Cruz, Patricia Reyes, Meced Alday, Alexandra Moreno, Jose Badillo, Clara Rodriguez, Emma Tucto, Irma Rivera, Lucila Esquivel, Raul Guerra, April Curtis, Chief Swinney, Chief McGlade,

Slide #	Meeting Minutes ( Summary of what was shared and who shared it for each slide/section)
<b>Opening Statement (before presentation)</b>	<ul style="list-style-type: none"> <li>Chief Swinney gave an overview of the meeting and logistics</li> </ul>
<b>2-6 (Agenda/ Meeting logistics/SB630 Timeline &amp; Information)</b>	<ul style="list-style-type: none"> <li>Chief McGlade introduced herself and went over logistics and purpose of the meetings.</li> </ul> <p>Overview of the Legal Process (Chief McGlade)</p> <ul style="list-style-type: none"> <li>Overview of the proposed school action and key facts (Chief McGlade) she clarified what a co-location means and a couple of key facts of North River and Aspira-Haugan Proposal approval SB630 Process</li> </ul>
<b>7-9 (Defining Equity/Shifts in Practice/ Inclusive partnership)</b>	<p>Equity (chief Swinney)</p> <ul style="list-style-type: none"> <li>Provide guidance on how to achieve equity for all students and how young people can get the resources to meet their needs.</li> </ul>

## Meeting Minutes

	<ul style="list-style-type: none"><li>● How do you set a goal that is clear enough and get different schools and people to that goal? CPS wants to get young people in a quality facility.</li><li>● If we want to accomplish equity we have to have the right conversations, people, policies and systems.</li><li>● We want to learn from the public to provide the right spaces for our students</li></ul>
<b>Public Comment</b> (Capture speaker's name and key takeaways from their comments)	Individuals will have 2 minutes for their comments
<b>Closing remarks</b>	<ul style="list-style-type: none"><li>● Rosana Rodriguez- Alderwoman of 33rd ward: North River has needed an adequate space for years. What they have now is not good for students and not good for social distancing. The building has the capacity to provide for both schools. She likes the co-location idea and she supports the efforts.</li><li>● State Senator- not present</li><li>● CEO Rio- not present</li><li>● Principal Jaime Sanchez: This is a question about equity and that this issue is always rooted in equity. Growth is important. Not just academic, but physical development as well which is why they seek co-location. Parents are advocates for this movement. They want to ensure that the entire Albany community engages in this process with respect.</li><li>● Claudia Hernandez: she is in favor of the Co-location because her kids have no place to play. The school has no gym, cameras, playground and with the co-location, they would have those resources. She is in favor of the proposal.</li><li>● Micaela Gonzalez: President of the LSC She supports North River and their students. The students need the opportunity to grow and be exemplary students. They deserve a good education and the space to do it. We need to do this for the kids. The LSC, teachers and parents are asking for this opportunity.</li><li>● Raul Guerra ASPIRA Principal: Aspira has been serving the albany park community for over 50 years. They welcome the school community of River North. But he is finding a challenge in the proposal. It is hard to get two functional schools in the same building and share resources for operation and quality of education. More than 5 months will be needed to organize, plan and execute the co-location for a smooth transition.</li><li>● Ricardo Vasquez: Parent at North River The kids at North River are already limited in their own space. They are struggling to social distance and there is not enough room for another school to join. They do not have a gymnasium or anything for</li></ul>

## Meeting Minutes

	<p>recess. They want the same resources as other schools. In favor of co-location.</p> <ul style="list-style-type: none"><li>● Xochitl Cruz: LSC member. Here to support the co-location. Her kids do not have the opportunity to participate in sports. They can work together as a community so that North River students can have a good opportunity to have the resources they need</li><li>● Patricia Reyes: Albany Park community and LSC member. 2 daughters attending North River. She supports the Co-location. North River. She sees the struggle of students not having a gymnasium, computer lab and other basic resources Including therapy and a space where they can express themselves.</li><li>● Mcered Alday Comunidades Unidas organizacion: She supports the Co-location of the schools. She understands why parents support this. Students need space to have the classrooms they need. They have teachers but no space.</li><li>● Alexandria Moreno Student from Roosevelt HS- supports North River proposal. There is an injustice happening at North River. They don't have a playground and have recess in a dangerous street.</li><li>● Jose Badillo: Grandparent of an 8th grader at North River- Has noticed that kids don't have gym space, outside area, sporting activities, safe recess. THis expansion would benefit the Kids at North River.</li><li>● Clara Rodriguez- She believes that this co-location is a good idea. But there are parents who wonder about transportation and that is more convenient since there will be a change of location.</li><li>● Emma Tucto: Parent at North River- She supports the Co-location. Her kids are sad that they do not have the same spaces as other schools</li><li>● <b>Irma Rivera- Not present</b></li><li>● Lucia Esquivel Mother of a student at Aspira. The school is a competitive school academically. She loves all of the resources they have. She is worried that if they move towards the Co-location, what will we do about space? How will they socially distance? There have been no COVID cases there yet but with this merger, this will be hard to maintain.</li><li>● April Curtis- Chief Strategy Officer of Aspira: Wants to make sure that it is known that they support the co-location and families getting the space that they need. She hopes that the programs are not lost in the move. They have been servicing families for over 50 years. Families should not be set aside, their programs should continue to happen.</li></ul>
--	--

**Meeting Adjourned:** Swinney- Notes will be taken to the CPS team. Announced the time and date for the next meeting. Virtual hearing is on January 19th.

Concluded at 6:58 p.m.



**TAB 17**

# Transcript of the Testimony of

**Date:** January 13, 2022

**Case:** NORTH RIVER CO-LOCATION COMMUNITY MEETING  
NO. 2

**TOOMEY REPORTING**

312-853-0648

toomeyrep@sbcglobal.net

www.toomeyreporting.com

January 13, 2022

Page 1

NORTH RIVER CO-LOCATION COMMUNITY MEETING #2

THURSDAY, JANUARY 13, 2022  
COMMENCING AT APPROXIMATELY 6:00 O'CLOCK P.M.  
VIA ZOOM VIDEOCONFERENCE

TOOMEY REPORTING  
312-853-0648



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24

I N D E X

INTRODUCTION AND PRESENTATIONS

DR. MAURICE SWINNEY	4
MS. JULIE MCGLADE	5
DR. MAURICE SWINNEY	11
MS. JULIE MCGLADE	17

OFFICIAL SPEAKERS

SENATOR CRISTINA PACIONE-ZAYAS	16
REPRESENTATIVE JAIME ANDRADE	19
ALDERMAN FELIX CARDONA, JR.	21
CEO FERNANDO GRILLO	22
PRINCIPAL ANTHONY CHALMERS	24
PRINCIPAL JAIME SANCHEZ	26

SPEAKERS

KEN BARRIOS	27
PATRICIA REYES	29
REYNA REYES	31
KATTY ENRIQUEZ MAYO	32
JAMES SPETH	34
JOHN ATCHISON	36
YARETZI TEPETATE	38
JANET SALAS	39
DAISY ZOLO	40
ELIJAH GREEN	42
GLYNN KELLY	43
FRES OQUENDO	44
AMAYA TEPETATE	46

CONCLUSIONARY COMMENTS

MS. JULIE MCGLADE	47
DR. MAURICE SWINNEY	48

1 MR. SWINNEY: Good evening, Everyone. We will  
2 start in one minute.

3 All right. Good evening, Everybody. Thank you  
4 for joining us tonight. My name is Dr. Maurice Swinney.  
5 I'm the interim chief education officer/chief equity  
6 officer for Chicago Public Schools.

7 Glad to be in this space with you tonight as we  
8 discuss a proposed co-location for the North --  
9 North River Elementary School and Aspira Charter School  
10 with the Haugan Middle School. So we thank you all for  
11 joining us. We're sorry that we could not be in person,  
12 but we're glad that you can join us virtually.

13 I just want to go over two quick housekeeping  
14 things.

15 First, if you need translation services, they  
16 are available. You can see an icon toward the bottom to  
17 support what translation services, and we thank all of  
18 the folks who are with us today.

19 Equity is at the center of all of these  
20 conversations, and so we want to make sure that we are  
21 listening and learning to all state coders, and so I  
22 want to introduce my co-host, who will go over some  
23 meeting logistics and give us more about the run of show  
24 start.

1           So I turn it over to Chief McGlade. She is a  
2 fabulous school -- a school leader's leader here in  
3 Chicago Public Schools, and she'll carry on with the  
4 presentation, and then I'll be right back.

5           MS. MC GLADE: Thank you, Dr. Swinney, for your kind  
6 words.

7           I do want to thank everyone for joining us this  
8 evening. Thank you for coming.

9           My name is Julie McGlade. I am the chief of  
10 Network 1. And before we begin, I'd also like to  
11 acknowledge any member from Chicago Board of Education  
12 and any of our elected officials.

13           We do have with us this evening  
14 Senator Cristina Pacione-Zayas, we have  
15 Representative Jaime Andrade.

16           Oh, sorry. Let's wait for a second.  
17 Apparently, it doesn't look like we have the translation  
18 button so we'll pause. I don't have it on my screen  
19 either.

20           THE HOST: I'm just waiting for the translator to  
21 join the meeting. I just reached out to try and get  
22 them on.

23           MS. MC GLADE: Okay. We'll just pause for a moment,  
24 and just tell me when to proceed, please.

1 MR. MAZIN: I can repeat that in Spanish if you'd  
2 like.

3 MS. MC GLADE: But I believe the feature on the  
4 bottom is not present on this call.

5 Does anyone else have that, the translate  
6 button?

7 THE HOST: The reason we haven't launched the  
8 translation is because the translator is not present.  
9 We're still waiting for them to join.

10 So as soon as they join, we'll go ahead and  
11 launch translation.

12 MS. MC GLADE: Would you like Deputy Mazin to  
13 translate for us?

14 THE HOST: Yeah, if you're comfortable doing so, we  
15 can definitely assign him as an interpreter.

16 MS. DOSSOUS: I have also reached out to the  
17 services so they're reaching out to the translator.

18 Apologies.

19 MS. MC GLADE: In the interim, I can just start it,  
20 and then I'll give Deputy Mazin an opportunity to  
21 translate after I repeat -- after I make a statement.

22 I'll go very slowly so we can do this.

23 Oh, here we go. I think it's available.

24 Okay. So then we'll proceed. I'll start



1 again.

2 I just wanted to thank Dr. Swinney for his  
3 opening remarks, and thank you for joining us this  
4 evening.

5 Again, my name is Julie McGlade. I am the  
6 chief of Network 1. And I want to knowledge our Board  
7 members that may be present and any elected officials.

8 We do have with us this evening  
9 Senator Cristina Pacione-Zayes, we have  
10 Representative Jaime Andrade and Alderman Felix Cardona,  
11 Jr. I also have on the call Deputy Chief of Network 1  
12 Estuardo Mazin, and I'd like him to welcome you this  
13 evening.

14 Are you able to come off mute?

15 MR. MAZIN: Can you hear me? No? Can you hear me?

16 MS. MC GLADE: Now I can. Now I can.

17 MR. MAZIN: Okay.

18 (translating English to Spanish.)

19 MS. MC GLADE: Thank you, Estuardo.

20 We also have the CEO of Aspira, we have  
21 Fernando Grillo with us this evening and our principals  
22 from both campuses, we have Principal Anthony Chalmers  
23 of Aspira-Haugan, and we also have Principal Jaime  
24 Sanchez of North River.

1           The virtual meeting today is scheduled for  
2 90 minutes, and it will consist of a brief presentation  
3 on school action, equitable practices and public  
4 comment.

5           There will be a stenographer, a note-taker,  
6 and they will be able to record any comments made during  
7 this meeting.

8           Please be aware that the meeting is being  
9 recorded. The meeting recordings and meeting notes will  
10 be available to the public on the school action website  
11 which can be found at [www.cps.edu/school actions](http://www.cps.edu/school-actions). This  
12 will be made available within 48 hours.

13           Attendees who register to speak will be given  
14 two minutes to share feedback or comments regarding the  
15 proposed school action. Those with questions or  
16 comments have signed up to speak during the public  
17 comment section. Each participant will have two minutes  
18 to provide questions or comments. Each participant will  
19 receive notice when there is one minute remaining and  
20 when there are 30 seconds remaining.

21           If you do not have a chance to make a comment  
22 this evening or you do not wish to comment tonight, you  
23 are able to do so by sending any comments to the mailbox  
24 of [transitions@cps](mailto:transitions@cps).

1 This is an overview of the legal process that  
2 we have been involved in for the co-location.

3 So by October 1st, 2021, Chicago Public Schools  
4 published draft guidelines for school actions.

5 And on December 31st, 2021, Chicago Public  
6 Schools proposed school actions and sent notice letters  
7 and draft transition plans.

8 January 2022, that's where we are today, CPS is  
9 holding two community meetings. Our first was held on  
10 January 11th, and our second is this evening,  
11 January 13th, and there will be one public hearing on  
12 January 19th prior to any recommendation to the Board.

13 In February of 2022 or later, Chicago Public  
14 Schools makes a recommendation to the Board after  
15 community meetings and hearings. The Board will vote on  
16 any recommended school actions, and the Board vote may  
17 occur at February Board meeting or later.

18 The proposed school action is to collate --  
19 co-locate North River Elementary School with Aspira  
20 Charter-Haugan Middle School.

21 The address of the Aspira-Haugan Middle School  
22 located at 3929 -- 37 -- sorry -- 29 West Leland.

23 Let's clarify what is that co-location.

24 So a co-location occurs when two unique schools

1 share a space in the same building but they retain their  
2 own principals, their own school staff and school  
3 identities.

4 Currently Chicago Public Schools has 44 schools  
5 participating in a co-location. Let me tell you a  
6 little bit about each school.

7 North River is a Level 1 plus, and it's a  
8 district school serving about 259 students in grades  
9 kindergarten through eighth grade with a  
10 pre-kindergarten and a pre-ginder -- kinder -- sorry --  
11 pre-kindergarten cluster program.

12 North River currently leases space from the  
13 Archdioceses of Chicago in Albany Park. It has limited  
14 physical space for additional student programming or  
15 extracurricular activities.

16 North River will continue to have one classroom  
17 per grade and remain a school without an attendance  
18 boundary.

19 Aspira-Haugan is a Level 1 charter school  
20 serving a hundred and 21 students. They're sixth  
21 through eighth graders. It's referred to as a middle  
22 school.

23 Aspira-Haugan is located in a CPS-owned  
24 building in Albany Park. It is ADA-accessible, it has a

1 cafeteria, a gymnasium, a library, auditorium, a  
2 playground, it's adjacent to Jensen Park, and it has an  
3 additional space for related student services and  
4 supports and has the capacity for 870 students.

5 If a proposal is approved, Chicago Public  
6 Schools will continue to work with both schools to  
7 equitably ensure that classrooms, entrances, shared  
8 space, parking, pick-up, drove-off, schedules,  
9 extracurricular, afterschool activities and start times  
10 meet the needs of both schools.

11 Additional support will be provided through  
12 Chicago Public Schools co-location managers who will  
13 work with both schools on finalizing a memorandum of  
14 understanding.

15 Now I will turn it over Interim CEO  
16 Dr. Maurice Swinney, who will give us a brief  
17 presentation on the District's equity lines and CPS'  
18 commitment for equitable practices an inclusive  
19 partnerships.

20 MR. SWINNEY: Thank you, Chief.

21 In the CPS equity framework that we launched a  
22 couple of years ago, we define what equity means for us  
23 in Chicago Public Schools and that we are about  
24 championing individual cultures, identities, talents,

1 abilities, languages and interests of every single  
2 student and ensuring that they get the necessary  
3 opportunities and resources to meet their unique needs  
4 and aspirations.

5 And unique needs meaning we know there are  
6 certain academic needs that the young people might have  
7 based on how they're situated in the city and where they  
8 live and the supports that they get, but we also know  
9 the aspirations of younger people are equally important,  
10 making sure that we pay attention to who young people  
11 want to be when they grow up, and we provide those  
12 opportunities within the system.

13 Next slide.

14 So for us it takes the right approach, which is  
15 about targeted universalism. That's the little squiggly  
16 line in the back that says we set high goals for every  
17 single student, and we do what it takes to get people to  
18 those goals.

19 And so for us, we have an opportunity to really  
20 discuss and get some feedback from you about a  
21 co-location for two schools that want to do great work  
22 and continue to do great work with their students.

23 And our approach is what you see in those what  
24 I call pastel colors. Liberatory thinking is about our

1 mindsets, inclusive partnerships are about who's at the  
2 table, resource equity is about how do we put the  
3 resources in the right places at the right time, and  
4 fair policies and systems are about ensuring that we  
5 don't create policies that benefit some and burden  
6 others.

7 And we believe --

8 MS. MC GLADE: Dr. Swinney, I'm sorry. Sorry to  
9 interrupt.

10 The interpretation is not working again.

11 MR. SWINNEY: Okay. I'll pause for a second.

12 THE HOST: Hello. We are -- We are in contact with  
13 our interpreter right now. They are not currently on  
14 the call at all so we're trying to get -- to connect  
15 with them to get them set up for interpretation as soon  
16 as possible.

17 MR. SWINNEY: Thank you.

18 We're pausing for a moment to ensure -- to  
19 ensure all of our families have access to the  
20 information we're sharing tonight and have an  
21 opportunity to hear all the information and to respond  
22 to it.

23 MS. MC GLADE: Estuardo, would you mind telling the  
24 audience why we're taking a pause, please?

1 MR. MAZIN: (translation from English to Spanish)

2 MS. MC GLADE: Dr. Swinney, if you want to go ahead  
3 and just give Estuardo just a little bit of time to  
4 catch up with after you present your slide, I think he  
5 can capture the essence of your conversation.

6 MR. SWINNEY: Okay.

7 I can start up now?

8 MR. MAZIN: I am -- I am ready, Dr. Swinney.

9 MR. SWINNEY: Okay. Got it. Got it. Okay. Thank  
10 you.

11 So do we want to -- we should still put the  
12 button there if possible.

13 THE HOST: Yeah, I'll put it on. I can -- I can go  
14 ahead and assign now.

15 So, Estuardo, if you can switch over to the  
16 Spanish channel now.

17 Are you seeing that option?

18 Hey, can you hear me?

19 MR. SWINNEY: He must have crossed over.

20 THE HOST: Okay. Great.

21 Yes. Perfect.

22 MR. SWINNEY: Thank you, Deputy. We appreciate you.

23 So to continue, our purpose is clear tonight.  
24 We are here to discuss a co-location of two wonderful



1 schools within the same community.

2 And so as Chief McGlade has pointed out, we  
3 will have an opportunity for folks for the people who  
4 are here to speak and to share their thoughts about the  
5 potential co-location.

6 What I'm describing right now is what do we do  
7 in terms of equity and how does the -- how does the  
8 District see equity.

9 And so what you have on the screen, those four  
10 different colors, represent our mindsets, who has a seat  
11 at the table, resource allocation and fair policies and  
12 systems, and we believe, to respond to every equity  
13 challenge within our system, we have to have  
14 discussions, we have to invite the right people to the  
15 table and we have to talk about policy and resources.

16 So thank you all for call -- for joining us  
17 tonight.

18 Next slide.

19 So the whole purpose that we anchor our work in  
20 beyond what the legal requirements are to have these  
21 discussions is that we acknowledge and we value and  
22 prioritize the voices of people who have been  
23 underserved, the diverse voices of our families,  
24 caregivers, communities when making decisions that

1 impact their living experience.

2 And so tonight we're going to take some time to  
3 listen to multiple people, share their insights and  
4 their thoughts on the potential co-location.

5 Next slide.

6 So before I hand it over to Chief McGlade, I  
7 just want to go over a few house rules.

8 First, when asked to speak when unmuted, each  
9 person will have two minutes. And the purpose of having  
10 two minutes is to make sure that we hear from as many  
11 people as possible. And then as a person is going  
12 through their two minutes, we will give people warning  
13 on how much time they have left so that they can decide  
14 to say what needs to be said within that time frame.

15 And just a special note, that we have a court  
16 reporter here to take notes for us to make sure we're  
17 capturing everything that needs to be said.

18 And if you have any additional thoughts and  
19 questions, you can e-mail us at [transitions@cps.edu](mailto:transitions@cps.edu).

20 And with that, I'll hand it back over to Chief.

21 MS. MC GLADE: Thank you very much, Dr. Swinney.

22 Before we begin, I'd like to take some homage  
23 from our elected officials. I would like Senator --  
24 Senator Cristina Pacione-Zayas to speak at this moment.

1 SENATOR PACIONE-ZAYAS: All right. Can everyone  
2 hear me?

3 MS. MC GLADE: Yes, we can hear you.

4 Go ahead.

5 SENATOR PACIONE-ZAYAS: Wonderful. Thank you.

6 Thank you for bringing the community together  
7 tonight for having these hearings and a process where  
8 people's voices can be heard and digested, and,  
9 ultimately, as a community, we can kind of come together  
10 to support an effort around this co-location proposal.

11 I'm just here to reiterate what was stated in  
12 the letter, that joint letter that myself and the  
13 representative and the alderwoman signed in support of  
14 the co-location, specifically, especially after I had a  
15 chance to visit the school; North River, that is, and  
16 see what the conditions are.

17 I can totally verify that the issues are  
18 exactly as stated. Sorry, you all. I was coming up  
19 some stairs. Don't mean to sound out of breath.

20 But, essentially, you know, that major kind of  
21 concerns around space and there being -- I -- I had  
22 observed quite a bit of materials in the hallways, the  
23 issues around the gym has columns in it, concrete floor  
24 in the basement, students are often told to keep quite

1 if there is an event happening; namely, funerals or  
2 private events. This is during gym.

3 The ADA-accessibility, I think that's a huge  
4 problem. And just it's the conditions are just, I don't  
5 think, optimal for learning.

6 And so I think it does make a lot of sense to  
7 support this effort so that we can ensure that all  
8 children in the community have an opportunity to be in a  
9 safe, developmentally appropriate, adequate environment  
10 that ensures optimal learning conditions.

11 And then also for, you know, being compliant  
12 with the federal regulations around ADA, I think, is  
13 incredibly important. I know not all our schools are up  
14 to code in that, and I know that the -- that's a work in  
15 progress, but this can definitely lead us in that  
16 direction and just wanted to make sure that folks knew  
17 that I support the effort.

18 MS. MC GLADE: Thank you very much.

19 May I ask the stenographer, do we need each  
20 candidate to list their -- speak their first and last  
21 name, even our elected officials?

22 I would like them to just be able to have that  
23 information available for you.

24 SENATOR PACIONE-ZAYAS: Oh, you want me to --

1           Cristina Pacione-Zayas, state senator,  
2           District 20.

3           MS. MC GLADE: Thank you. It's much appreciated.

4           And I do want to make sure they're able to  
5           capture all of the notes correctly.

6           Thank you again for joining us this evening.

7           SENATOR PACIONE-ZAYAS: Thank you.

8           MS. MC GLADE: Our next speaker is Representative  
9           Jaime Andrade.

10          REPRESENTATIVE ANDRADE: Test 1, 2.

11          Can you hear me?

12          MS. MC GLADE: Yes.

13          Go right ahead, Mr. Andrade.

14          REPRESENTATIVE ANDRADE: Okay.

15          Well, my name is Jaime Andrade. I am the state  
16          representative for the Illinois 40th District.

17          Good evening, CPS, North River and Aspira  
18          staffs, parents and community members. Thank you for  
19          allowing me to speak in support of North River  
20          relocation and for the co-location existence with the  
21          school.

22          I have listened close to the parents -- parents  
23          at North River and cannot agree more that this  
24          relocation is necessary in order to ensure

1 ADA-accessibility, keep our children safe, give our kids  
2 the space they need to grow and thrive and for exercise,  
3 provide our children with a secure and healthy  
4 environment that they deserve to mature and succeed  
5 academically, socially and physically.

6 I thank all involved in pushing for this  
7 necessary relocation and is it has been and it has my  
8 full support. Thank you all.

9 And if you like, I can say it in Spanish, too,  
10 or let the translator do it.

11 THE HOST: Estuardo is simultaneously translating so  
12 no need.

13 REPRESENTATIVE ANDRADE: Oh, okay. Excellent.  
14 Excellent.

15 If I say it in Spanish, can he do it in  
16 English, too?

17 No.

18 Sometimes they say somebody to say my name  
19 first.

20 MS. MC GLADE: He can.

21 He's an amazing deputy chief.

22 REPRESENTATIVE ANDRADE: Well, I just want -- I want  
23 to thank everyone for their patience in the community  
24 and everything.

1           It's -- I know it's been a long time coming,  
2 and I think it's -- it's-- I'm very excited to see that  
3 the space will be used to its full utilization. So I  
4 just want to say thank you very much.

5           MS. MC GLADE: Thank you very much as well.

6           Our next speaker is Alderman Felix Cardona, Jr.

7           ALDERMAN CARDONA, JR: Can you hear me?

8           MS. MC GLADE: Yes, we can.

9           Go right ahead.

10          ALDERMAN CARDONA, JR: Well, good evening. My name  
11 is Alderman Felix Cardona, Jr., of the 31st Ward.

12          I want to thank CPS, Aspira, River North and  
13 community members for tonight for this -- for us getting  
14 together.

15          Aspira's mission goes beyond instruction and  
16 education. It's a permanent committee serving our  
17 people, especially those underserved and marginalized.

18          Right now the community and me, it's critical  
19 to be assured that this co -- co-location process will  
20 not affect Aspira services.

21          I hope that the conversations that go  
22 occasionally to Aspira and CPS continue to have the best  
23 interest of Aspira students as a priority.

24          I just ask that Aspira be heard and treated

1 with respect. Our families need to be heard and  
2 especially the ones that come from the 31st Ward, which  
3 is over 50 students, 50 families. Their -- Their pre --  
4 preoccupation and concerns need to be addressed.

5 Our community wants Aspira to continue serving,  
6 instructing and helping the students. And immeasurable  
7 numbers of professionals and successful people graduated  
8 from Aspira. It's proven beyond any doubt that we need  
9 Aspira in our community. We want to -- We want Aspira  
10 to continue in serving our community for years to come.

11 And I go by this because, again, I have  
12 families and students that come from my ward over to  
13 Haugan, and, you know, I'm just speaking on their behalf  
14 because they reached out to me.

15 But I also want to, you know, thank you for  
16 having this community meeting and thank you for your  
17 time.

18 MS. MC GLADE: Thank you.

19 Our next speaker is CEO Fernando Grillo.

20 CEO GRILLO: Can you -- Can you hear me?

21 MS. MC GLADE: Yes, I can hear you.

22 THE WITNESS: All right. Very good.

23 Good evening. I would like to thank CPS  
24 leadership, the North River Elementary School



1 leadership, parents and students for engaging in a  
2 collaborative conversation with our Aspira community of  
3 school leaders and parents.

4 Aspira supports the ongoing conversations  
5 currently lead by Aspira, by CPS leadership with  
6 River North, school leaderships through the families  
7 around the co-location of the North River Elementary  
8 School and Aspira's Haugan Middle School.

9 Last year, as Aspira CEO, I say publicly stated  
10 and I reiterate today that Aspira supports a new  
11 facility for North River Elementary School.

12 I am on the record that all children in  
13 Chicago Public Schools learn -- deserve to learn in a  
14 quality facility that offers the same as the building on  
15 Leland Avenue has afforded our stu -- Aspira students.

16 For Aspira it is vital to continue serving our  
17 students in a community with the -- with instruction and  
18 the violence prevention and workforce development  
19 programs we currently offer.

20 Aspira requests that the respectful dialogue  
21 between our two school communities continues and that it  
22 results in a memorandum of understanding which will be  
23 equitable and provides the opportunity for both campuses  
24 to flourish and grow and for Aspira to continue

1 delivering our programs to students, both Aspira  
2 students, North River Elementary School students and  
3 those living in our Albany Park community without the  
4 risk of losing funding for those programs which were  
5 specifically funded to provide services and support in  
6 that community area.

7 Thank you this evening for your continued  
8 collaboration and good night.

9 MS. MC GLADE: Thank you, CEO Grillo.

10 And, Deputy Mazin, I believe the translator has  
11 joined us so I think that she can take over the role.

12 Just let us know when we're ready.

13 THE HOST: Hello. Sorry about that.

14 Not quite seeing the -- the -- our new  
15 interpreter on the call yet. I will send a message as  
16 soon as they have joined.

17 MS. MC GLADE: Okay. All right. Then and I'll just  
18 look for you in the chat, and we'll have Deputy Mazin  
19 continue then.

20 Thank you.

21 THE HOST: Thank you very much.

22 MS. MC GLADE: Okay.

23 I'd like to call our next speaker,  
24 Principal Anthony Chalmers.

1 But just a reminder for all of our speakers  
2 going forward, if you can state your first and last name  
3 for our stenographer.

4 Thank you.

5 PRINCIPAL CHALMERS: Hello. Good evening. My name  
6 is Dr. Anthony Chalmers, principal at Aspira-Haugan  
7 Middle School.

8 First --

9 Oh, can you hear me?

10 MS. MC GLADE: Yes, we can hear you.

11 Go ahead, Principal Chalmers.

12 PRINCIPAL CHALMERS: Okay. Thank you.

13 I want to first thank CPS leadership and any  
14 political dignitaries, and thank you for giving me this  
15 opportunity.

16 I am excited to continue the conversation  
17 between joining Aspira-Haugan Middle School and  
18 River North Elementary School. It is true, as our CEO  
19 said, we believe in equitable education and resources  
20 for all children.

21 I would -- First, as well as I don't want to  
22 speak for Principal Sanchez, we want to make sure that  
23 this is done safely and done with the -- the students'  
24 safety as well as parent safety and our staff safety in

1 mind as we move forward.

2 We -- I have a wonderful building that we are  
3 willing to share with and cohabitate with River North,  
4 and we look forward to the continued opportunity.

5 Thank you.

6 MS. MC GLADE: Thank you.

7 Our next speaker is Principal Jaime Sanchez.

8 PRINCIPAL SANCHEZ: So I apologize.

9 Good afternoon, Everyone. My name is  
10 Jaime Sanchez. I'm the principal of North River  
11 Elementary School.

12 I want to take a -- once again, a moment to  
13 thank all our representatives, our Senator  
14 Pacione-Zayas, thank you so much, Senator Andrade,  
15 Alderman Cardona, thank you very much and, of course,  
16 CPS leadership Network 1 leadership, I continue to thank  
17 you for your guidance throughout this process.

18 I especially want to make sure that I take this  
19 opportunity to also thank President -- President Grillo  
20 and, of course, Administrative Principal Dr. Chalmers.

21 One of the things that I constantly think about  
22 as we are continuing to move forward is -- is feeling a  
23 sense of optimism about the opportunities that are being  
24 presented for our both communities.

1           With this optimism, we see a challenge, but  
2           within that challenge, we also see the opportunities for  
3           greater possibilities for both communities to develop a  
4           new phase in the way that we grow.

5           We feel that this process can be transformative  
6           for everyone, and so, as a -- as a -- and I'm going to  
7           say something personal, as -- as a -- as a child of a --  
8           an immigrant family and working in the Albany Park  
9           community and working with the type of students that we  
10          are trying to provide supports for, the American dream  
11          keeps coming back in my mind, and for us this is a great  
12          opportunity to really, really, really sort of emphasize  
13          that this is really about creating that dream for our  
14          students in our community literally -- and more than  
15          nothing, it's really just making sure that as a result  
16          of this that we've created better choices and  
17          opportunities for our kids to have.

18                 So I want to thank everyone who has taken time  
19                 today. Thank you all, and I'm have grateful for this  
20                 opportunity. Thank you it.

21           MS. MC GLADE: Thank you very much.

22                 Our next speaker is Ken Barrios.

23           MR. BARRIOS: Hi. Hello.

24                 Can you hear me?

1 MS. MC GLADE: Yes, we can.

2 Go ahead.

3 MR. BARRIOS: I wasn't expecting to be -- to go so  
4 soon.

5 I just wanted to say thank you to everyone for  
6 having this meeting.

7 And I just want the folks to understand the  
8 dire need for North River Elementary to have space. You  
9 know, no child should be told that they have to sit  
10 silent in a gym because there's a funeral in the  
11 building.

12 And I'm just happy to know that under this  
13 proposal, if approved, it's going to happen in September  
14 because, you know, children really can't wait much  
15 longer.

16 And it's great that, even with two schools  
17 sharing the building, it won't be at max capacity, which  
18 is very important during this pandemic.

19 So I -- I want to say I -- I really support  
20 this idea.

21 I just wanted to add one other thing though  
22 given the pandemic. I do hope that -- that CPS will do  
23 its utmost to carry this out, of course, safely.

24 You know, this -- this is chilling to think of

1 students learning where there are funerals happening  
2 considering that we are still going through Omicron and  
3 teachers and students are being asked to be in a  
4 building precisely during one of the worst outbreaks of  
5 this.

6 You know, students shouldn't have to live or --  
7 or -- or learn where there are funerals happening. They  
8 also shouldn't being desensed to funerals.

9 And so I want to use this opportunity as well  
10 to say, I really hope that -- I hope that this proposal  
11 moves forward, but, similarly, I also hope that, sooner  
12 than later, the mayor and CPS realize that we need to  
13 get people out of the buildings at least long enough to  
14 let Omicron subside so that we're not sending kids to  
15 early funerals --

16 MS. ROSENFELD: You have 30 seconds.

17 MR. BARRIOS: Perfect. Thank you.

18 MS. MC GLADE: Thank you.

19 Our next speaker is Ricardo Vasquez.

20 Okay. We're going to move on to our next  
21 speaker, which is Patricia Reyes.

22 Can we add Principal Sanchez to the screen so  
23 that the speakers can speak?

24 MS. PATRICIA REYES: (translated through Deputy

1 Mazin)

2 I am a mother of two students of North River.  
3 I am here saying that I'm in favor of the co-location of  
4 North River to -- to Aspira.

5 The reason why I am here is because I -- I'm in  
6 full support because of all these years I have seen the  
7 need of all the students in North River, the fact that  
8 they don't have the same opportunities and the same  
9 space that other -- that other schools have; the need  
10 that they have of have a gym, the children that have had  
11 some different sport activities is it is -- it's in a  
12 very small limited size and they're scared to touch a  
13 ball because they're scared to -- to hurt themselves  
14 because -- because they're training in a -- in a -- in a  
15 place that is not adequate for -- for games.

16 When these children are in training, they're  
17 very enthusiastic in wanting to do it, but the fact that  
18 they're -- they're not -- they're not training in an  
19 adequate place, it takes away the inspiration of  
20 continuing on with the sport.

21 And this is an example of how many we can put  
22 the fact that they don't have an auditorium where they  
23 could have assemblies where we need to be rushing  
24 because they don't have an appropriate place, the fact



1 that they take gym and they take gym in the basement,  
2 sometimes they need to -- they tell them they need to  
3 stay quiet because there's a funeral happening or  
4 because there's other hap -- activities that are  
5 happening, they take away their space for some  
6 activities that may be happening, and they don't have an  
7 opportunity to engage in those activities.

8 And I want them to have the same opportunities,  
9 my children and the rest of the children to have the  
10 same opportunities that other schools have.

11 Thank you.

12 MS. MC GLADE: Gracias.

13 Our next speaker is Reyna Reyes.

14 MS. REYNA REYES: (translated through Deputy Mazin)

15 Good evening, Everyone. My name is  
16 Reyna Reyes. I am part of the LSC -- part of the LSC of  
17 North River -- River North.

18 And they've been working very hard to have an  
19 ample space, and I'm supporting the community that many  
20 of the parents that you have heard, that we've been  
21 fighting for the past 12 years for North River to have  
22 an adequate space for their students.

23 I support the -- the proposal of the students  
24 in the community and the parents of the co-location --

1 of the co-location of North River to the new space.

2 And during this -- during this time, they like  
3 to play sports, basketball, track, but their -- their  
4 longing and dreams couldn't -- couldn't come to fruition  
5 because of the lack of space. It was always occupied  
6 with funerals. They couldn't do -- They couldn't do  
7 noise. It was always occupied, very frustrated. They  
8 didn't want to use the uniform, they didn't want to  
9 participate due to the limitations that they had in that  
10 building, inadequate space for -- for -- for physical  
11 education.

12 And this is why I'm here. The students of  
13 North River need an ample space where they can have  
14 sports, where they can have a -- a place for a nurse and  
15 a place for a psychologist.

16 The students need urgently a general -- a  
17 general space that's ample so that it will not limit  
18 their dreams, and we don't need another 12 years for  
19 this to happen.

20 Thank you.

21 MS. MC GLADE: Gracias.

22 Our next speaker is Veronica Solis.

23 Okay. We will move forward to our next  
24 speaker, which is Katty Enriquez Mayo.

1 MR. MAZIN: Gracias.

2 MS. MAYO: (translated through Deputy Mazin)

3 Good evening. I'm a mother of two students of  
4 Aspira. One is in -- in Haugan.

5 I want to reiterate, just like I said in  
6 different readings with CPS in -- in December, my  
7 preoccupation is referenced with COVID, and in that  
8 moment that it was -- the face when Omicron was  
9 starting, the numbers, I stated that the numbers were --  
10 the numbers were incrementing notably, and finally this  
11 is what happened.

12 With that found -- With that statistical basis,  
13 I would like to know what is -- what is the thought  
14 process to -- of the shared -- of the shared space from  
15 Aspira, that, yes, it is designed if 470 students in  
16 normal situations, but now with -- due -- due to the  
17 pandemic where our social distances needs to be honored  
18 and now in the area, in especially computable able  
19 areas, what is it, how will it -- how will it be it  
20 resolved?

21 I'd like to say that, since all the space that  
22 the students have in Aspira and the measures that the --  
23 the latest shift that Aspira has taken, to this day  
24 Aspira has not had any com -- any -- any cases of COVID.

1           We need to consider that; that more -- a higher  
2 number of students in the school, what are -- what  
3 measures will be taken to ensure that we're preventing  
4 contamination and more cases, more cases of COVID that  
5 will be arising because of the number of students.

6           Thank you.

7           MS. MC GLADE: Senora Mayo?

8           MS. DOSSOUS: No. she left.

9           MS. MC GLADE: I'm sorry. Hard to get her name.

10          Our next speaker is Myra Pinal.

11          Thank you.

12          James Speth is our next speaker then.

13          Just a reminder to state your name for the  
14 stenographer, please, when you are speaking.

15          MR. SPETH: Good evening.

16          Can you hear me?

17          MS. MC GLADE: Yes.

18          Go ahead, Mr. Speth.

19          MR. SPETH: Hi? My name is Jim Speth? I'm the  
20 sixth, seventh and eighth grade teacher at North River  
21 Elementary?

22          And when I was deciding whether to speak  
23 tonight, I kept coming back to my own experiences with  
24 my children.

1 I sent four children through CPS, and I saw  
2 firsthand what was available to them, and what we are  
3 lacking in North River became pretty glaring at that  
4 point.

5 Additionally, when I was considering what was  
6 important, I kept coming back to the safety issues that  
7 are lacking within our school; particularly, it centers  
8 around -- well, it centers around the gym space, the  
9 basement of the church, which doubles as a gym space,  
10 there is a recess space for our eighth grade students,  
11 and it becomes very difficult for these kids to enjoy a  
12 safe space.

13 I've had a number of students fall, slip and,  
14 you know, have problems as far as like banging their  
15 heads on the ground, slipping and falling because the  
16 floor can get really dusty.

17 And, in addition to that, one of the issues  
18 that I'm concerned about is -- around safety is the  
19 classroom size, itself. I've got really good 32 bodies  
20 in my building -- in my classroom, and it becomes very  
21 tight. Eighth graders. We don't know how they're going  
22 to fit first graders, yet the room size is the same. At  
23 some points we've got 35, 36 adults in the building  
24 essentially.

1           So for these reasons and then some, I'm just  
2 looking for equity that -- to receive the same --

3           MS. ROSENFELD: Excuse me.

4           You have 30 seconds.

5           MR. SPETH: -- to receive the same space that my own  
6 children enjoyed throughout their CPS journey.

7           And with that being said, I think it's -- well,  
8 it's pretty clear to me that a new building would  
9 benefit our population greatly.

10           So, anyway, I think my -- the gist of what I'm  
11 trying to say is clear, but I'd like to thank everyone  
12 for, you know, holding these meetings, and I appreciate  
13 your time tonight. Thank you.

14           MS. MC GLADE: Thank you.

15           Our next speaker is John Atchison.

16           MR. ATCHISON: Hello.

17           Can you hear me?

18           MS. MC GLADE: Yes, I can.

19           Please state your name for the stenographer.

20           MR. ATCHISON: Hello. My name is John Atchison.  
21 I'm the physical education and health teacher at  
22 North River Elementary School. I've been there for the  
23 last seven years, and this is my tenth year of teaching.

24           I wanted to let you know that, prior to this, I

1 was at a school, it was a welcoming school, we had  
2 another school come in, and that -- that transition from  
3 a school coming into our building actually went a lot  
4 smoother than I thought it was going to be.

5 It definitely takes a lot of communication  
6 between the two schools, but if everybody is on board  
7 and everybody is communicating, it seemed to work really  
8 well.

9 I also wanted to let you know, I am that  
10 teacher who has had to tell 30 kindergarten students to  
11 tiptoe and be quiet and not yell and not be super silly  
12 and not -- and not bounce the balls off the walls  
13 because there's a funeral going on upstairs. I cannot  
14 believe that. It is just so crazy to me.

15 I'm also the teacher who has taught in a  
16 classroom, an auditorium, a parking lot, a multipurpose  
17 room, a cafeteria, a hallway and, like I said, a church  
18 basement with 12-foot ceilings. Are you kidding me?

19 The move to this new location really gives me a  
20 lot of optimism. It makes me so thrilled to be a PE  
21 teacher. It makes me so thrilled to want to teach for  
22 these kids in a space that fits the needs of our kids.

23 I -- I'm so excited for this opportunity. I  
24 think you can hear it in my voice.

1 MS. ROSENFELD: You have 30 seconds.

2 MR. ATCHISON: This -- This change, this move to  
3 this new location will allow for growth in our students,  
4 our programs and ourselves.

5 So I'm thrilled to be a part of this move, and  
6 I -- I am very excited to meet all the Aspira staff, and  
7 I know we can make this happen.

8 So thank you very much for your time, and  
9 thanks all who have been supporting us. Thank you.

10 MS. MC GLADE: Thank you.

11 Our next speaker is Yaretzi Tepetate.

12 MS. YARETZI TEPETATE: Hi. My name is  
13 Yaretzi Tepetate, and I'm a fifth grader at North River  
14 Elementary School.

15 (inaudible) -- but that's okay because this  
16 means I care. The same as everyone here. Everyone can  
17 go to school at North River Elementary. I love my  
18 school, I love my teachers, and I made very good  
19 friends.

20 I think this is a good time for my friends and  
21 me to make new friends at the schools of Aspira-Haugan  
22 Middle School. They have a very good school, and we can  
23 both share our building, we can both share the building.  
24 We can take time to go the gym.



1 I love to play volleyball or basketball. I can  
2 run -- I can run fast, and I'm a good soccer player, and  
3 I cannot play in any sports -- (inaudible) there's not a  
4 lot we can do, and this makes it hard for my gym teacher  
5 (inaudible).

6 Just like when we play soccer, we can work as a  
7 team for everyone to be happy -- (inaudible) it's so  
8 very, very good, and I'm sure there's enough space for  
9 everyone to share things with.

10 Thank you.

11 MS. MC GLADE: Is Mr. Swider with us this evening?

12 We'll move forward to our next speaker,  
13 Janet Salas.

14 MS. SALAS: Hi. My name is Janet Salas, and I'm a  
15 teacher at North River where I am the mom of a North  
16 River student. I'm currently the kindergarten teacher's  
17 representative at -- in the LSC.

18 I would like to advocate for our students who  
19 the majority are English language learners of Albany  
20 Park, and many of whom may be your neighbor.

21 North River teachers are enthusiastic,  
22 hard-working, creative teachers who have taught our  
23 students and have contributed to keeping us at a  
24 Level 1 school despite not having all of the luxuries

1 that are offered at other schools, and, yes, I say  
2 luxuries, because to the North River community, it would  
3 be a luxury to be in a building such as the one being  
4 considered for co-location, which has all of the  
5 accommodations not being currently offered at our  
6 school, and not because there is no willingness, but  
7 because the building just doesn't have the means to  
8 provide the -- the services and all of the different  
9 things that we'd like to offer our students.

10 So I ask today that you please allow for other  
11 Albany Park students, our North River students to have a  
12 fair share or equity at the opportunities being offered  
13 in other CPS buildings.

14 Thank you so much.

15 MS. MC GLADE: Thank you.

16 Our next speaker is Daisy Zolo.

17 MS. ZOLO: Hi. Good evening.

18 Do you guys hear me okay?

19 MS. MC GLADE: Yes, we can.

20 Go ahead. Please remember to state your name.

21 MS. ZOLO: Okay. Great.

22 My name is Daisy Zolo. I'm a first grade  
23 teacher at North River. I am also a teacher  
24 representative on the LSC.

1 I just wanted to quickly share why the  
2 relocation for North Rivers is important from a  
3 childhood development perspective.

4 As we know, schools don't only service  
5 students' academic needs but should also be supporting  
6 students' social and emotional needs as well, and at our  
7 current North River location, we do not have the  
8 appropriate outdoor space, which is what I'm going to be  
9 focusing on today, however, some upper grades are able  
10 to go outside sometimes for recess to play, and that  
11 area is in our alley area in between the dumpsters and  
12 Kedzie, but at least they're able to get some fresh air,  
13 right?

14 But my first grade students do not have that,  
15 quote-unquote, privilege because they're younger and  
16 it's very unsafe for them to be in that back area so  
17 they don't get any fresh air at all all day, for months  
18 at a time, especially during -- well, ever, right?  
19 Especially during the cold months.

20 And so, in short, currently we're unable to  
21 provide students with a basic opportunity to play  
22 outside, which means they are missing out on the many,  
23 many benefits that come from outdoor play.

24 To name a few, just improved motor skills and

1 imaginative play, muscle strength, brain development,  
2 some socioemotional benefits are greater self-awareness,  
3 improved peer-to-peer relationships, development of a  
4 better development of sense of self and just overall  
5 health.

6 So as a primary teacher, this is just --

7 MS. ROSENFELD: Excuse me. You have 30 seconds.

8 MS. ZOLO: Thank you.

9 -- yeah, as a primary teacher, this is just why  
10 the relocation would be very important.

11 And I thank you all for your time.

12 MS. MC GLADE: Thank you.

13 Our next speaker is Elijah Green.

14 MR. GREEN: Hi. Can you hear me?

15 MS. MC GLADE: Yes, we can.

16 Go ahead and speak. And a reminder to just  
17 state your name as well.

18 MR. GREEN: Hi. Well, my name is Elijah Green. I'm  
19 a student at Aspira-Haugan Middle School. I'm in eighth  
20 grade. I've been at Aspira since I was in sixth grade.

21 As soon as I walked into the building, I felt  
22 very comfortable and very welcome, I felt as if it was a  
23 safe environment, and it's still a safe environment  
24 today.

1           This may be a good opportunity, even -- like  
2 even though there's COVID and stuff, I got -- been  
3 hearing some of the teachers say like, you know, their  
4 building is not really that safe kind of, you know, with  
5 the teachers talking about the kindergarteners, the  
6 kindergarteners and the funerals and stuff, it kind of,  
7 you know, made me feel a little bad.

8           So, yeah, I think it will be a good opportunity  
9 for students -- for the River North students coming to  
10 our school.

11       MS. MC GLADE: Thank you.

12           Our next speaker is Irma Rivera.

13           Thank you.

14           I'll move to our next speaker, which is  
15 Glynn Kelly.

16       MR. KELLY: Hi. Can you hear me now?

17       MS. MC GLADE: Yes, we can.

18           Go ahead and state your name, please.

19       MR. KELLY: My name is Glynn Kelly. I'm an eighth  
20 grade social -- seventh and eighth grade social studies  
21 teacher at Aspira-Haugan Middle School.

22           I've had the pleasure and honor to be in the  
23 building since it first opened in 2005 so I've seen a  
24 lot of transitions go on through the years at Aspira.

1           But one of the things that's always stuck with  
2 me is that there's a very strong culture that exists  
3 within the Aspira community, not just at Aspira-Haugan,  
4 but also throughout all of the Aspira schools.

5           One of the things that we really promoted also  
6 though is not just getting some of the kids into the  
7 Aspira schools for high school, but also a lot of our  
8 former students have gone on to some of the selective  
9 enrollment schools in Chicago as well, which is -- you  
10 know, it's been a great tradition that we've had.

11           Unfortunately, our enrollment has gone down  
12 quite a bit because of circumstances that occurred in  
13 the neighborhood as far as schools switching from K to 6  
14 to K to 8, and so our enrollment has gone down, however,  
15 you know, listening to some of the stories from some of  
16 the teachers at North River, you know, I -- if the space  
17 is available and -- I look forward to welcoming them  
18 into the school.

19           At the end of the day, we're all doing it for  
20 the children, and I hope you always remember that.

21           Thank you.

22           MS. MC GLADE: Thank you.

23           Our next speaker is Fres Quendo.

24           You're on mute, Speaker.

1 MR. OQUENDO: Can you hear me now?

2 MS. MC GLADE: Yes, now we can hear you. If you can  
3 state your name.

4 I apologize. The O was not on my script. So I  
5 could see your name now.

6 Please state it correctly.

7 MR. OQUENDO: My name is Fres Oquendo. I'm the  
8 President of FOBA Foundation. I've been with not only  
9 Aspira-Haugan School, I was also with the other schools,  
10 the high schools for half a decade with my programs.

11 I thank Aspira and, of course, Chicago Public  
12 Schools for having my programs in these schools because  
13 it is great to see these kids prosper.

14 And, also, you know, my program is very  
15 welcoming to every kid possible that it could reach, and  
16 I think it's been very, very successful, you know, these  
17 last half a decade.

18 And, of course, throughout the pandemic, it's  
19 been very rough, but it's not the same as being in  
20 person, but with my programs, I was able to share with  
21 Aspira and the Chicago Public Schools kids' safety first  
22 and, foremost, they need exercise, you know, with health  
23 and wellness, financial literacy, et cetera, et cetera  
24 that we offer to the youth from middle school to high

1 school.

2 But I would love to welcome, you know,  
3 River North with open arms and look forward to working  
4 with the kids and look forward to expand our horizons  
5 and programs with them as well at Haugan.

6 MS. MC GLADE: Thank you.

7 Our next speaker is Amaya Tepetate.

8 MS. AMAYA TEPETATE: Hi. My name is Amaya Tepetate.  
9 I am eight years old and in third grade at North River  
10 Elementary School. I'm shy, but it's okay.

11 North River Elementary School means a bigger  
12 space, and we can share the parking lot with  
13 Aspira-Haugan Middle School. They have a playground,  
14 and we don't. Their floor is very soft, and ours is  
15 like very hard. That's why we -- we can hurt our neck.

16 Last year I drew pictures of what my school  
17 should look like. It had a playground, a basketball  
18 court and a really big gym.

19 We want a bigger school for my friends and me.  
20 Right now we don't have the -- half the space for my  
21 classmates and me. We have to use the basement of the  
22 church as a gym. It feels frustrating and sad when we  
23 have to keep quiet during my gym class because there's a  
24 funeral happening upstairs.



1 North River Elementary school is a good school.  
2 That's why I'm here. Friends from North River and  
3 students from Aspira-Haugan Middle School, we can share  
4 the space, can -- we can all work together like my  
5 friends and me.

6 Thank you.

7 MS. MC GLADE: Thank you.

8 I'm going to circle back. I think we had some  
9 speakers that weren't present. I'm going to see if they  
10 are currently.

11 So our first speaker that was not present was  
12 Ricardo Vasquez.

13 Okay. We're going to move on.

14 Myra Pinal.

15 Okay. Our next speaker would have been  
16 Matt Swider.

17 And Irma Rivera.

18 Perfect. Okay. I just wanted to circle back.

19 And I do want to pay some close attention to  
20 those chats. I was reading them as we were going along.  
21 I think you saw them.

22 And I just want to also call and recognize that  
23 we always talk about students so it was so important to  
24 actually hear from our students this evening.

1 But I want to thank every participant, every  
2 community member, every staff member, every parent who  
3 supports the co-location and was able to give comments  
4 this evening and also last Tuesday. Tuesday night was  
5 our first community meeting.

6 So I do thank you for sharing comments and your  
7 voice this evening for the proposal for the co-location  
8 of Aspira-Haugan and North River Elementary School.

9 I'm going to turn this back over and invite our  
10 CEO Dr. Swinney to close this out for the evening.

11 MR. SWINNEY: Thank you, Chief. Thank you,  
12 Everyone. Thank you to our wonderful deputy chief  
13 translator extraordinaire for all of his work and  
14 everybody who came out tonight.

15 And I especially appreciate the voice of  
16 students. The chief made the greatest point. that's  
17 my -- always the favorite point of any conversation.

18 Just know the next for us is next Thursday from  
19 5:00 to 6:30 p.m. where we will have a virtual public  
20 hearing.

21 You can still register, and, also, if you have  
22 additional comments, you can reach out to us at trans --  
23 I'm sorry -- transitions@cps.edu.

24 And with that, we thank you for your time

1 tonight.

2 Talk soon. Have a great evening.

3 MS. MC GLADE: Thank you.

4 MR. SWINNEY: Thanks, Everybody.

5 MS. MC GLADE: Thank you, Estuardo.

6 I hope you thank yourself.

7 MR. SWINNEY: Yes.

8 I was looking to see if he was going to hold a  
9 smile when I said it because he --

10 MS. DOSSOUS: He's so modest, Deputy.

11 (Whereupon, the proceedings had in the  
12 above-entitled cause concluded at  
13 7:08 p.m. and were continued to  
14 6:00 o'clock p.m. on the 19th of  
15 January, 2022.)

16

17

18

- - - - -

19

20

21

22

23

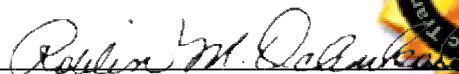
24


1 STATE OF ILLINOIS )  
 ) SS:  
 2 COUNTY OF C O O K )  
 3  
 4  
 5  
 6

7 ROBBIN M. OCHENKOWSKI, being first duly sworn,  
 8 deposes and says that she is a Certified Shorthand  
 9 Reporter in Cook County, Illinois;

10 That she reported in shorthand and thereafter  
 11 transcribed the foregoing;

12 That the within and foregoing remote transcript  
 13 is true, accurate and complete and contains all the  
 14 evidence which was received and the proceedings had upon  
 15 the above-entitled cause.  
 16  
 17  
 18  
 19  
 20

21  
 22  
 23   
 24 ROBBIN M. OCHENKOWSKI, C.S.R.  
 License No. 084-002522



<b>A</b>	<b>addressed</b> 22:4	<b>Amaya</b> 3:20 46:7,8,8	<b>area</b> 24:6 33:18 41:11	36:16,20,20 38:2	32:3 39:1 46:17
<b>abilities</b> 12:1	<b>adequate</b> 18:9 30:15	<b>amazing</b> 20:21	41:11,16	<b>attendance</b> 10:17	<b>behalf</b> 2:7 22:13
<b>able</b> 7:14 8:6 8:23 18:22	30:19 31:22	<b>American</b> 27:10	<b>areas</b> 33:19	<b>Attendees</b> 8:13	<b>believe</b> 6:3 13:7 15:12
19:4 33:18	<b>adjacent</b> 11:2	<b>ample</b> 31:19 32:13,17	<b>arising</b> 34:5	<b>attention</b> 12:10 47:19	24:10 25:19 37:14
41:9,12	<b>Administra...</b> 26:20	<b>anchor</b> 15:19	<b>arms</b> 46:3	<b>audience</b> 13:24	<b>benefit</b> 13:5 36:9
45:20 48:3	<b>adults</b> 35:23	<b>Andrade</b> 3:9 5:15 7:10	<b>asked</b> 16:8 29:3	<b>auditorium</b> 11:1 30:22	<b>benefits</b> 41:23 42:2
<b>above-entit...</b> 2:2 49:12	<b>advocate</b> 39:18	<b>Anchor</b> 3:9 19:9,10,13	<b>ASL</b> 2:18	37:16	<b>best</b> 21:22
50:15	<b>affect</b> 21:20	<b>Anthony</b> 3:11 7:22	<b>Aspira</b> 4:9 7:20 9:19	<b>available</b> 4:16 6:23	<b>better</b> 27:16 42:4
<b>academic</b> 12:6 41:5	<b>afforded</b> 23:15	19:14,15	19:17 21:12	8:10,12	<b>beyond</b> 15:20 21:15 22:8
<b>academically</b> 20:5	<b>afternoon</b> 26:9	20:13,22	21:20,22,23	18:23 35:2	<b>big</b> 46:18
<b>access</b> 13:19	<b>afterschool</b> 11:9	26:14	21:24 22:5	44:17	<b>bigger</b> 46:11 46:19
<b>accommod...</b> 40:5	<b>ago</b> 11:22	<b>Anne</b> 2:17	22:8,9,9	<b>Avenue</b> 23:15	<b>bit</b> 10:6 14:3 17:22 44:12
<b>accurate</b> 50:13	<b>agree</b> 19:23	<b>Anthony</b> 3:11 7:22	23:2,4,5,9	<b>aware</b> 8:8	
<b>acknowledge</b> 5:11 15:21	<b>ahead</b> 6:10 14:2,14	24:24 25:6	23:10,15,16		<b>B</b>
<b>action</b> 8:3,10 8:15 9:18	17:4 19:13	<b>anyway</b> 36:10	23:20,24	<b>back</b> 5:4 12:16 16:20	<b>board</b> 5:11 7:6 9:12,14
<b>actions</b> 8:11 9:4,6,16	21:9 25:11	<b>Apologies</b> 6:18	24:1 30:4	27:11 34:23	9:15,16,17 37:6
<b>activities</b> 10:15 11:9	28:2 34:18	<b>apologize</b> 26:8 45:4	33:4,15,22	35:6 41:16	<b>bodies</b> 35:19
30:11 31:4	40:20 42:16	<b>Apparently</b> 5:17	33:23,24	47:8,18	<b>bottom</b> 4:16 6:4
<b>ADA</b> 18:12	43:18	<b>APPEARI...</b> 2:7	38:6 42:20	48:9	<b>bounce</b> 37:12
<b>ADA-acces...</b> 18:3 20:1	<b>air</b> 41:12,17	<b>appreciate</b> 14:22 36:12	43:24 44:3	<b>bad</b> 43:7	<b>boundary</b> 10:18
<b>ADA-acces...</b> 10:24	<b>Albany</b> 10:13 10:24 24:3	48:15	44:4,7	<b>balls</b> 37:12	<b>brain</b> 42:1
<b>add</b> 28:21 29:22	27:8 39:19	<b>appreciated</b> 19:3	45:11,21	<b>banging</b> 35:14	<b>breath</b> 17:19
<b>addition</b> 35:17	40:11	<b>approach</b> 12:14,23	<b>Aspira's</b> 21:15 23:8	<b>Barrios</b> 3:14 27:22,23	<b>brief</b> 8:2 11:16
<b>additional</b> 10:14 11:3	<b>Alderman</b> 3:10 7:10	43:21 44:3	<b>Aspira-Ha...</b> 7:23 9:21	28:3 29:17	<b>bringing</b> 17:6
11:11 16:18	21:6,7,10	45:9 46:13	10:19,23	<b>based</b> 12:7	<b>building</b> 10:1 10:24 23:14
48:22	21:11 26:15	47:3 48:8	25:6,17	<b>basement</b> 17:24 31:1	26:2 28:11
<b>Additionally</b> 35:5	<b>alderwoman</b> 17:13	<b>aspirations</b> 12:4,9	38:21 42:19	35:9 37:18	28:17 29:4
<b>address</b> 9:21	<b>alley</b> 41:11	<b>assemblies</b> 30:23	43:21 44:3	46:21	32:10 35:20
	<b>allocation</b> 15:11	<b>assigned</b> 6:15 14:14	45:9 46:13	<b>basic</b> 41:21	35:23 36:8
	<b>allow</b> 38:3 40:10	<b>assured</b> 21:19	47:3 48:8	<b>basis</b> 33:12	37:3 38:23
	<b>allowing</b> 19:19	<b>approxima...</b> 1:11 2:6	<b>at</b> 43:21 44:3	<b>basketball</b>	38:23 40:3
		<b>Archdioceses</b> 10:13	<b>at</b> 45:9 46:13		
			<b>Atchison</b> 3:17 36:15		

40:7 42:21 43:4,23 <b>buildings</b> 29:13 40:13 <b>burden</b> 13:5 <b>button</b> 5:18 6:6 14:12	<b>CEO</b> 3:10 7:20 11:15 22:19,20 23:9 24:9 25:18 48:10 <b>certain</b> 12:6 <b>Certified</b> 2:3 50:8 <b>cetera</b> 45:23 45:23 <b>challenge</b> 15:13 27:1 27:2 <b>Chalmers</b> 3:11 7:22 24:24 25:5 25:6,11,12 26:20 <b>championing</b> 11:24 <b>chance</b> 8:21 17:15 <b>change</b> 38:2 <b>channel</b> 14:16 <b>charter</b> 4:9 10:19 <b>Charter-H...</b> 9:20 <b>chat</b> 24:18 <b>chats</b> 47:20 <b>Chicago</b> 4:6 5:3,11 9:3,5 9:13 10:4 10:13 11:5 11:12,23 23:13 44:9 45:11,21 <b>chief</b> 2:8,12 2:14 4:5 5:1 5:9 7:6,11 11:20 15:2 16:6,20 20:21 48:11 48:12,16	<b>child</b> 27:7 28:9 <b>childhood</b> 41:3 <b>children</b> 18:8 20:1,3 23:12 25:20 28:14 30:10 30:16 31:9 31:9 34:24 35:1 36:6 44:20 <b>chilling</b> 28:24 <b>choices</b> 27:16 <b>church</b> 35:9 37:17 46:22 <b>circle</b> 47:8,18 <b>circumstan...</b> 44:12 <b>city</b> 12:7 <b>clarify</b> 9:23 <b>class</b> 46:23 <b>classmates</b> 46:21 <b>classroom</b> 10:16 35:19 35:20 37:16 <b>classrooms</b> 11:7 <b>clear</b> 14:23 36:8,11 <b>close</b> 19:22 47:19 48:10 <b>cluster</b> 10:11 <b>co-host</b> 4:22 <b>co-locate</b> 9:19 <b>co-location</b> 1:1 4:8 9:2 9:23,24 10:5 11:12 12:21 14:24 15:5 16:4 17:10,14 19:20 21:19	23:7 30:3 31:24 32:1 40:4 48:3,7 <b>code</b> 18:14 <b>coders</b> 4:21 <b>cohabitate</b> 26:3 <b>cold</b> 41:19 <b>collaboration</b> 24:8 <b>collaborative</b> 23:2 <b>collate</b> 9:18 <b>colors</b> 12:24 15:10 <b>columns</b> 17:23 <b>com</b> 33:24 <b>come</b> 7:14 17:9 22:2 22:10,12 32:4 37:2 41:23 <b>comfortable</b> 6:14 42:22 <b>coming</b> 5:8 17:18 21:1 27:11 34:23 35:6 37:3 43:9 <b>COMMEN...</b> 1:11 <b>comment</b> 8:4 8:17,21,22 <b>comments</b> 3:22 8:6,14 8:16,18,23 48:3,6,22 <b>commitment</b> 11:18 <b>committee</b> 21:16 <b>communica...</b> 37:7 <b>communica...</b>	37:5 <b>communities</b> 15:24 23:21 26:24 27:3 <b>community</b> 1:1 2:10 9:9 9:15 15:1 17:6,9 18:8 19:18 20:23 21:13,18 22:5,9,10 22:16 23:2 23:17 24:3 24:6 27:9 27:14 31:19 31:24 40:2 44:3 48:2,5 <b>complete</b> 50:13 <b>compliant</b> 18:11 <b>computable</b> 33:18 <b>concerned</b> 35:18 <b>concerns</b> 17:21 22:4 <b>concluded</b> 49:12 <b>CONCLUS...</b> 3:22 <b>concrete</b> 17:23 <b>conditions</b> 17:16 18:4 18:10 <b>connect</b> 13:14 <b>consider</b> 34:1 <b>considered</b> 40:4 <b>considering</b> 29:2 35:5 <b>consist</b> 8:2 <b>constantly</b>	26:21 <b>contact</b> 13:12 <b>contains</b> 50:13 <b>contaminat...</b> 34:4 <b>continue</b> 10:16 11:6 12:22 14:23 21:22 22:5 22:10 23:16 23:24 24:19 25:16 26:16 <b>continued</b> 24:7 26:4 49:13 <b>continues</b> 23:21 <b>continuing</b> 26:22 30:20 <b>contributed</b> 39:23 <b>conversation</b> 14:5 23:2 25:16 48:17 <b>conversatio...</b> 4:20 21:21 23:4 <b>Cook</b> 2:4 50:9 <b>correctly</b> 19:5 45:6 <b>County</b> 2:4 50:2,9 <b>couple</b> 11:22 <b>course</b> 26:15 26:20 28:23 45:11,18 <b>court</b> 16:15 46:18 <b>COVID</b> 33:7 33:24 34:4 43:2 <b>CPS</b> 2:7 9:8 11:21 19:17
---	---	---	---	---	---

21:12,22 22:23 23:5 25:13 26:16 28:22 29:12 33:6 35:1 36:6 40:13 <b>CPS'</b> 11:17 <b>CPS-owned</b> 10:23 <b>crazy</b> 37:14 <b>create</b> 13:5 <b>created</b> 27:16 <b>creating</b> 27:13 <b>creative</b> 39:22 <b>Cristina</b> 3:9 5:14 7:9 16:24 19:1 <b>critical</b> 21:18 <b>crossed</b> 14:19 <b>culture</b> 44:2 <b>cultures</b> 11:24 <b>current</b> 41:7 <b>currently</b> 10:4,12 13:13 23:5 23:19 39:16 40:5 41:20 47:10	<b>decisions</b> 15:24 <b>define</b> 11:22 <b>definitely</b> 6:15 18:15 37:5 <b>delivering</b> 24:1 <b>deposes</b> 50:8 <b>deputy</b> 2:12 6:12,20 7:11 14:22 20:21 24:10 24:18 29:24 31:14 33:2 48:12 49:10 <b>describing</b> 15:6 <b>desensed</b> 29:8 <b>deserve</b> 20:4 23:13 <b>designed</b> 33:15 <b>despite</b> 39:24 <b>develop</b> 27:3 <b>development</b> 23:18 41:3 42:1,3,4 <b>developme...</b> 18:9 <b>dialogue</b> 23:20 <b>different</b> 15:10 30:11 33:6 40:8 <b>difficult</b> 35:11 <b>digested</b> 17:8 <b>dignitaries</b> 25:14 <b>dire</b> 28:8 <b>direction</b> 18:16 <b>Director</b> 2:10	<b>discuss</b> 4:8 12:20 14:24 <b>discussions</b> 15:14,21 <b>distances</b> 33:17 <b>district</b> 10:8 15:8 19:2 19:16 <b>District's</b> 11:17 <b>diverse</b> 15:23 <b>doing</b> 6:14 44:19 <b>DOSSOUS</b> 2:10 6:16 34:8 49:10 <b>doubles</b> 35:9 <b>doubt</b> 22:8 <b>Dr</b> 3:3,4,24 4:4 5:5 7:2 11:16 13:8 14:2,8 16:21 25:6 26:20 48:10 <b>draft</b> 9:4,7 <b>dream</b> 27:10 27:13 <b>dreams</b> 32:4 32:18 <b>drew</b> 46:16 <b>drove-off</b> 11:8 <b>due</b> 32:9 33:16,16 <b>duly</b> 50:7 <b>dumpsters</b> 41:11 <b>dusty</b> 35:16	2:14 4:5 5:11 21:16 25:19 32:11 36:21 <b>effort</b> 17:10 18:7,17 <b>eight</b> 46:9 <b>eighth</b> 10:9 10:21 34:20 35:10,21 42:19 43:19 43:20 <b>either</b> 5:19 <b>elected</b> 5:12 7:7 16:23 18:21 <b>Elementary</b> 4:9 9:19 22:24 23:7 23:11 24:2 25:18 26:11 28:8 34:21 36:22 38:14 38:17 46:10 46:11 47:1 48:8 <b>Elijah</b> 3:19 42:13,18 <b>ELLEN</b> 2:15 <b>emotional</b> 41:6 <b>emphasize</b> 27:12 <b>engage</b> 31:7 <b>engaging</b> 23:1 <b>English</b> 7:18 14:1 20:16 39:19 <b>enjoy</b> 35:11 <b>enjoyed</b> 36:6 <b>Enriquez</b> 3:16 32:24 <b>enrollment</b> 44:9,11,14	<b>ensure</b> 11:7 13:18,19 18:7 19:24 34:3 <b>ensures</b> 18:10 <b>ensuring</b> 12:2 13:4 <b>enthusiastic</b> 30:17 39:21 <b>entrances</b> 11:7 <b>environment</b> 18:9 20:4 42:23,23 <b>equally</b> 12:9 <b>equitable</b> 8:3 11:18 23:23 25:19 <b>equitably</b> 11:7 <b>equity</b> 4:5,19 11:17,21,22 13:2 15:7,8 15:12 36:2 40:12 <b>especially</b> 17:14 21:17 22:2 26:18 33:18 41:18 41:19 48:15 <b>essence</b> 14:5 <b>essentially</b> 17:20 35:24 <b>Estuardo</b> 2:12 7:12 7:19 13:23 14:3,15 20:11 49:5 <b>et</b> 45:23,23 <b>evening</b> 4:1,3 5:8,13 7:4,8 7:13,21 8:22 9:10 19:6,17	21:10 22:23 24:7 25:5 31:15 33:3 34:15 39:11 40:17 47:24 48:4,7,10 49:2 <b>event</b> 18:1 <b>events</b> 18:2 <b>everybody</b> 4:3 37:6,7 48:14 49:4 <b>evidence</b> 50:14 <b>exactly</b> 17:18 <b>example</b> 30:21 <b>Excellent</b> 20:13,14 <b>excited</b> 21:2 25:16 37:23 38:6 <b>Excuse</b> 36:3 42:7 <b>exercise</b> 20:2 45:22 <b>existence</b> 19:20 <b>exists</b> 44:2 <b>expand</b> 46:4 <b>expecting</b> 28:3 <b>experience</b> 16:1 <b>experiences</b> 34:23 <b>extracurric...</b> 10:15 11:9 <b>extraordin...</b> 48:13
<b>D</b>					
<b>D</b> 3:1 <b>Daisy</b> 3:18 40:16,22 <b>day</b> 33:23 41:17 44:19 <b>decade</b> 45:10 45:17 <b>December</b> 9:5 33:6 <b>decide</b> 16:13 <b>deciding</b> 34:22					
					<b>F</b>
					<b>fabulous</b> 5:2 <b>face</b> 2:15 33:8

<b>facility</b> 23:11 23:14	20:19 25:2 25:8,13,21	47:5	25:10 26:6 27:21 28:1	35:19 38:18 38:20,22	<b>growth</b> 38:3
<b>fact</b> 30:7,17 30:22,24	35:22 40:22 41:14 43:23	<b>fruition</b> 32:4	29:18 31:12 32:21 34:7	39:2,8 40:17 43:1	<b>guidance</b> 26:17
<b>fair</b> 13:4 15:11 40:12	45:21 47:11 48:5 50:7	<b>frustrated</b> 32:7	34:9,17 36:14,18	43:8 47:1	<b>guidelines</b> 9:4
<b>fall</b> 35:13	<b>firsthand</b>	<b>frustrating</b> 46:22	38:10 39:11 40:15,19	<b>Gracias</b>	<b>guys</b> 40:18
<b>falling</b> 35:15	35:2	<b>full</b> 20:8 21:3 30:6	42:12,15 43:11,17	31:12 32:21 33:1	<b>gym</b> 17:23 18:2 28:10
<b>families</b>	<b>fit</b> 35:22	<b>funded</b> 24:5	44:22 45:2 46:6 47:7	<b>grade</b> 10:9,17 34:20 35:10	30:10 31:1 31:1 35:8,9
13:19 15:23	<b>fits</b> 37:22	<b>funding</b> 24:4	49:3,5	40:22 41:14 42:20,20	38:24 39:4 46:18,22,23
22:1,3,12	<b>floor</b> 17:23	<b>funeral</b> 28:10	<b>glaring</b> 35:3	43:20,20 46:9	<b>gymnasium</b> 11:1
23:6	35:16 46:14	31:3 37:13 46:24	<b>Glynn</b> 3:19 43:15,19	<b>grader</b> 38:13	
<b>family</b> 27:8	<b>flourish</b>	<b>funerals</b> 18:1	<b>go</b> 4:13,22 6:10,22,23	<b>graders</b>	<hr/> <b>H</b> <hr/>
<b>far</b> 35:14	23:24	29:1,7,8,15 32:6 43:6	14:2,13 16:7 17:4	10:21 35:21 35:22	<b>half</b> 45:10,17 46:20
44:13	<b>FOBA</b> 45:8		19:13 21:9 21:21 22:11	<b>grades</b> 10:8 41:9	<b>hallway</b> 37:17
<b>fast</b> 39:2	<b>focusing</b> 41:9	<hr/> <b>G</b> <hr/>	25:11 28:2 28:3 34:18	<b>graduated</b>	<b>hallways</b> 17:22
<b>favor</b> 30:3	<b>folks</b> 4:18	<b>games</b> 30:15	38:17,24 40:20 41:10	22:7	<b>hand</b> 16:6,20
<b>favorite</b>	15:3 18:16	<b>general</b> 32:16 32:17	42:16 43:18 43:24	<b>grateful</b>	<b>hap</b> 31:4
48:17	28:7	<b>getting</b> 21:13 44:6	<b>goals</b> 12:16 12:18	27:19	<b>happen</b> 28:13 32:19 38:7
<b>feature</b> 6:3	<b>foregoing</b>	<b>gist</b> 36:10	28:13 29:2 29:20 35:21	<b>great</b> 12:21 12:22 14:20	<b>happened</b>
<b>February</b>	50:11,12	<b>give</b> 4:23 6:20 11:16	37:4,13 41:8 47:8,9	27:11 28:16 40:21 44:10	33:11
9:13,17	<b>foremost</b>	14:3 16:12 20:1 48:3	47:13,20 48:9 49:8	45:13 49:2	<b>happening</b>
<b>federal</b> 18:12	45:22	<b>given</b> 8:13 28:22	<b>going</b> 16:2,11 25:2 27:6	<b>greater</b> 27:3 42:2	18:1 29:1,7 31:3,5,6 46:24
<b>feedback</b>	<b>former</b> 44:8	<b>gives</b> 37:19	28:13 29:2 37:4,13	<b>greatest</b>	<b>happy</b> 28:12 39:7
8:14 12:20	<b>forward</b> 25:2	<b>giving</b> 25:14	41:8 47:8,9 47:13,20	48:16	<b>hard</b> 31:18 34:9 39:4 46:15
<b>feel</b> 27:5 43:7	26:1,4,22	<b>glad</b> 4:7,12	48:9 49:8 <b>good</b> 4:1,3	<b>greatly</b> 36:9	
<b>feeling</b> 26:22	29:11 32:23	<b>GLADE</b> 5:5	19:17 21:10 22:22,23	<b>Green</b> 3:19	<b>hard-worki...</b> 39:22
<b>feels</b> 46:22	39:12 44:17	5:23 6:3,12 6:19 7:16	22:22,23 24:8 25:5	42:13,14,18 42:18	<b>Haugan</b> 4:10 22:13 23:8 33:4 46:5
<b>Felix</b> 3:10	46:3,4	7:19 13:8 13:23 14:2	26:9 31:15 33:3 34:15	<b>ground</b> 35:15	<b>heads</b> 35:15
7:10 21:6	<b>found</b> 8:11	16:21 17:3 18:18 19:3		<b>grow</b> 12:11	<b>health</b> 36:21 42:5 45:22
21:11	33:12	19:8,12 20:20 21:5		20:2 23:24 27:4	
<b>felt</b> 42:21,22	<b>Foundation</b>	21:8 22:18 22:21 24:9			
<b>Fernando</b>	45:8	24:17,22			
3:10 7:21	<b>four</b> 15:9				
22:19	35:1				
<b>fifth</b> 38:13	<b>frame</b> 16:14				
<b>fighting</b>	<b>framework</b>				
31:21	11:21				
<b>finalizing</b>	<b>Fres</b> 3:20				
11:13	44:23 45:7				
<b>finally</b> 33:10	<b>fresh</b> 41:12				
<b>financial</b>	41:17				
45:23	<b>friends</b> 38:19				
<b>first</b> 4:15 9:9	38:20,21				
16:8 18:20	46:19 47:2				



<b>healthy</b> 20:3	28:22 29:10	39:5,7	<b>it's--</b> 21:2	<b>keeping</b>	7:6
<b>hear</b> 7:15,15	29:10,11	<b>inclusive</b>		39:23	
13:21 14:18	44:20 49:6	11:18 13:1	<hr/> <b>J</b> <hr/>	<b>keeps</b> 27:11	<hr/> <b>L</b> <hr/>
16:10 17:2	<b>horizons</b> 46:4	<b>incredibly</b>	<b>Jaime</b> 3:9,11	<b>Kelly</b> 3:19	<b>lack</b> 32:5
17:3 19:11	<b>HOST</b> 5:20	18:13	5:15 7:10	43:15,16,19	<b>lacking</b> 35:3
21:7 22:20	6:7,14	<b>incrementing</b>	7:23 19:9	43:19	35:7
22:21 25:9	13:12 14:13	33:10	19:15 26:7	<b>Ken</b> 3:14	<b>language</b>
25:10 27:24	14:20 20:11	<b>individual</b>	26:10	27:22	2:17 39:19
34:16 36:17	24:13,21	11:24	<b>James</b> 3:16	<b>kept</b> 34:23	<b>languages</b>
37:24 40:18	<b>hours</b> 8:12	<b>information</b>	34:12	35:6	12:1
42:14 43:16	<b>house</b> 16:7	13:20,21	<b>Janet</b> 3:18	<b>kid</b> 45:15	<b>latest</b> 33:23
45:1,2	<b>housekeepi...</b>	18:23	39:13,14	<b>kidding</b>	<b>launch</b> 6:11
47:24	4:13	<b>insights</b> 16:3	<b>January</b> 1:11	37:18	<b>launched</b> 6:7
<b>heard</b> 17:8	<b>huge</b> 18:3	<b>inspiration</b>	2:5 9:8,10	<b>kids</b> 20:1	11:21
21:24 22:1	<b>hundred</b>	30:19	9:11,12	27:17 29:14	<b>Laura</b> 2:18
31:20	10:20	<b>instructing</b>	49:15	35:11 37:22	<b>lead</b> 18:15
<b>hearing</b> 9:11	<b>hurt</b> 30:13	22:6	<b>Jensen</b> 11:2	37:22 44:6	23:5
43:3 48:20	46:15	<b>instruction</b>	<b>Jim</b> 34:19	45:13 46:4	<b>leader</b> 5:2
<b>hearings</b> 9:15		21:15 23:17	<b>John</b> 3:17	<b>kids'</b> 45:21	<b>leader's</b> 5:2
17:7	<hr/> <b>I</b> <hr/>	<b>interest</b> 21:23	36:15,20	<b>kind</b> 5:5 17:9	<b>leaders</b> 23:3
<b>held</b> 9:9	<b>icon</b> 4:16	<b>interests</b> 12:1	<b>join</b> 4:12 5:21	17:20 43:4	<b>leadership</b>
<b>Hello</b> 13:12	<b>idea</b> 28:20	<b>interim</b> 2:14	6:9,10	43:6	22:24 23:1
24:13 25:5	<b>identities</b>	4:5 6:19	<b>joined</b> 24:11	<b>kinder</b> 10:10	23:5 25:13
27:23 36:16	10:3 11:24	11:15	24:16	<b>kindergarten</b>	26:16,16
36:20	<b>Illinois</b> 2:4	<b>interpretat...</b>	<b>joining</b> 4:4	10:9 37:10	<b>leaderships</b>
<b>helping</b> 22:6	19:16 50:1	13:10,15	4:11 5:7 7:3	39:16	23:6
<b>Hey</b> 14:18	50:9	<b>interpreter</b>	15:16 19:6	<b>kindergart...</b>	<b>learn</b> 23:13
<b>Hi</b> 27:23	<b>imaginative</b>	2:17,18	25:17	43:5,6	23:13 29:7
34:19 38:12	42:1	6:15 13:13	<b>joint</b> 17:12	<b>knew</b> 18:16	<b>learners</b>
39:14 40:17	<b>immeasura...</b>	24:15	<b>journey</b> 36:6	<b>know</b> 12:5,8	39:19
42:14,18	22:6	<b>interrupt</b>	<b>Jr</b> 3:10 7:11	17:20 18:11	<b>learning</b> 4:21
43:16 46:8	<b>immigrant</b>	13:9	21:6,7,10	18:13,14	18:5,10
<b>high</b> 12:16	27:8	<b>introduce</b>	21:11	21:1 22:13	29:1
44:7 45:10	<b>impact</b> 16:1	4:22	<b>Julie</b> 2:8 3:4	22:15 24:12	<b>leases</b> 10:12
45:24	<b>important</b>	<b>INTRODU...</b>	3:5,23 5:9	28:9,12,14	<b>left</b> 16:13
<b>higher</b> 34:1	12:9 18:13	3:2	7:5	28:24 29:6	34:8
<b>hold</b> 49:8	28:18 35:6	<b>invite</b> 15:14		33:13 35:14	<b>legal</b> 9:1
<b>holding</b> 9:9	41:2 42:10	48:9	<hr/> <b>K</b> <hr/>	35:21 36:12	15:20
36:12	47:23	<b>involved</b> 9:2	<b>K</b> 44:13,14	36:24 37:9	<b>Leland</b> 9:22
<b>homage</b>	<b>improved</b>	20:6	50:2	38:7 41:4	23:15
16:22	41:24 42:3	<b>Irma</b> 43:12	<b>Katty</b> 3:16	43:3,4,7	<b>Let's</b> 5:16
<b>honor</b> 43:22	<b>inadequate</b>	47:17	32:24	44:10,15,16	9:23
<b>honored</b>	32:10	<b>issues</b> 17:17	<b>Kedzie</b> 41:12	45:14,16,22	<b>letter</b> 17:12
33:17	<b>inaudible</b>	17:23 35:6	<b>keep</b> 17:24	46:2 48:18	17:12
<b>hope</b> 21:21	38:15 39:3	35:17	20:1 46:23	<b>knowledge</b>	<b>letters</b> 9:6

<b>Level</b> 10:7,19 39:24	<b>losing</b> 24:4	7:12,15,17	8:9,9 9:17	<b>move</b> 26:1,22	12:3,5,6
<b>Liberatory</b> 12:24	<b>lot</b> 18:6 37:3	14:1,8	22:16 28:6	29:20 32:23	16:14,17
<b>library</b> 11:1	37:5,16,20	24:10,18	48:5	37:19 38:2	33:17 37:22
<b>License</b> 50:24	39:4 43:24	30:1 31:14	<b>meetings</b> 9:9	38:5 39:12	41:5,6
<b>limit</b> 32:17	44:7 46:12	33:1,2	9:15 36:12	43:14 47:13	<b>neighbor</b>
<b>limitations</b> 32:9	<b>love</b> 38:17,18	<b>MC</b> 5:5,23	<b>member</b> 5:11	<b>moves</b> 29:11	39:20
<b>limited</b> 10:13	39:1 46:2	6:3,12,19	48:2,2	<b>multiple</b> 16:3	<b>neighborho...</b>
30:12	<b>LSC</b> 31:16,16	7:16,19	<b>members</b> 7:7	<b>multipurpo...</b>	44:13
<b>line</b> 12:16	39:17 40:24	13:8,23	19:18 21:13	37:16	<b>Network</b> 2:9
<b>lines</b> 11:17	<b>luxuries</b>	14:2 16:21	<b>memorand...</b>	<b>muscle</b> 42:1	2:11,13,16
<b>list</b> 18:20	39:24 40:2	17:3 18:18	11:13 23:22	<b>mute</b> 7:14	5:10 7:6,11
<b>listen</b> 16:3	<b>luxury</b> 40:3	19:3,8,12	<b>message</b>	44:24	26:16
<b>listened</b> 19:22	<hr/> <b>M</b> <hr/>	20:20 21:5	24:15	<b>Myra</b> 34:10	<b>new</b> 23:10
<b>listening</b> 4:21	<b>M</b> 2:3 50:7	21:8 22:18	<b>middle</b> 4:10	47:14	24:14 27:4
44:15	50:23	22:21 24:9	9:20,21	<hr/> <b>N</b> <hr/>	32:1 36:8
<b>literacy</b> 45:23	<b>mailbox</b> 8:23	24:17,22	10:21 23:8	<b>N</b> 3:1	37:19 38:3
<b>literally</b> 27:14	<b>major</b> 17:20	25:10 26:6	25:7,17	<b>name</b> 4:4 5:9	38:21
<b>little</b> 10:6	<b>majority</b>	27:21 28:1	38:22 42:19	7:5 18:21	<b>night</b> 24:8
12:15 14:3	39:19	29:18 31:12	43:21 45:24	19:15 20:18	48:4
43:7	<b>making</b>	32:21 34:7	46:13 47:3	21:10 25:2	<b>noise</b> 32:7
<b>live</b> 12:8 29:6	12:10 15:24	34:9,17	<b>mind</b> 13:23	25:5 26:9	<b>normal</b> 33:16
<b>living</b> 16:1	27:15	36:14,18	26:1 27:11	31:15 34:9	<b>North</b> 1:1 4:8
24:3	<b>Management</b>	38:10 39:11	<b>mindsets</b>	34:13,19	4:9 7:24
<b>located</b> 9:22	2:11	40:15,19	13:1 15:10	36:19,20	9:19 10:7
10:23	<b>Manager</b>	42:12,15	<b>minute</b> 4:2	38:12 39:14	10:12,16
<b>location</b>	2:15	43:11,17	8:19	40:20,22	17:15 19:17
37:19 38:3	<b>managers</b>	44:22 45:2	<b>minutes</b> 8:2	41:24 42:17	19:19,23
41:7	11:12	46:6 47:7	8:14,17	42:18 43:18	21:12 22:24
<b>logistics</b> 4:23	<b>marginalized</b>	49:3,5	16:9,10,12	43:19 45:3	23:6,7,11
<b>long</b> 21:1	21:17	<b>McGLADE</b>	<b>MIRLENE</b>	45:5,7 46:8	24:2 25:18
29:13	<b>materials</b>	2:8 3:4,5,23	2:10	<b>necessary</b>	26:3,10
<b>longer</b> 28:15	17:22	5:1,9 7:5	<b>missing</b>	12:2 19:24	28:8 30:2,4
<b>longing</b> 32:4	<b>Matt</b> 47:16	15:2 16:6	41:22	20:7	30:7 31:17
<b>look</b> 5:17	<b>mature</b> 20:4	<b>mean</b> 17:19	<b>mission</b>	<b>neck</b> 46:15	31:17,21
24:18 26:4	<b>Maurice</b> 2:14	<b>meaning</b> 12:5	21:15	<b>need</b> 4:15	32:1,13
44:17 46:3	3:3,4,24 4:4	<b>means</b> 11:22	<b>modest</b> 49:10	18:19 20:2	34:20 35:3
46:4,17	11:16	38:16 40:7	<b>mom</b> 39:15	20:12 22:1	36:22 38:13
<b>looking</b> 36:2	<b>max</b> 28:17	41:22 46:11	<b>moment</b> 5:23	22:4,8 28:8	38:17 39:15
49:8	<b>Mayo</b> 3:16	<b>measures</b>	13:18 16:24	29:12 30:7	39:15,21
	32:24 33:2	33:22 34:3	26:12 33:8	30:9,23	40:2,11,23
	34:7	<b>meet</b> 11:10	<b>months</b> 41:17	31:2,2	41:2,7 43:9
	<b>mayor</b> 29:12	12:3 38:6	41:19	32:13,16,18	44:16 46:3
	<b>Mazin</b> 2:12	<b>meeting</b> 1:1	<b>mother</b> 30:2	34:1 45:22	46:9,11
	6:1,12,20	2:2 4:23	33:3	<b>needs</b> 11:10	47:1,2 48:8
		5:21 8:1,7,8	<b>motor</b> 41:24		<b>notably</b>

33:10 note 16:15 note-taker 8:5 notes 8:9 16:16 19:5 Notetaker 2:18 notice 8:19 9:6 number 34:2 34:5 35:13 numbers 22:7 33:9,9 33:10 nurse 32:14	<b>OFFICIAL</b> 3:6 <b>officials</b> 5:12 7:7 16:23 18:21 <b>Oh</b> 5:16 6:23 18:24 20:13 25:9 <b>okay</b> 5:23 6:24 7:17 13:11 14:6 14:9,9,20 19:14 20:13 24:17,22 25:12 29:20 32:23 38:15 40:18,21 46:10 47:13 47:15,18 <b>old</b> 46:9 <b>Omicron</b> 29:2,14 33:8 <b>once</b> 26:12 <b>ones</b> 22:2 <b>ongoing</b> 23:4 <b>open</b> 46:3 <b>opened</b> 43:23 <b>opening</b> 7:3 <b>opportuniti...</b> 12:3,12 26:23 27:2 27:17 30:8 31:8,10 40:12 <b>opportunity</b> 6:20 12:19 13:21 15:3 18:8 23:23 25:15 26:4 26:19 27:12 27:20 29:9 31:7 37:23 41:21 43:1 43:8	<b>optimal</b> 18:5 18:10 <b>optimism</b> 26:23 27:1 37:20 <b>option</b> 14:17 <b>Oquendo</b> 3:20 45:1,7 45:7 <b>order</b> 19:24 <b>outbreaks</b> 29:4 <b>outdoor</b> 41:8 41:23 <b>outside</b> 41:10 41:22 <b>overall</b> 42:4 <b>overview</b> 9:1	37:16 46:12 <b>part</b> 31:16,16 38:5 <b>participant</b> 8:17,18 48:1 <b>participate</b> 32:9 <b>participating</b> 10:5 <b>particularly</b> 35:7 <b>partnerships</b> 2:10 11:19 13:1 <b>pastel</b> 12:24 <b>patience</b> 20:23 <b>Patricia</b> 3:15 29:21,24 <b>pause</b> 5:18,23 13:11,24 <b>pausing</b> 13:18 <b>pay</b> 12:10 47:19 <b>PE</b> 37:20 <b>peer-to-peer</b> 42:3 <b>people</b> 12:6,9 12:10,17 15:3,14,22 16:3,11,12 21:17 22:7 29:13 <b>people's</b> 17:8 <b>Perfect</b> 14:21 29:17 47:18 <b>permanent</b> 21:16 <b>person</b> 4:11 16:9,11 45:20 <b>personal</b> 27:7 <b>perspective</b>	41:3 <b>phase</b> 27:4 <b>physical</b> 10:14 32:10 36:21 <b>physically</b> 20:5 <b>pick-up</b> 11:8 <b>pictures</b> 46:16 <b>Pinal</b> 34:10 47:14 <b>place</b> 30:15 30:19,24 32:14,15 <b>places</b> 13:3 <b>plans</b> 9:7 <b>play</b> 32:3 39:1,3,6 41:10,21,23 42:1 <b>player</b> 39:2 <b>playground</b> 11:2 46:13 46:17 <b>please</b> 5:24 8:8 13:24 34:14 36:19 40:10,20 43:18 45:6 <b>pleasure</b> 43:22 <b>plus</b> 10:7 <b>point</b> 35:4 48:16,17 <b>pointed</b> 15:2 <b>points</b> 35:23 <b>policies</b> 13:4 13:5 15:11 <b>policy</b> 15:15 <b>political</b> 25:14 <b>population</b> 36:9 <b>Portfolio</b>	2:11 <b>possibilities</b> 27:3 <b>possible</b> 13:16 14:12 16:11 45:15 <b>potential</b> 15:5 16:4 <b>practices</b> 8:3 11:18 <b>pre</b> 22:3 <b>pre-ginder</b> 10:10 <b>pre-kinder...</b> 10:10,11 <b>precisely</b> 29:4 <b>preoccupat...</b> 22:4 33:7 <b>present</b> 2:17 6:4,8 7:7 14:4 47:9 47:11 <b>presentation</b> 5:4 8:2 11:17 <b>PRESENT...</b> 3:2 <b>presented</b> 26:24 <b>President</b> 26:19,19 45:8 <b>pretty</b> 35:3 36:8 <b>preventing</b> 34:3 <b>prevention</b> 23:18 <b>primary</b> 42:6 42:9 <b>principal</b> 3:11,11 7:22,23 24:24 25:5
<b>O</b> <b>O</b> 2:17 45:4 50:2,2 <b>o'clock</b> 1:11 2:6 49:14 <b>observed</b> 17:22 <b>ocasionally</b> 21:22 <b>occupied</b> 32:5,7 <b>occur</b> 9:17 <b>occurred</b> 44:12 <b>occurs</b> 9:24 <b>OCHENK...</b> 2:3 50:7,23 <b>October</b> 9:3 <b>offer</b> 23:19 40:9 45:24 <b>offered</b> 40:1 40:5,12 <b>offers</b> 23:14 <b>Office</b> 2:10 <b>officer</b> 2:14 4:6 <b>officer/chief</b> 4:5	<b>P</b> <b>p.m</b> 1:11 2:6 48:19 49:13 49:14 <b>Pacione-Za...</b> 3:9 5:14 16:24 17:1 17:5 18:24 19:1,7 26:14 <b>Pacione-Za...</b> 7:9 <b>pandemic</b> 28:18,22 33:17 45:18 <b>parent</b> 25:24 48:2 <b>parents</b> 19:18,22,22 23:1,3 31:20,24 <b>Park</b> 10:13 10:24 11:2 24:3 27:8 39:20 40:11 <b>parking</b> 11:8				

25:6,11,12 25:22 26:7 26:8,10,20 29:22 <b>principals</b> 7:21 10:2 <b>prior</b> 9:12 36:24 <b>prioritize</b> 15:22 <b>priority</b> 21:23 <b>private</b> 18:2 <b>privilege</b> 41:15 <b>problem</b> 18:4 <b>problems</b> 35:14 <b>proceed</b> 5:24 6:24 <b>proceedings</b> 2:1 49:11 50:14 <b>process</b> 9:1 17:7 21:19 26:17 27:5 33:14 <b>professionals</b> 22:7 <b>program</b> 10:11 45:14 <b>programmi...</b> 10:14 <b>programs</b> 23:19 24:1 24:4 38:4 45:10,12,20 46:5 <b>progress</b> 18:15 <b>promoted</b> 44:5 <b>proposal</b> 11:5 17:10 28:13 29:10	31:23 48:7 <b>proposed</b> 4:8 8:15 9:6,18 <b>prosper</b> 45:13 <b>proven</b> 22:8 <b>provide</b> 8:18 12:11 20:3 24:5 27:10 40:8 41:21 <b>provided</b> 11:11 <b>provides</b> 23:23 <b>psychologist</b> 32:15 <b>public</b> 4:6 5:3 8:3,10,16 9:3,5,11,13 10:4 11:5 11:12,23 23:13 45:11 45:21 48:19 <b>publicly</b> 23:9 <b>published</b> 9:4 <b>purpose</b> 14:23 15:19 16:9 <b>pushing</b> 20:6 <b>put</b> 13:2 14:11,13 30:21 <hr/> <b>Q</b> <b>quality</b> 23:14 <b>Quendo</b> 44:23 <b>questions</b> 8:15,18 16:19 <b>quick</b> 4:13 <b>quickly</b> 41:1 <b>quiet</b> 31:3 37:11 46:23 <b>quite</b> 17:22	17:24 24:14 44:12 <b>quote-unq...</b> 41:15 <hr/> <b>R</b> <b>reach</b> 45:15 48:22 <b>reached</b> 5:21 6:16 22:14 <b>reaching</b> 6:17 <b>reading</b> 47:20 <b>readings</b> 33:6 <b>ready</b> 14:8 24:12 <b>realize</b> 29:12 <b>really</b> 12:19 27:12,12,12 27:13,15 28:14,19 29:10 35:16 35:19 37:7 37:19 43:4 44:5 46:18 <b>reason</b> 6:7 30:5 <b>reasons</b> 36:1 <b>receive</b> 8:19 36:2,5 <b>received</b> 50:14 <b>recess</b> 35:10 41:10 <b>recognize</b> 47:22 <b>recommen...</b> 9:12,14 <b>recommen...</b> 9:16 <b>record</b> 2:1 8:6 23:12 <b>recorded</b> 8:9 <b>recordings</b>	8:9 <b>referenced</b> 33:7 <b>referred</b> 10:21 <b>regarding</b> 8:14 <b>register</b> 8:13 48:21 <b>regulations</b> 18:12 <b>reiterate</b> 17:11 23:10 33:5 <b>related</b> 11:3 <b>relationships</b> 42:3 <b>relocation</b> 19:20,24 20:7 41:2 42:10 <b>remain</b> 10:17 <b>remaining</b> 8:19,20 <b>remarks</b> 7:3 <b>remember</b> 40:20 44:20 <b>reminder</b> 25:1 34:13 42:16 <b>remote</b> 50:12 <b>repeat</b> 6:1,21 <b>reported</b> 50:10 <b>reporter</b> 2:3 16:16 50:9 <b>represent</b> 15:10 <b>representat...</b> 3:9 5:15 7:10 17:13 19:8,10,14 19:16 20:13 20:22 39:17 40:24	<b>representat...</b> 26:13 <b>requests</b> 23:20 <b>requireme...</b> 15:20 <b>resolved</b> 33:20 <b>resource</b> 13:2 15:11 <b>resources</b> 12:3 13:3 15:15 25:19 <b>respect</b> 22:1 <b>respectful</b> 23:20 <b>respond</b> 13:21 15:12 <b>rest</b> 31:9 <b>result</b> 27:15 <b>results</b> 23:22 <b>retain</b> 10:1 <b>Reyes</b> 3:15 3:15 29:21 29:24 31:13 31:14,16 <b>Reyna</b> 3:15 31:13,14,16 <b>Ricardo</b> 29:19 47:12 <b>right</b> 4:3 5:4 12:14 13:3 13:3,13 15:6,14 17:1 19:13 21:9,18 22:22 24:17 41:13,18 46:20 <b>risk</b> 24:4 <b>River</b> 1:1 4:9 7:24 9:19 10:7,12,16 17:15 19:17 19:19,23	21:12 22:24 23:6,7,11 24:2 25:18 26:3,10 28:8 30:2,4 30:7 31:17 31:17,21 32:1,13 34:20 35:3 36:22 38:13 38:17 39:15 39:16,21 40:2,11,23 41:7 43:9 44:16 46:3 46:9,11 47:1,2 48:8 <b>Rivera</b> 43:12 47:17 <b>Rivers</b> 41:2 <b>ROBBIN</b> 2:3 50:7,23 <b>role</b> 24:11 <b>room</b> 35:22 37:17 <b>ROSENFE...</b> 2:15 29:16 36:3 38:1 42:7 <b>rough</b> 45:19 <b>rules</b> 16:7 <b>run</b> 4:23 39:2 39:2 <b>rushing</b> 30:23 <hr/> <b>S</b> <b>sad</b> 46:22 <b>safe</b> 18:9 20:1 35:12 42:23 42:23 43:4 <b>safely</b> 25:23 28:23 <b>safety</b> 25:24 25:24,24
---	--	--	--	--	--

35:6,18	<b>schools</b> 2:8	19:7 26:13	<b>signed</b> 8:16	<b>sorry</b> 4:11	44:24 46:7
45:21	4:6 5:3 9:3	26:14	17:13	5:16 9:22	47:11,15
<b>Salas</b> 3:18	9:6,14,24	<b>send</b> 24:15	<b>silent</b> 28:10	10:10 13:8	<b>speakers</b> 3:6
39:13,14,14	10:4,4 11:6	<b>sending</b> 8:23	<b>silly</b> 37:11	13:8 17:18	3:13 25:1
<b>Sanchez</b> 3:11	11:6,10,12	29:14	<b>similarly</b>	24:13 34:9	29:23 47:9
7:24 25:22	11:13,23	<b>Senora</b> 34:7	29:11	48:23	<b>speaking</b>
26:7,8,10	12:21 15:1	<b>sense</b> 18:6	<b>simultaneo...</b>	<b>sort</b> 27:12	22:13 34:14
29:22	18:13 23:13	26:23 42:4	20:11	<b>sound</b> 17:19	<b>special</b> 16:15
<b>saw</b> 35:1	28:16 30:9	<b>sent</b> 9:6 35:1	<b>single</b> 12:1,17	<b>space</b> 4:7	<b>specifically</b>
47:21	31:10 37:6	<b>September</b>	<b>sit</b> 28:9	10:1,12,14	17:14 24:5
<b>saying</b> 30:3	38:21 40:1	28:13	<b>situated</b> 12:7	11:3,8	<b>Speth</b> 3:16
<b>says</b> 12:16	41:4 44:4,7	<b>service</b> 41:4	<b>situations</b>	17:21 20:2	34:12,15,18
50:8	44:9,13	<b>services</b> 4:15	33:16	21:3 28:8	34:19,19
<b>scared</b> 30:12	45:9,10,12	4:17 6:17	<b>sixth</b> 10:20	30:9 31:5	36:5
30:13	45:12,21	11:3 21:20	34:20 42:20	31:19,22	<b>sport</b> 30:11
<b>scheduled</b>	<b>screen</b> 5:18	24:5 40:8	<b>size</b> 30:12	32:1,5,10	30:20
8:1	15:9 29:22	<b>serving</b> 10:8	35:19,22	32:13,17	<b>sports</b> 32:3
<b>schedules</b>	<b>script</b> 45:4	10:20 21:16	<b>skills</b> 41:24	33:14,21	32:14 39:3
11:8	<b>seat</b> 15:10	22:5,10	<b>slide</b> 12:13	35:8,9,10	<b>squiggly</b>
<b>school</b> 4:9,9	<b>second</b> 5:16	23:16	14:4 15:18	35:12 36:5	12:15
4:10 5:2,2	9:10 13:11	<b>set</b> 12:16	16:5	37:22 39:8	<b>SS</b> 50:1
8:3,10,15	<b>seconds</b> 8:20	13:15	<b>slip</b> 35:13	41:8 44:16	<b>staff</b> 10:2
9:4,6,16,18	29:16 36:4	<b>seven</b> 36:23	<b>slipping</b>	46:12,20	25:24 38:6
9:19,20,21	38:1 42:7	<b>seventh</b>	35:15	47:4	48:2
10:2,2,6,8	<b>section</b> 8:17	34:20 43:20	<b>slowly</b> 6:22	<b>Spanish</b> 6:1	<b>staffs</b> 19:18
10:17,19,22	<b>secure</b> 20:3	<b>share</b> 8:14	<b>small</b> 30:12	7:18 14:1	<b>stairs</b> 17:19
17:15 19:21	<b>see</b> 4:16	10:1 15:4	<b>smile</b> 49:9	14:16 20:9	<b>start</b> 4:2,24
22:24 23:3	12:23 15:8	16:3 26:3	<b>smoother</b>	20:15	6:19,24
23:6,8,8,11	17:16 21:2	38:23,23	37:4	<b>speak</b> 8:13,16	11:9 14:7
23:21 24:2	27:1,2 45:5	39:9 40:12	<b>soccer</b> 39:2,6	15:4 16:8	<b>starting</b> 33:9
25:7,17,18	45:13 47:9	41:1 45:20	<b>social</b> 33:17	16:24 18:20	<b>state</b> 2:4 4:21
26:11 34:2	49:8	46:12 47:3	41:6 43:20	19:19 25:22	19:1,15
35:7 36:22	<b>seeing</b> 14:17	<b>shared</b> 11:7	43:20	29:23 34:22	25:2 34:13
37:1,1,2,3	24:14	33:14,14	<b>socially</b> 20:5	42:16	36:19 40:20
38:14,17,18	<b>seen</b> 30:6	<b>sharing</b>	<b>socioemoti...</b>	<b>speaker</b> 19:8	42:17 43:18
38:22,22	43:23	13:20 28:17	42:2	21:6 22:19	45:3,6 50:1
39:24 40:6	<b>selective</b> 44:8	48:6	<b>soft</b> 46:14	24:23 26:7	<b>stated</b> 17:11
42:19 43:10	<b>self</b> 42:4	<b>she'll</b> 5:3	<b>Solis</b> 32:22	27:22 29:19	17:18 23:9
43:21 44:7	<b>self-aware...</b>	<b>shift</b> 33:23	<b>somebody</b>	29:21 31:13	33:9
44:18 45:9	42:2	<b>short</b> 41:20	20:18	32:22,24	<b>statement</b>
45:24 46:1	<b>senator</b> 3:9	<b>shorthand</b>	<b>soon</b> 6:10	34:10,12	6:21
46:10,11,13	5:14 7:9	2:3 50:8,10	13:15 24:16	36:15 38:11	<b>statistical</b>
46:16,19	16:23,24	<b>show</b> 4:23	28:4 42:21	39:12 40:16	33:12
47:1,1,3	17:1,5	<b>shy</b> 46:10	49:2	42:13 43:12	<b>stay</b> 31:3
48:8	18:24 19:1	<b>Sign</b> 2:17	<b>sooner</b> 29:11	43:14 44:23	<b>stenographer</b>

8:5 18:19 25:3 34:14 36:19 <b>stories</b> 44:15 <b>strength</b> 42:1 <b>strong</b> 44:2 <b>stu</b> 23:15 <b>stuck</b> 44:1 <b>student</b> 10:14 11:3 12:2 12:17 39:16 42:19 <b>students</b> 10:8 10:20 11:4 12:22 17:24 21:23 22:3 22:6,12 23:1,15,17 24:1,2,2 27:9,14 29:1,3,6 30:2,7 31:22,23 32:12,16 33:3,15,22 34:2,5 35:10,13 37:10 38:3 39:18,23 40:9,11,11 41:14,21 43:9,9 44:8 47:3,23,24 48:16 <b>students'</b> 25:23 41:5 41:6 <b>studies</b> 43:20 <b>stuff</b> 43:2,6 <b>subside</b> 29:14 <b>succeed</b> 20:4 <b>successful</b> 22:7 45:16 <b>super</b> 37:11 <b>support</b> 4:17	11:11 17:10 17:13 18:7 18:17 19:19 20:8 24:5 28:19 30:6 31:23 <b>supporting</b> 31:19 38:9 41:5 <b>supports</b> 11:4 12:8 23:4,10 27:10 48:3 <b>sure</b> 4:20 12:10 16:10 16:16 18:16 19:4 25:22 26:18 27:15 39:8 <b>Swider</b> 39:11 47:16 <b>Swinney</b> 2:14 3:3,4,24 4:1 4:4 5:5 7:2 11:16,20 13:8,11,17 14:2,6,8,9 14:19,22 16:21 48:10 48:11 49:4 49:7 <b>switch</b> 14:15 <b>switching</b> 44:13 <b>sworn</b> 50:7 <b>system</b> 12:12 15:13 <b>systems</b> 13:4 15:12 <hr/> <b>T</b> <hr/> <b>table</b> 13:2 15:11,15 <b>take</b> 16:2,16 16:22 24:11	26:12,18 31:1,1,5 38:24 <b>taken</b> 2:2 27:18 33:23 34:3 <b>takes</b> 12:14 12:17 30:19 37:5 <b>talents</b> 11:24 <b>talk</b> 15:15 47:23 49:2 <b>talking</b> 43:5 <b>targeted</b> 12:15 <b>taught</b> 37:15 39:22 <b>teach</b> 37:21 <b>teacher</b> 34:20 36:21 37:10 37:15,21 39:4,15 40:23,23 42:6,9 43:21 <b>teacher's</b> 39:16 <b>teachers</b> 29:3 38:18 39:21 39:22 43:3 43:5 44:16 <b>teaching</b> 36:23 <b>team</b> 39:7 <b>tell</b> 5:24 10:5 31:2 37:10 <b>telling</b> 13:23 <b>tenth</b> 36:23 <b>Tepetate</b> 3:17 3:20 38:11 38:12,13 46:7,8,8 <b>terms</b> 15:7 <b>Test</b> 19:10 <b>thank</b> 4:3,10	4:17 5:5,7,8 7:2,3,19 11:20 13:17 14:9,22 15:16 16:21 17:5,6 18:18 19:3 19:6,7,18 20:6,8,23 21:4,5,12 22:15,16,18 22:23 24:7 24:9,20,21 25:4,12,13 25:14 26:5 26:6,13,14 26:15,16,19 27:18,19,20 27:21 28:5 29:17,18 31:11 32:20 34:6,11 36:11,13,14 38:8,9,10 39:10 40:14 40:15 42:8 42:11,12 43:11,13 44:21,22 45:11 46:6 47:6,7 48:1 48:6,11,11 48:12,24 49:3,5,6 <b>thanks</b> 38:9 49:4 <b>thing</b> 28:21 <b>things</b> 4:14 26:21 39:9 40:9 44:1,5 <b>think</b> 6:23 14:4 18:3,5 18:6,12 21:2 24:11 26:21 28:24	36:7,10 37:24 38:20 43:8 45:16 47:8,21 <b>thinking</b> 12:24 <b>third</b> 46:9 <b>thought</b> 33:13 37:4 <b>thoughts</b> 15:4 16:4 16:18 <b>thrilled</b> 37:20 37:21 38:5 <b>thrive</b> 20:2 <b>Thursday</b> 1:11 48:18 <b>tight</b> 35:21 <b>time</b> 13:3 14:3 16:2 16:13,14 21:1 22:17 27:18 32:2 36:13 38:8 38:20,24 41:18 42:11 48:24 <b>Timekeeper</b> 2:16 <b>times</b> 11:9 <b>tiptoe</b> 37:11 <b>today</b> 4:18 8:1 9:8 23:10 27:19 40:10 41:9 42:24 <b>told</b> 17:24 28:9 <b>tonight</b> 4:4,7 8:22 13:20 14:23 15:17 16:2 17:7 21:13 34:23 36:13 48:14 49:1	<b>totally</b> 17:17 <b>touch</b> 30:12 <b>track</b> 32:3 <b>tradition</b> 44:10 <b>training</b> 30:14,16,18 <b>trans</b> 48:22 <b>transcribed</b> 50:11 <b>transcript</b> 50:12 <b>transforma...</b> 27:5 <b>transition</b> 9:7 37:2 <b>transitions</b> 43:24 <b>transitions...</b> 8:24 <b>transitions...</b> 16:19 48:23 <b>translate</b> 6:5 6:13,21 <b>translated</b> 29:24 31:14 33:2 <b>translating</b> 7:18 20:11 <b>translation</b> 4:15,17 5:17 6:8,11 14:1 <b>translator</b> 5:20 6:8,17 20:10 24:10 48:13 <b>treated</b> 21:24 <b>true</b> 25:18 50:13 <b>try</b> 5:21 <b>trying</b> 13:14 27:10 36:11 <b>Tuesday</b> 48:4 48:4
---	---	--	--	--	---

<p><b>turn</b> 5:1 11:15 48:9 <b>two</b> 4:13 8:14 8:17 9:9,24 12:21 14:24 16:9,10,12 23:21 28:16 30:2 33:3 37:6 <b>type</b> 27:9</p> <hr/> <p style="text-align: center;"><b>U</b></p> <p><b>ultimately</b> 17:9 <b>unable</b> 41:20 <b>underserved</b> 15:23 21:17 <b>understand</b> 28:7 <b>understand...</b> 11:14 23:22 <b>Unfortunat...</b> 44:11 <b>uniform</b> 32:8 <b>unique</b> 9:24 12:3,5 <b>universalism</b> 12:15 <b>unmuted</b> 16:8 <b>unsafe</b> 41:16 <b>upper</b> 41:9 <b>upstairs</b> 37:13 46:24 <b>urgently</b> 32:16 <b>use</b> 29:9 32:8 46:21 <b>utilization</b> 21:3 <b>utmost</b> 28:23</p> <hr/> <p style="text-align: center;"><b>V</b></p> <p><b>value</b> 15:21 <b>Vasquez</b></p>	<p>29:19 47:12 <b>verify</b> 17:17 <b>Veronica</b> 32:22 <b>VIDEOCO...</b> 1:12 <b>Videoconfe...</b> 2:5 <b>violence</b> 23:18 <b>virtual</b> 8:1 48:19 <b>virtually</b> 4:12 <b>visit</b> 17:15 <b>vital</b> 23:16 <b>voice</b> 37:24 48:7,15 <b>voices</b> 15:22 15:23 17:8 <b>volleyball</b> 39:1 <b>vote</b> 9:15,16</p> <hr/> <p style="text-align: center;"><b>W</b></p> <p><b>wait</b> 5:16 28:14 <b>waiting</b> 5:20 6:9 <b>walked</b> 42:21 <b>walls</b> 37:12 <b>want</b> 4:13,20 4:22 5:7 7:6 12:11,21 14:2,11 16:7 18:24 19:4 20:22 20:22 21:4 21:12 22:9 22:9,15 25:13,21,22 26:12,18 27:18 28:7 28:19 29:9 31:8 32:8,8 33:5 37:21</p>	<p>46:19 47:19 47:22 48:1 <b>wanted</b> 7:2 18:16 28:5 28:21 36:24 37:9 41:1 47:18 <b>wanting</b> 30:17 <b>wants</b> 22:5 <b>ward</b> 21:11 22:2,12 <b>warning</b> 16:12 <b>wasn't</b> 28:3 <b>way</b> 27:4 <b>we'll</b> 5:18,23 6:10,24 24:18 39:12 <b>we're</b> 4:11,12 6:9 13:14 13:18,20,24 16:2,16 24:12 29:14 29:20 34:3 41:20 44:19 47:13 <b>we've</b> 27:16 31:20 35:23 44:10 <b>website</b> 8:10 <b>welcome</b> 7:12 42:22 46:2 <b>welcoming</b> 37:1 44:17 45:15 <b>wellness</b> 45:23 <b>went</b> 37:3 <b>weren't</b> 47:9 <b>West</b> 9:22 <b>willing</b> 26:3 <b>willingness</b> 40:6 <b>wish</b> 8:22</p>	<p><b>WITNESS</b> 22:22 <b>wonderful</b> 14:24 17:5 26:2 48:12 <b>words</b> 5:6 <b>work</b> 11:6,13 12:21,22 15:19 18:14 37:7 39:6 47:4 48:13 <b>workforce</b> 23:18 <b>working</b> 13:10 27:8 27:9 31:18 46:3 <b>worst</b> 29:4 <b>wwwcps.ed...</b> 8:11</p> <hr/> <p style="text-align: center;"><b>X</b></p> <p><b>X</b> 3:1</p> <hr/> <p style="text-align: center;"><b>Y</b></p> <p><b>Yaretzi</b> 3:17 38:11,12,13 <b>yeah</b> 6:14 14:13 42:9 43:8 <b>year</b> 23:9 36:23 46:16 <b>years</b> 11:22 22:10 30:6 31:21 32:18 36:23 43:24 46:9 <b>yell</b> 37:11 <b>young</b> 12:6 12:10 <b>younger</b> 12:9 41:15 <b>youth</b> 45:24</p> <hr/> <p style="text-align: center;"><b>Z</b></p> <p><b>Zolo</b> 3:18</p>	<p>40:16,17,21 40:22 42:8 <b>Zoom</b> 1:12 2:5</p> <hr/> <p style="text-align: center;"><b>0</b></p> <p><b>084-002522</b> 50:24</p> <hr/> <p style="text-align: center;"><b>1</b></p> <p><b>1</b> 2:9,13,16 5:10 7:6,11 10:7,19 19:10 26:16 39:24 <b>11</b> 2:11 3:4 <b>11th</b> 9:10 <b>12</b> 31:21 32:18 <b>12-foot</b> 37:18 <b>13</b> 1:11 2:5 <b>13th</b> 9:11 <b>16</b> 3:9 <b>17</b> 3:5 <b>19</b> 3:9 <b>19th</b> 9:12 49:14 <b>1st</b> 9:3</p> <hr/> <p style="text-align: center;"><b>2</b></p> <p><b>2</b> 1:1 19:10 <b>20</b> 19:2 <b>2005</b> 43:23 <b>2021</b> 9:3,5 <b>2022</b> 1:11 2:5 9:8,13 49:15 <b>21</b> 3:10 10:20 <b>22</b> 3:10 <b>24</b> 3:11 <b>259</b> 10:8 <b>26</b> 3:11 <b>27</b> 3:14 <b>29</b> 3:15 9:22</p> <hr/> <p style="text-align: center;"><b>3</b></p>	<p><b>30</b> 8:20 29:16 36:4 37:10 38:1 42:7 <b>31</b> 3:15 <b>31st</b> 9:5 21:11 22:2 <b>32</b> 3:16 35:19 <b>34</b> 3:16 <b>35</b> 35:23 <b>36</b> 3:17 35:23 <b>37</b> 9:22 <b>38</b> 3:17 <b>39</b> 3:18 <b>3929</b> 9:22</p> <hr/> <p style="text-align: center;"><b>4</b></p> <p><b>4</b> 3:3 <b>40</b> 3:18 <b>40th</b> 19:16 <b>42</b> 3:19 <b>43</b> 3:19 <b>44</b> 3:20 10:4 <b>46</b> 3:20 <b>47</b> 3:23 <b>470</b> 33:15 <b>48</b> 3:24 8:12</p> <hr/> <p style="text-align: center;"><b>5</b></p> <p><b>5</b> 3:4 <b>5:00</b> 48:19 <b>50</b> 22:3,3</p> <hr/> <p style="text-align: center;"><b>6</b></p> <p><b>6</b> 44:13 <b>6:00</b> 1:11 2:6 49:14 <b>6:30</b> 48:19</p> <hr/> <p style="text-align: center;"><b>7</b></p> <p><b>7:08</b> 49:13</p> <hr/> <p style="text-align: center;"><b>8</b></p> <p><b>8</b> 44:14 <b>870</b> 11:4</p> <hr/> <p style="text-align: center;"><b>9</b></p>
---	---	---	--	--	--

**TAB 18**



## Meeting Minutes

### North River Colocation Proposal Community Meeting #2

**Date:** January 13, 2022

**Notetaker:** Sara Martinez

**Start of meeting:** 6:03 p.m.

**Virtual Attendees:** Yesenia Zacatenco, Vanessa Morges, Trinidad Diaz, Starnisha, Sara Popowich, Robbin Ochenkowski, Reyna Reyes, Rep Jaime Andrade- IL 40th District, Principal Jaime Sanchez, Paty Reyes, Micaela Gonzalez, Maggie Garcia, Lorenza, Ken Barrios, Katty Enriquez Mayo, Karina Gonzalez, Kamila Safinski, John Atchison, Jennifer Madden, Janet, Jamel D. Chambers, Jaime Vega, Glynn Kelly, Fres Oquendo, Fernando Grillo, Elvira Malagon, Edgar Lopez, Dziolo, Critina Pacione-Zayas Carlos Bosques, Bob Markin, Ariagna, April Curtis, Anthony Chalmers, Antelina Maya, Alma M., 31st Ward Alderman Feliz Cardona Jr. James Speth, Amanda Wilkie, 1773-870-0785,

**Speakers:**

Senator District 20 Christina Paciona-Zayas, Representative Jaime Andrade 48th district, Alderman Felix Cardona Jr. 31st Ward, CEO Fernando Grillo, Principal Anthony Chalmers, Principal Jaime Sanchez, Ken Barrios, Ricardo Vasquez (absent), Patricia Reyes, Reina Reyes, Veronica Solis (absent), Katie Enrique Mayo, Mayra Pinal (absent), Jim Spat, John Atchison, Beritze, Janet Salas, Daisy Ziolo, Elijah Green, Irma Rivera (absent), Matt Swider (absent), Glynn Kelly, Fres Oquendo, Amaya,

Slide #	Meeting Minutes ( Summary of what was shared and who shared it for each slide/section)
<b>Opening Statement (before presentation)</b>	<ul style="list-style-type: none"> <li>● Chief Swinney: Went over housekeeping expectations. Introduced co-host Chief McGlade.</li> <li>● Chief McGlade: Welcomed elected officials and community representatives.</li> <li>● Paused for translator to join meeting</li> <li>● Deputy chief of N1 introduced himself.</li> <li>● CEO of Aspira and Principal Chalmers and Sanchez</li> <li>● Information about where to find the presentation information</li> </ul>
<b>2-6 (Agenda/ Meeting logistics/SB630 Timeline &amp; Information)</b>	<ul style="list-style-type: none"> <li>● Information about where to find the presentation information</li> <li>● Overview of legal process was discussed</li> <li>● Proposed school ation and key facts were presented</li> <li>● Co-location was explained</li> </ul>

## Meeting Minutes

<p><b>7-9</b> <b>(Defining Equity/Shifts in Practice/ Inclusive partnership)</b></p>	<ul style="list-style-type: none"><li>● Chief Swinney explained how CPS defines equity</li><li>● The “right approach” Set high goals and do what it takes to get people to those goals</li><li>● Paused for interpretation</li><li>● Liberatory thinking (mindsets) who has a seat at the table, resources, and policy.</li><li>● Explained protocol for public feedback (house rules)</li><li>●</li></ul>
<p><b>Public Comment</b> <b>(Capture speaker’s name and key takeaways from their comments)</b></p>	<ul style="list-style-type: none"><li>● Senator District 20 Christina Paciona-Zayas: thanked everyone present. Reiterated what was in the letter in support of the co-location. Talked about the gym having concrete floors, columns, no accessibility, and the conditions are not optimal for learning. It makes sense to support the effort for all kids to be in a safe and adequate environment.</li><li>● Representative Jaime Andrade 48th district: Co-location is necessary to give kids space to grow and thrive and provide them with a secure and healthy environment. Co-location has full support</li><li>● Alderman Felix Cardona Jr. 31st Ward: THanked the community for being there. Aspira doesn't want their programs to be hurt. Aspiras families need to be heard and respected. They want Aspira to continue to serve their community for years to come.This Co-location should not affect their programs</li><li>● CEO Fernando Grillo- Aspira supports the ongoing conversations about the co-location of north river and aspira. Aspira requests that there is a respectful dialogue and that the MOU is equitable where both campuses can flourish.</li><li>● Principal Anthony Chalmers- Aspira: Thanked CPS leadership and political leaders. They believe in equitable opportunities and resources. They hope that it is done with student, parent and staff safety. They are willing to share the building with River North and they look forward to the continued opportunity</li><li>● Principal Jaime Sanchez- North River: Thanked all representatives and CPS leadership. Feeling a sense of optimism that is being presented to both communities. Challenges but there are possibilities to develop in the way that we grow. As a child of an immigrant family, the American dream comes to mind. This is an opportunity to emphasize that we can create that dream for the children in the community.</li></ul>

## Meeting Minutes

- Ken Barrios: North River needs space. No child should be told to be quiet because there is a funeral. He really supports the idea. He hopes that CPS makes this transition in a safe manner with the Pandemic
- Ricardo Vasquez: absent
- Patricia Reyes: Mother of a north river student. She supports the co-location between the schools. She has seen the need that the students have. They don't have the same opportunities as other schools. They need a gym. They don't have an auditorium.
- Reina Reyes: LSC north river in 2010. They fought to have a bigger space. Today she continues to fight for that space. She supports the co-location of the schools. Her children, because they were limited in activities, were not motivated. They do not need to keep fighting for another 12 years
- Veronica Solis: absent
- Katie Enriquez Mayo: mother of kids at Aspira. She wants to reiterate her worry in reference to COVID. She wants to know how they are going to share a space that is meant for 800 children in a normal situation. But now with social distancing, how can we solve this issue? Because Aspira has been great with protocols, aspira has not had a covid case. When merging, how will we prevent covid cases from arising
- Mayra Pinal: Absent
- Jim Spat: 7th and 8th grade teacher at north river. North River is lacking a lot. There are safety issues lacking in school. It centers around the gym space which is a basement of a church. There is no safe space. Children fall and slip. He is concerned around classroom size. He has 32 bodies in the classroom and it can become tight.
- John Atchison: PE teacher at North River, prior to this role, he was at another school that merged with another one and the transition was smooth. It takes a lot of communication. He has to tell kindergarteners to be quiet because there is a funeral upstairs. He is thrilled to be a part of this move.
- Beritze: student who supports the co-location because she believes that they deserve the resources like other kids. She likes sports.
- Janet Salas: Teacher of 17 years and mom of North River student. She advocates for the students who are English language learners. Please allow for other Albany Park students to have these opportunities that are being offered in other CPS buildings

## Meeting Minutes

	<ul style="list-style-type: none"><li>● Daisy Ziolo: 1st grade teacher at North River and LSC member. Some kids are able to go outside for recess but it is between the dumpsters. 1st grade students cannot go outside because it is unsafe to be in that back area. There are benefits to having an exercise space.</li><li>● Elijah Green: Student at Aspira 8th grade. HE felt comfortable and welcomed. He thinks it will be a good opportunity for North River Students to come into Aspira.</li><li>● Irma Rivera: Not present</li><li>● Matt Shwider: absent</li><li>● Glynn Kelly: Aspira teacher who has been there since 2005. There is a strong culture in the aspira community. Enrollment has gone down. However, listening to stories from North River, if the space is available, he looks forward to welcoming them into the school. At the end of the day it's for the children.</li><li>● Fres Oquendo: President of FOBA foundation. He has been with Aspira for half a decade with his programs. Will welcome North River with open arms and would love to expand the programs to them as well</li><li>● Amaya: 8 years old at North River. North river needs a bigger space and would like to share the space with Aspira. She wants a playground and they have a softer floor. Her dream school has a playground. She is frustrated about using the basement of the church.</li></ul>
<b>Closing remarks</b>	<ul style="list-style-type: none"><li>● Chief Swinney thanked everyone who came out tonight. Appreciated the voice of students. Next step is next Thursday which will be a public hearing.</li></ul>

**Meeting Adjourned: 7:08 p.m.**

**TAB 19**

## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Co-Location of North River Elementary School and ASPIRA-Haugan Charter School**

#### **Statement of Iliana Vargas, Director of Planning and Data Management**

**January 19, 2022**

Good evening, Your Honor. My name is Iliana Vargas. I am the Director of Planning and Data Management. My responsibilities include undertaking school demographic studies, enrollment projections, and the monitoring of space utilization of the public school facilities throughout Chicago. I have been in this position since 2020.

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 3729 W. Leland Ave. facility with respect to the proposal to co-locate North River Elementary School (“North River”) and ASPIRA-Haugan (“ASPIRA”) charter school. A co-location is when two schools share space in the same building, or on the same campus, but operate independently from each other.

Under the Guidelines for School Actions for the 2021-2022 School Year (Guidelines), the CEO may propose a co-location of two or more schools within the same facility if: (1) the school(s) principal, parents or community members have requested that a co-location be considered via the process to request proposals; and (2) the combined projected enrollment is within the facility’s enrollment efficiency range as defined by CPS’ Capacity Utilization Standards and the facility can support the academic programming of the schools being co-located together.

This proposal is consistent with the Guidelines for co-locations. The proposal was formally requested by members of the Albany Park community. Specifically, the proposal came from the North River Elementary Local School Council, through a letter dated September 24, 2021. This letter is located in your binder at Tab 23. Additionally, the combined projected enrollment of North River and ASPIRA is within the facility’s enrollment efficiency range.

To understand the enrollment efficiency range of a facility, Chicago Public Schools utilizes its Capacity Utilization Standards and Methodology, which is located in your binder at Tab 11. CPS provides an enrollment efficiency range for elementary schools based primarily on the total number of instructional classrooms available in the facility. Each elementary school’s ideal capacity is identified as 77% of the total number of physical classroom spaces, rounded down and then multiplied by 30. Classrooms under 650 square feet are counted as half of a classroom in the space utilization formula.

There are 37 classrooms within the 3729 W. Leland Avenue facility. This includes 34 full sized classrooms and 3 half classrooms. Because the 3 half classrooms are only counted as .5, 35.5 classrooms are used in the formula. The ideal capacity for this facility is 810 students. For a co-location, any combined enrollment between 563-895 students is determined to be within the enrollment efficiency range of this facility.

North River is currently located at 4416 N. Troy Street and it currently serves approximately 259 students in grades PreK-8. The school serves one classroom per grade level and has experienced a decline of 20% in enrollment in the last five school years.

ASPIRA-Haugan is a charter school that serves 121 students in grades 6-8. The school has had a decline of 70% in enrollment in the last 5 years.

The projected enrollment of North River for the 2022-2023 school year is 247 students and the projected enrollment of ASPIRA for next year is 108 students. The combined projected enrollment is 355 students and well below the enrollment efficiency range of the building of 563 to 895 students. There is sufficient capacity within the facility for both schools.

To accommodate the enrollment of both schools in the 2022-2023 school year, 19 classrooms would be assigned to North River, and 15 classrooms would be assigned to ASPIRA. In subsequent years, as both schools' needs may change, adjustments will be made to the Memorandum of Understanding (MOU), which governs the assignment of spaces within the facility.

Next, you will hear from my colleague, Venguanette Dye, who will explain how a co-location at 3729 W. Leland Avenue facility can support the academic programming of both North River and ASPIRA.

Thank you, Your Honor. This concludes my statement.

**TAB 20**



## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Co-Location of North River Elementary School and ASPIRA-Haugan Charter School**

### **Statement of Venguanette Dye, Director of Capital Operations of Capital Planning and Construction**

**January 19, 2022**

Good evening, Your Honor. My name is Venguanette Dye. I am the Director of Capital Operations of the Department of Capital Planning and Construction for the Chicago Public Schools. My responsibilities include oversight of all capital planning and expenditures, environmental, design, construction, and the real estate portfolio. I have been in this position since June of 2019. I have also concurrently been the acting Executive Director of Capital Operations since November of 2021.

The Chief Executive Officer of CPS 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 North River Elementary School (North River) and ASPIRA-Haugan Middle School (ASPIRA).

As stated in the Board's Shared Facility Plan, 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 for two schools to share space in a facility. You have already heard from my colleague, Iliana Vargas, who has explained that the 3729 W. Leland Ave facility has sufficient space for both North River and ASPIRA. I will now speak about how a co-location at the 3729 W. Leland Avenue facility can support the academic programming of both North River and ASPIRA.

#### **Facility Description**

ASPIRA is located in Chicago's Albany Park at 3729 W. Leland Avenue. The facility was originally constructed in 2005, and is 115,292 square feet. The main entrance to the facility is at 3729 W. Leland. Staff and visitor parking is located in the main lot adjacent to the school on the corner of Hamlin Avenue and Leland Avenue. An auxiliary lot is located on the corner of Lawndale Avenue and Wilson Avenue. Baseball and softball fields along with basketball courts are located at the park district facility immediately north of the school.

The facility has a total of 37 classrooms, which, in part, include specialty classrooms such as: 1 computer lab, 1 music room, 1 art room, 1 fitness room, and 1 workforce development room. The fitness room is located on the first floor, the lunchroom is on the first floor, and there is also

one gymnasium on the first floor. There is a large library on the second floor, and the third floor houses the computer lab, the music room, and the art room.

### **Proposed Allocation of Space**

The 3729 W. Leland Avenue facility has sufficient space to accommodate the needs of both North River and ASPIRA for academic courses, lunch, physical education, administrative offices, and other programming. If this proposal is approved, a specific memorandum of understanding (MOU) to allocate space between the two schools will be drafted in accordance with the Board's 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 for the 2022-2023 school year can be visually seen in the images at Tab 21. You will see that as the legend shows, proposed North River space is in blue, proposed ASPIRA space is in purple, proposed shared space is shown in peach, and Park District space is shown in yellow.

Today, I understand that North River needs a total of 19 classrooms and that ASPIRA needs a total of 15 classrooms. For the school year 2022-2023, North River would use dedicated classroom space on the second floor and limited classroom space on the first floor, and ASPIRA would use classroom space on the third floor.

Both schools also need space for physical education. The 3729 W. Leland Avenue facility has one gymnasium that will be utilized by both schools.

Both schools need administrative office space. North River will have dedicated space to create a main office on the first floor and ASPIRA will continue to use the existing main office located on the first floor.

While both schools need to maintain separate school identities while still sharing certain common areas, they will have a shared school entrance on Leland Avenue. Due to the layout of the facility, this shared entrance will be most accessible and safest for both school communities.

Both schools will need space for lunch. The lunchroom is located on the first floor and is approximately 6700 square feet. The lunchroom will be used by ASPIRA and North River. We also propose that they share the library.

If this proposal is approved, the Department of Capital Planning and Construction in conjunction with the Department of Innovation and Incubation will work with both schools and the campus governance manager to develop the MOU confirming all dedicated and shared spaces and scheduling use of each space. Prior to the beginning of school year 2022-2023, the campus manager and building council will review and assess the need for classroom space and allocate

accordingly. My colleague, Julie McGlade, will explain the roles of the campus governance manager and building council.

**Scope of Renovation Work**

During the summer of 2022, the scope of work for the 3729 W. Leland facility will include providing updated signage for both schools, and phone, IT, and temporary programmatic improvements as needed for the 2022-2023 school year for both schools. Major renovations to accommodate programmatic and operational improvements will be completed during the summer of 2023. These renovations will include the addition of a science lab, a multipurpose workforce development space, and office and student service space for ASPIRA. Renovations will also include the addition of the following for North River: pre-k classroom(s), office space, a computer lab, music and art space.

To conclude, these two schools can fit within the 3729 W. Leland facility and if this co-location is approved by the Board, the Department of Capital Planning and Construction will work with the campus governance manager to develop a MOU that outlines all dedicated and shared spaces.

Thank you, Your Honor. This concludes my statement.

**TAB 21**

PROPOSED COLOCATION

TOTAL CLASSROOM COUNT 37

ASPIRA CURRENT CLASSROOM COUNT: 14  
PROPOSED CLASSROOM COUNT: 15

NORTH RIVER CURRENT CLASSROOM COUNT: 17 @ North River  
PROPOSED CLASSROOM COUNT: 19 @ Haugan



This document is for discussion purposes only.  
 This document illustrates potential feasibility, but does not reflect actual or final space planning, design solutions, or actual renovations.  
 The co-location is proposed for SY22-SY23. However, improvements will occur in a future project after SY22.  
 The diagrams are based on current utilization data and other available space use information.  
 NOTE: SPACES MARKED 'POTENTIAL' DO NOT HAVE EXISTING INFRASTRUCTURE FOR SCIENCE, ART, ETC.

**Proposed Plan Layout: 1<sup>st</sup> Floor**

ASPIRA PROPOSED CLASSROOM COUNT: 1  
 NORTH RIVER PROPOSED CLASSROOM COUNT: 6

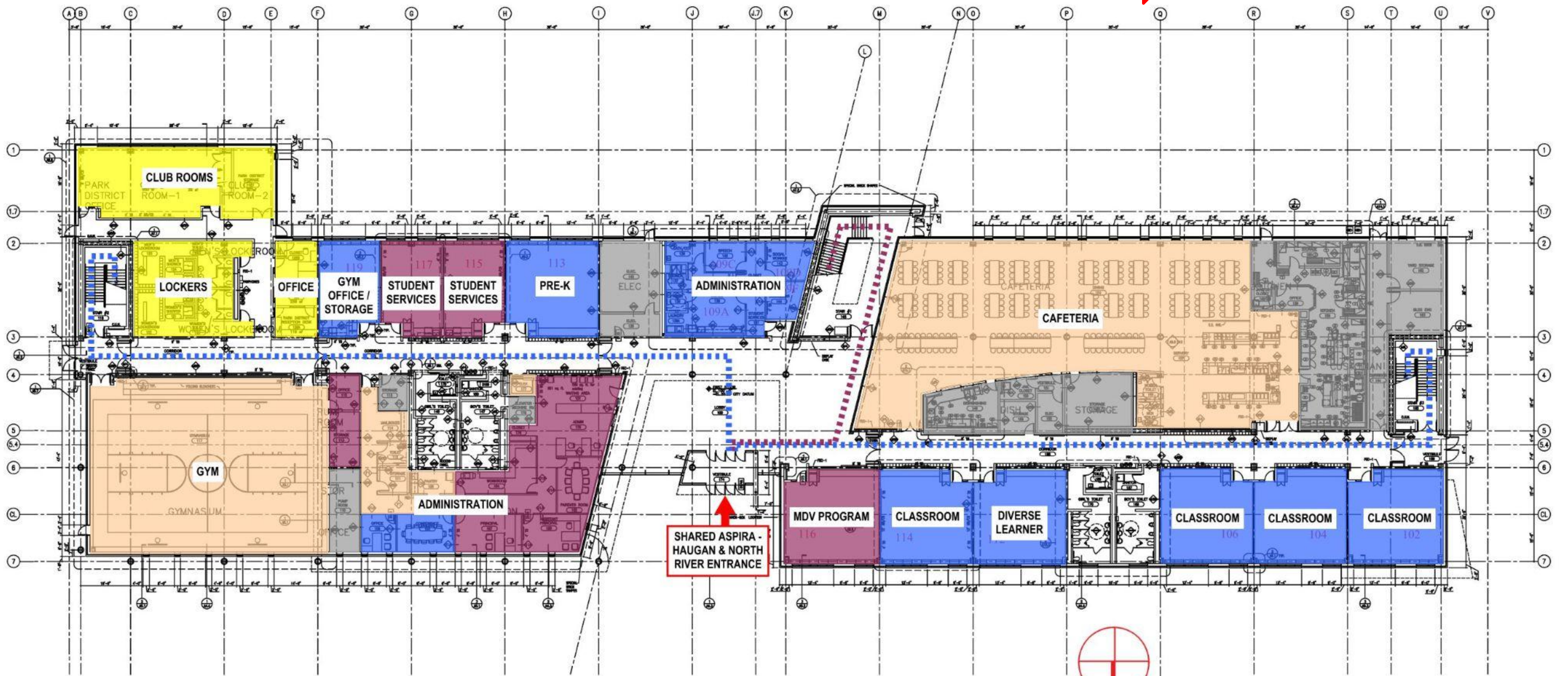
NORTH RIVER:  
 4 CLASSROOMS  
 DIVERSE LEARNING  
 ADMINISTRATION  
 LOUNGE

ASPIRA - HAUGAN:  
 ADMINISTRATION  
 OFFICE  
 CLASSROOM

SHARED:  
 GYM  
 STUDENT SERVICES  
 CAFETERIA

**LEGEND**

- NORTH RIVER
- ASPIRA - HAUGAN
- SHARED
- PARK DISTRICT
- BACK OF HOUSE
- ENTRY



**FIRST FLOOR PLAN**

FLOOR AREA: 46398 SF

This document is for discussion purposes only.  
 This document illustrates potential feasibility, but does not reflect actual or final space planning, design solutions, or actual renovations.  
 The co-location is proposed for SY22-SY23. However, improvements will occur in a future project after SY22.  
 The diagrams are based on current utilization data and other available space use information.  
 NOTE: SPACES MARKED 'POTENTIAL' DO NOT HAVE EXISTING INFRASTRUCTURE FOR SCIENCE, ART, ETC.

Proposed Plan Layout:

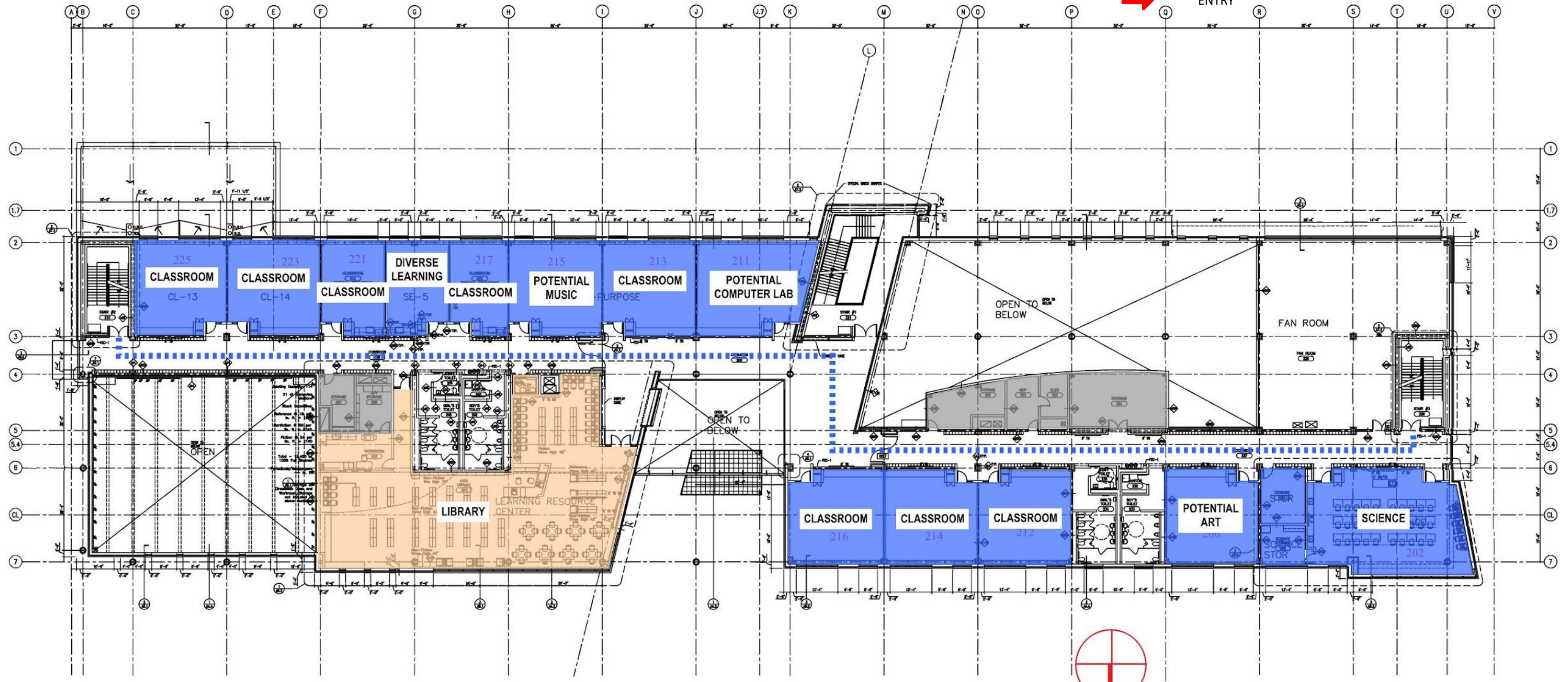
ASPIRA PROPOSED CLASSROOM COUNT: 0  
 NORTH RIVER PROPOSED CLASSROOM COUNT: 13

NORTH RIVER 2<sup>nd</sup> FLOOR: 8 CLASSROOMS  
 DIVERSE LEARNING  
 COMPUTER LAB  
 ART  
 SCIENCE

SHARED: LIBRARY

LEGEND

- NORTH RIVER
- ASPIRA - HAUGAN
- SHARED
- PARK DISTRICT
- BACK OF HOUSE
- ENTRY



SECOND FLOOR PLAN

FLOOR AREA: 33802 SF

This document is for discussion purposes only.  
 This document illustrates potential feasibility, but does not reflect actual or final space planning, design solutions, or actual renovations.  
 The co-location is proposed for SY22-SY23. However, improvements will occur in a future project after SY22.  
 The diagrams are based on current utilization data and other available space use information.  
 NOTE: SPACES MARKED 'POTENTIAL' DO NOT HAVE EXISTING INFRASTRUCTURE FOR SCIENCE, ART, ETC.

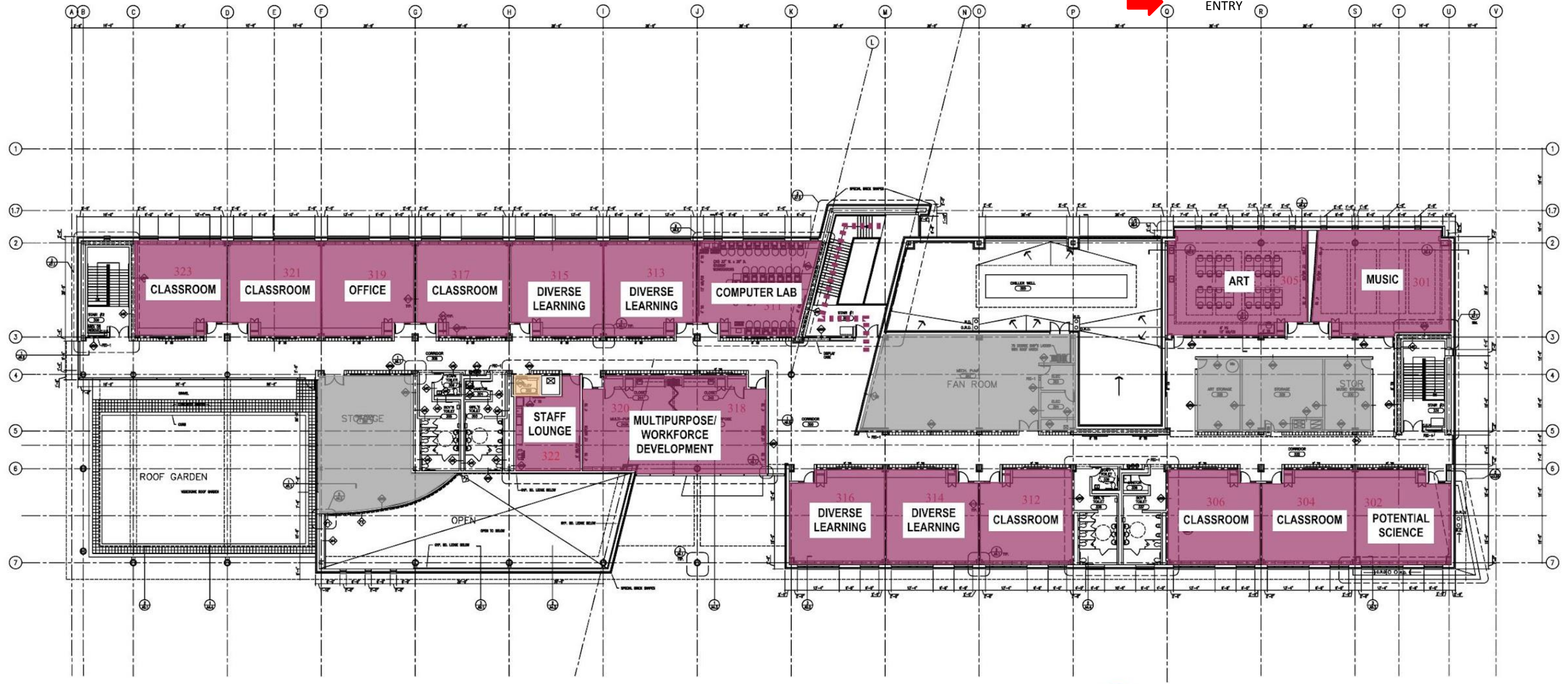
Proposed Plan Layouts

ASPIRA PROPOSED CLASSROOM COUNT: 14  
 NORTH RIVER PROPOSED CLASSROOM COUNT: 0

ASPIRA-HAUGAN 3<sup>rd</sup> FLOOR:  
 6 CLASSROOMS  
 DIVERSE LEARNING  
 COMPUTER LAB  
 WORKFORCE DEVELOPMENT  
 MUSIC  
 ART  
 MULTI-PURPOSE  
 ADMINISTRATION  
 LOUNGE

LEGEND

- NORTH RIVER
- ASPIRA - HAUGAN
- SHARED
- PARK DISTRICT
- BACK OF HOUSE
- ENTRY



THIRD FLOOR PLAN  
 FLOOR AREA: 35292 SF

This document is for discussion purposes only.  
 This document illustrates potential feasibility, but does not reflect actual or final space planning, design solutions, or actual renovations.  
 The co-location is proposed for SY22-SY23. However, improvements will occur in a future project after SY22.  
 The diagrams are based on current utilization data and other available space use information.  
 NOTE: SPACES MARKED 'POTENTIAL' DO NOT HAVE EXISTING INFRASTRUCTURE FOR SCIENCE, ART, ETC.



**TAB 22**

## **CHICAGO PUBLIC SCHOOLS**

### **Public Hearing to Consider:**

#### **Proposed Co-Location of North River Elementary School and ASPIRA-Haugan Charter School**

#### **Statement of Julie McGlade, Network Chief of Schools for North River Elementary School January 19, 2022**

Good evening, Your Honor. My name is Julie McGlade, and I am the Network Chief of Schools for Network 1 and North River Elementary School. Chicago Public Schools are divided into Networks, managed by Chiefs, who provide support and oversight for the schools assigned to them on behalf of the Chief Executive Officer (“CEO”). North River Elementary School (“North River”) is within Network 1 and I am responsible for the support and oversight of this school on behalf of the Chief Executive Officer. I have been in this position since July of 2018.

I appear before you today because the CEO is proposing a co-location with North River and ASPIRA-Haugan (“ASPIRA”). On September 24, 2021, the Local School Council (“LSC”) of North River, with the support of their school community, elected officials, and the North River school community, requested that North River be co-located with ASPIRA, located at 3729 W. Leland Avenue in Chicago’s Albany Park neighborhood.

I am here 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 regarding North River Elementary School and co-locations.

#### **North River and ASPIRA-Haugan**

The North River LSC has expressed that this proposal would provide students a quality education and the academic continuity they need for a successful elementary school education. The current North River location at 4416 N. Troy does not provide a playground, safe outdoor space for students, or a full-functioning gymnasium. There is no available space for supplemental programming, such as science or computer labs. In addition, because North River currently shares a facility with the Archdiocese, there are several restrictions on timing of programs, access to the facility before and after school hours, and the use of certain spaces. This proposed co-location would provide North River with an equitable access to space and programming that is restricted at their current location. A letter in support of this proposal from the members of the North River LSC are located in your binder at Tab 23.

This proposal is also supported by Alderperson Rossana Rodriguez Sanchez, State Senator Cristina Pacione-Zayas, and State Representative Jaime Andrade, Jr. The elected officials indicate their support for the co-location to increase safety and provide students with access to

spaces necessary for effective learning, such as science labs, a gym, an auditorium, and space for related service providers. In addition, Alderman Carlos Ramirez-Rosa supports this proposal due to the lack of adequate space at the current North River location. The elected officials' letters are located in your binder at Tab 24.

This proposal is also supported by the neighboring Roosevelt High School principal and several North River staff members. Letters are located in your binder at Tabs 25 and 26.

Finally, members from the ASPIRA-Haugan staff and school community have expressed an openness and welcoming approach regarding this proposed co-location. Comments from the public community meetings are located in the transcripts in your binder at Tabs 15 and 17.

Although North River and ASPIRA-Haugan follow two different school models, through collaborative partnership, co-sharing benefits extend past sharing the facility and can provide opportunities such as: shared teacher professional development and collaboration, student and family services, after-school programming, and shared community partnerships.

### **Co-locations**

Secondly, I would like to provide some information regarding co-locations in general. CPS has 44 schools that share space across 21 campuses in the district. Out of the 21 co-location campuses, 12 of the campus co-locations are between a CPS District School and a CPS Charter School.

CPS believes that when done in a thoughtful and collaborative manner by school leadership, the students will not only benefit from the school they are attending, but also from the school and student body that is sharing a facility. Leadership of both North River and ASPIRA-Haugan have demonstrated not only a willingness, but an eagerness to collaborate for the betterment of all students. For example, before and after school programming will be available to both North River and ASPIRA students.

To ensure the successful co-location of North River and ASPIRA, CPS commits to the following:

- Providing an equitable use of the facility;
- Building and maintaining strong relationships between the two school communities;
- Supporting school identity and autonomy;
- Supporting future plans;
- Partnering with the Park District to expand team sports and offer intramural and enrichment opportunities for both schools;
- Establishing and maintaining a conflict resolution process that will work best for both schools; and

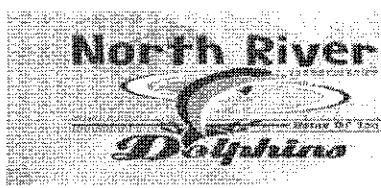
- Capitalizing on the benefits of sharing a building

CPS will establish a community advisory council made up of parents, staff, and students from both schools to make these commitments a reality and to develop collaborative programming and approaches that lead to success for both school communities. In addition, a campus governance manager will work with both school principals to set up and participate in a building council which will meet regularly, develop space sharing plans, identify initiatives for schoolwide and community collaboration, and provide annual feedback to the district for areas of improvement. The building council will consist of the administrative and selected staff from both schools.

In conclusion, this proposal is consistent with the Chief Executive Officer's Guidelines for School Actions ("Guidelines") because it is a proposal requested by a parent or community members via the process to request proposals outlined in the Guidelines. Furthermore, as you heard from my colleague, Iliana Vargas, the resulting space utilization after the co-location will not exceed either school's enrollment efficiency range, as defined by the CPS' Capacity Utilization Standards.

Thank you, Your Honor. This concludes my statement.

**TAB 23**



**North River Local School Council**

*Emma Tucto  
LSC President*

4416 North Troy Avenue • Chicago, Illinois, 60625  
Telephone 773/534-0590 • Fax 773/534-0597 • www.northriveres.org

*Ricardo Vasquez  
LSC Vice-President*

September 24, 2021

Dear Mr. Pedro Martinez,

As members of the North River School Local School Council we are asking for you and the members of the Board of Education to consider the colocation of North River School to a new school site at 3725 N. Leland Ave. We are asking for you to consider collocating our school to an environment that guarantees our students will have access to amenities considered as standard at other CPS schools. North River School is located in school facility that is leased through the Archdioceses of Chicago and is significantly limited in scope.

We have determined that our current school facility does not meet equal access to supports and services found as common at CPS schools across the city. Secondly, under the current health and safety consideration established, we find our school community is significantly at greater risk due to access to shared spaces and contractual limitations. In essence, our students do not have equal access to a healthy and safe modern learning environment that is designed to help them grow academically, physically and creatively. We are encouraging you to objectively assess our current conditions as we feel confidently that this is an equity issue. We have presented our concerns and have the full backing and support of our Alderman, Ms. Rossana Rodriguez of the 33<sup>rd</sup> Ward, Ald. Carlos Ramirez Rosa of the 35<sup>th</sup> Ward, State Rep. Jaime Andrade and State Senator Cristina Pacione-Zayas

Please find key bullet points which address our rationale and concerns below.

- The school is not ADA accessible
- There are safety concerns due to multiple access points to the building.
- Significant limitations on implementing Covid 19 Social Distancing Guidelines.
- There are contractual limitations to shared spaces.
- There is no gym- North River uses the "church hall " as a multipurpose room.
- There is limited sports programming due to space and scheduling limitations.
- There is no green space- Recess and outdoor activities are held in the open church parking lot.
- There is no formal auditorium- The school uses the church hall to host assemblies and other auditorium related activities
- There is no playground or green spaces- Student do not have access to any jungle gym or outside playground equipment
- There is limited Mobility- Due to the buildings small size, moving students in classrooms to specials like gym, art, and lunch is difficult due to narrow hallways and stairways
- No available space for supplemental programs such as sensory room for our students in our low incidents program or science labs.

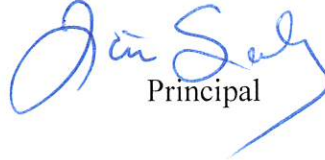
- Lack of space to accommodate fulltime social worker and related service providers.
- Continual plumbing and health related mechanical issues.

Once again, we are asking for you and the members of the Board of Education to consider and approve the re-location of the North River School to a new school location. The rationale is clear and justifiable request on behalf of the North River Local School Council and greater school community. We all look forward to hearing from you and your representatives and we are eager to partner with CPS to consider our request and address our concerns.

Respectfully,  
Ms. Micaela Gonzales

  
LSC President

Mr. Jaime Sanchez

  
Principal



*North River Local School Council*

*Emma Tucto*  
*LSC President*

4416 North Troy Avenue • Chicago, Illinois, 60625  
Telephone 773/534-0590 • Fax 773/534-0597 • www.northriveres.org

*Ricardo Vasquez*  
*LSC Vice-President*

Septiembre 24, 2021

Estimado Sr. Pedro Martinez

Como miembros del Consejo Escolar Local de la Escuela North River, les pedimos a usted y a los miembros de la Junta de Educación que consideren la reubicación de la Escuela North River a una nueva escuela ubicada en 3725 N. Leland Ave. Le pedimos que considere reubicar nuestra escuela en un entorno que garantice que nuestros estudiantes tendrán acceso a los recursos escolares consideradas como estándar en otras escuelas de CPS. La escuela North River está ubicada en una instalación escolar que se alquila a través de la Arquidiócesis de Chicago y tiene un alcance significativamente limitado.

Hemos determinado que nuestras instalaciones escolares actuales no cumplen con la igualdad de acceso a los apoyos y servicios que se encuentran como comunes en las escuelas de CPS en toda la ciudad. En segundo, bajo la consideración actual de salud y seguridad establecida, encontramos que nuestra comunidad escolar corre un riesgo significativamente mayor debido al acceso a espacios compartidos y limitaciones contractuales. En esencia, nuestros estudiantes no tienen el mismo acceso a un ambiente de aprendizaje moderno, saludable y seguro que está diseñado para ayudarlos a crecer académica, física y creativamente. Los invitamos a evaluar objetivamente nuestras condiciones actuales, ya que creemos con confianza que se trata de un problema de equidad. Hemos presentado nuestras inquietudes y contamos con el respaldo total y el apoyo de nuestros concejales, la Ald. Rossana Rodríguez del Distrito 33, Ald. Carlos Ramírez Rosa del Distrito 35, State Rep. Jaime Andrade y State Senator Cristina Pacione-Zayas

A continuación, encontrará viñetas clave que enumeran nuestro fundamento y preocupaciones.

- La escuela no es accesible según la ADA.
- Existen preocupaciones de seguridad debido a los múltiples puntos de acceso al edificio.
- Limitaciones significativas en la implementación de los procedimientos de distanciamiento social de Covid 19.
- Existen limitaciones contractuales para los espacios compartidos con la iglesia Our Lady of Mercy.
- No hay gimnasio. North River usa el "salón de la iglesia" como salón de usos múltiples.
- Programación deportiva limitada debido a limitaciones de espacio y horarios.
- No hay espacio verde: el recreo y las actividades al aire libre se llevan a cabo en el estacionamiento abierto de la iglesia.
- No hay un auditorio formal: la escuela usa el salón de la iglesia para albergar asambleas y otras actividades relacionadas con el auditorio
- No hay patio de juegos ni espacios verdes: el estudiante no tiene acceso a ningún gimnasio en la jungla o equipo exterior del patio de juegos
- Hay movilidad limitada: debido al tamaño pequeño de los edificios, es difícil trasladar a los estudiantes en las aulas a cursos especiales como el gimnasio, el arte y el almuerzo debido a los pasillos y escaleras estrechos



- No hay espacio disponible para programas suplementarios como salón sensorial para nuestros estudiantes en nuestro programa de incidentes bajos o laboratorios de ciencias.
- Espacio limitado para que los médicos, como especialistas en habla, terapia ocupacional y trabajo social, se reúnan o brinden servicios de apoyo
- Falta de espacio para acomodar la trabajadora social.

Una vez más, les pedimos a usted y a los miembros de la Junta de Educación que consideren y aprueben la reubicación de la escuela North River a una nueva ubicación escolar. La solicitud racional es clara y justificable en nombre del Consejo Escolar Local de North River y la comunidad escolar en general. Todos esperamos tener noticias suyas y de sus representantes y estamos ansiosos por asociarnos con CPS para abordar nuestras preocupaciones.

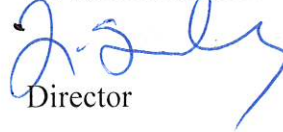
Respetuosamente,

Sra. Micaela Gonzales



North River LSC Presidente

Sr. Jaime Sanchez



Director

**TAB 24**



**CARLOS RAMIREZ-ROSA**  
ALDERMAN, 35TH WARD

2934 NORTH MILWAUKEE AVENUE  
SUITE C  
CHICAGO, ILLINOIS 60618  
PHONE: 773-887-3772  
E-MAIL: ward35@cityofchicago.org  
www.aldermancarlosrosa.org

CITY OF CHICAGO  
CITY COUNCIL

★  
CITY HALL ROOM 209  
121 NORTH LASALLE STREET  
CHICAGO, ILLINOIS 60602  
PHONE: 312-744-6835

June 24, 2021

Dr. José Torres  
CEO, Chicago Public Schools  
42 West Madison Street  
Chicago, Illinois 60602

***RE: Support for new facilities for North River Elementary School***

Dear Dr. Torres:

I write to express my support for new, adequate facilities for North River Elementary School. I recently visited North River Elementary, and can state firsthand that their current facility at Our Lady of Mercy Catholic Church is simply not suitable for learning - it is a space which they have outgrown. North River is in need of a gymnasium, auditorium, library, computer lab, storage space, and space for sensitive meetings between counselors, students, and families.

While North River's current facility is not located within the 35th Ward, 90% of North River students reside in Albany Park - a community I proudly represent and serve as 35th Ward Alderman. In that capacity, I recently met with North River parents, staff, and community members, and all expressed that North River's current facility prevents their school from reaching its full potential.

North River was created to alleviate overcrowding in Albany Park elementary schools. As a school that is 84% Latina/o, with 88% percent of the students coming from low income families, finding new, adequate facilities for North River is a matter of equity. I hope that Chicago Public Schools will work to find adequate facilities for North River Elementary as soon as possible.

Sincerely,

Carlos Ramirez-Rosa  
Alderman, 35th Ward

cc: Miguel Del Valle, Chicago Board of Education President  
Jaime Sanchez, North River Elementary Principal  
Ms. Micaela Gonzalez, North River Elementary Local School Council President



# Rossana Rodríguez-Sánchez

Office of the 33<sup>rd</sup> Ward Alderman

3001 W. Irving Park Rd

info@33rdward.org

## COUNCIL CHAMBER

City Hall Room 20  
121 North LaSalle Street  
Chicago, Illinois 60602  
(312)744-6835

## COMMITTEE MEMBERSHIPS

Ethics  
Education and Child Development  
Environmental Protection and Energy  
Health and Human Relations  
Pedestrian and Traffic Safety Rules

September 27, 2021

Pedro Martinez, CEO  
Chicago Public Schools  
42 W Madison  
Chicago, IL 60602

Miguel Del Valle, President  
Chicago Board of Education  
1 North Dearborn  
Chicago, IL 60602

Re: Relocation of North River School

I am writing to express my support for the relocation of North River School to a new school site located at 3725 N Leland. In October of 2020, we advocated for the schools relocation due to serious health and safety concerns of their current building. I and my fellow electeds are writing once more to advocate for the students and families at North River School and urge the board to prioritize their relocation. North River School would stand to benefit greatly by a new school location that is safe and holds all the amenities necessary for effective learning.

As a reminder, the North River School LSC has brought the following concerns to our attention:

- There are safety concerns due to multiple access points to the building
- There is no gym, auditorium, playground, or green space at North River and students and staff are forced to adapt activities to the church hall and parking lot
- There is no available space for supplemental programs such as a sensory room for students in low incidents program or science labs
- The current location is not ADA accessible and there is limited space for clinicians such as speech, OT and social work to meet or provide support services
- There is limited mobility due to the buildings small size and moving students from classrooms to gym, art, and lunch is difficult due to narrow hallways and stairways

We are asking you and members of the Board of Education to consider and approve the relocation of the North River School to 3725 N Leland. We look forward to hearing from you.

Sincerely,

Rossana Rodríguez Sánchez  
33rd Ward Alderperson

Jaime Andrade  
Representative IL-40

Cristina Pacione-Zayas  
Senator, IL-20

**TAB 25**



9/28/21

Chicago Board of Education

To Whom It May Concern,

I am Dan Kramer, proudly entering the fifth year of my tenure as Principal of Roosevelt High School, the neighborhood high school of Albany Park. I write today to express my greatest level of confidence in the leadership of Principal Jaime Sanchez at North River Elementary, and his vision to relocate North River to the campus currently held by Aspira Haugan Charter School.

In the past year, the Aspira Charter School group sought to relocate their Aspira Early College High School to share this space with the Aspira Haugan charter middle school. Many members of the Albany Park community quickly organized to challenge this proposal, stating great concern for the location of another high school program so close to Roosevelt High School, and the inevitable impact on enrollment for both schools.

As part of this campaign of support for Roosevelt, enrollment projection data from sources such as the Annual Regional Analysis (ARA) were reviewed, and while it showed no shortage of available student spaces at the high school level, it clearly indicated the urgent need to provide more elementary school options to families in the Albany Park community, where many of the elementary schools were at full capacity or overcrowded.

Not only would the relocation of North River Elementary address the *quantity* capacity needs for elementary options in the Albany Park community, but it does so by adding a school of proven academic *quality* as well. I have known of the strong school ratings for North River Elementary for years, but I was able to experience this firsthand in the past year as we made the case against the expansion of Aspira Early College High School into Albany Park. Principal Sanchez and numerous members of his faculty joined us in engaging with parents and community members across the many different cultures and family histories of our diverse neighborhood (one of the most diverse communities in Chicago).

The team from North River were passionate, but also well-informed. They supported their case with real evidence showing the success of students at North River



Elementary – despite the many challenges faced in their current, significantly under-resourced location. They did so with such genuine enthusiasm for the work of developing and supporting schools that our conversations quickly turned to the power of collaboration we could forge in partnership between our schools. Programs such as our Dual Language program and the rigorous academics of our Scholars Academy were a perfect fit for the work happening at the distinguished rating level 1+ North River Elementary.

With the greatest confidence, I recommend the relocation of North River Elementary to current location of the Aspira Haugan charter school, thus providing North River Elementary with the quality school environment they have truly earned, providing the Albany Park neighborhood with a much-needed, exemplary elementary school option, and providing Roosevelt High School with a great partnership (one which has already begun.)

I thank you for the consideration.

Sincerely,

*Daniel M. Kramer*

Daniel M. Kramer, Ed. D., Principal  
Theodore Roosevelt High School

**TAB 26**



Thursday, September 30, 2021

Mr. Pedro Martinez,

I am writing you in strong support and encouragement of the proposed co-location for North River Elementary School. I have been the North River early childhood special education teacher for the past four school years. Our vibrant school community is made up of a diverse group of parents, teachers, and community members, all with active participation and a vested interest in the education of the children in this neighborhood. Simultaneously, we are operating in a building that does not meet the excellence of our students and the quality of education they deserve, due to numerous facility limitations.

My students are placed in an early childhood program with intensive support. Upon their transition to kindergarten, many continue placement in one of the district's cluster programs. Due to limited classroom space and gross ADA violations, our current building is unable to support the needs of a cluster continuum beyond early childhood. A new building would allow my students and their families to continue their education at North River, without the current upheaval from the school community, teachers, and related service providers that they have established relationships with. Additionally, this would expand the scope of extracurricular programming we could offer to these students, including participation in Special Olympics.

One of the areas of focus in the Illinois Early Learning Standards is physical development and health. My students have no functional space to practice gross motor skills, such as a gym, fenced outdoor space, or playground. We currently utilize a meeting room in the church that poses safety concerns due to hard tile flooring, unlocked storage closets, and an exit door directly leading to the school parking lot.

I stand with the parents and community members who have long advocated for the district to act on a solution to our facility limitations. The proposed co-location allows for our school community to remain intact, providing an equitable education within the Albany Park neighborhood we all love. We are counting on and expecting you to advance our plan forward.

Best,

Connor Tobin  
ctobin@cps.edu

September 28, 2021

North River Elementary School  
Mr. Jaime Sanchez  
Ms. Jennifer Madden

Dear Mr. Pedro Martinez,

The purpose of this letter is to voice our concerns about our school building structures and amenities.

Our main concern is lack of physical space for our diverse learner population. To be more specific, currently special education teachers are utilizing shared classroom spaces among various grade levels. For example, two teachers are giving simultaneous instruction to two different classes at the same time, in the same classroom. It is obvious that our students would find this to be disruptive and very challenging to learn.

Another concern we have is the building accessibility for parents and families of students. Individualized Educational Program meetings involve the parents or family members, and take place in person on the third floor. Our building does not have an elevator or any means to accommodate families that may have a disability.

Lastly, there are multiple clinicians on a daily basis to service our diverse learner population. Each year, there is no consistent location for their workspace and personal belongings. Many clinicians require a confidential space due to the extent of the child's needs. Currently, some clinicians are sharing spaces with other staff members, and at times creates a conflict with the service that is being provided to the student as well as the additional staff and students in the shared space in the classroom.

To conclude, it is evident that our student population does not have the appropriate learning environment to support their individual needs. In addition to the inside school space, our students do not have access to a safe, green outdoor space. Mental health could not be more important now, post COVID-19. With that said, it is imperative for our students to be able to run around, play, socialize, and get fresh air. These are simple requests, but can make a world of a difference in a students' school day.

Thank you for taking the time to read over our concerns. We hope you will consider our request for a new location for our school.

Sincerely,



Jessica Quigley  
Diverse Learner Teacher



Pranvera Karimani  
Case Manager

To whom it may concern,

My Name is Elizabeth Burchfield and I am the music teacher at North River Elementary School. For the past couple years our school has been trying to relocate to a better school environment. From where I stand, I can only see this decision as a good one.

For the past ten years I have spent my time building the school's music program. In that time, I have seen so much potential come through our doors. Students that have a desire to sing, play instruments, and even perform. The facilities at our current location make performances and sharing talent difficult for many reasons. From the sound system, to the limited stage, to the seating, it has been a struggle to put on a good performance. Relocating would give the students a chance to really thrive in an actual performance environment.

Along with the issue of performance space, we have had to turn down many grants that would have provided more opportunities for students to explore new musical concepts. We have had to cram students in classrooms to sing together with the Chicago Children's Choir as well as hold Joffrey ballet rehearsals on dirty lunch room floors.

My greatest hope through this relocation process is to provide our amazing students with a healthy learning environment. I strongly support this decision not only for our students, but for North River's community as well.

Sincerely,

Elizabeth Burchfield



Dear Mr. Pedro Martinez and the Chicago Board of Education Members,

My name is John Atchison. I am the Physical Education and Health teacher at North River Elementary School. I am speaking to you today to express my concerns with our current building and the lack of “real” facilities. I have been teaching at North River since 2015. Over the last 5 years our school has earned a Level 1+, which is due to the extremely devoted Team at North River.

I'd like to paint you a picture of our School. Imagine a 3 story apartment building with 4 rooms on each level. There are two bathrooms in the building, neither of which are suitable for students or staff, and are extremely out-dated. Outside our building there is a rather large parking lot for the staff to park in; however, with no outdoor field space or regular gym, I ask half of the staff to park somewhere else to allow the students a recess and PE space on all days that weather permits. This outdoor space happens to be next to all of the dumpsters along with broken glass bottles and other trash from the neighborhood. Currently, there are large storage bins occupying some of the space which leads to blind spots for kids to hide behind, also including parked cars which the ball likes to hide under or behind.

In addition to the outdoor space, I am not allowed to paint down lines in the parking lot. If I were allowed to paint down lines it would help the students learn what a Basketball Court, Volleyball Court, or Baseball Diamond actually looks like, thus increasing their knowledge in each game. Which will lead to improved learning. So instead, every time we use that space for PE, I am outside redrawing the lines of each court in Chalk and pray for no rain to wash it away each day.

Our “gym” is located in the basement of the church, which is adjacent to the school. It has large unpadded concrete posts and a limited 12' ceiling.

Some major issues include the following regarding safety, inadequate facilities, and a lack of Fundamental opportunities:

1. Number 1 - Safety - The Church has 5 possible entrances into the gym and since the church is open to the public, often there are homeless people seeking shelter from cold weather in the gym bathrooms. I worry about sending students to the bathrooms unattended while I watch the rest of the class. In addition, there are several safety hazards in the church basement including cement floors, walls, and beams. Plus, there are many blind spots where kids can hide. Outside in the parking lot there are power lines, dumpsters, an alley, and a very busy - Kedzie Avenue.
2. Number 2 - Inadequate Facilities - There is no playground or grassy field for young students to develop motor skills including agility, balance, and coordination. Research

shows that unstructured play can lead to increased social skills, creativity, problem-solving, reasoning, and many other mental improvements--all of which will lead to increased brain activity and better test scores. Currently, North River students are lacking those experiences and exposure to outdoor activities. A standard amenity of a school gymnasium has a drinking fountain. The church does not have one. The standard height for an Elementary School Gymnasium is 24' to the ceiling. As mentioned before, due to the 12' ceilings and no field space, I have to modify any skill and sport that requires height.

In addition, the Church prohibits me from putting down floor tape to create any organization for each sport/game in the gym. Not having lines on the ground is the biggest headache because I cannot tell the young students, "go put two feet on the Blue Line," instead, I need to create the lines everyday, which increases my setup time tenfold.

If you've ever been in a shared space, you would know that most people do not clean up after themselves the way you want them to. Almost every morning when I come in, I need to reorganize the hundreds of chairs that are stacked in the corners of the gym. That means pushing and lifting several chairs to get them out of the way so that I can then begin setting up the lines, so that the students have better direction for the boundaries of each game. This process can take as long as 20 minutes to clear chairs and then an additional 30 minutes to set up the particular sport or game that I will be teaching for that day. I am a man of efficiency. That is not a good use of my prep time. Also, the church often has Sunday Morning pancake breakfast. The following Monday I find myself cleaning up the big Syrup spill from the day before. It is just not fair that I am spending my prep time cleaning up after the church. Which brings me to my next point.

3. Number 3 - Lack of Fundamental Opportunities - When you modify a sport like Basketball, Volleyball, and Softball which are some of the most popular sports that students will play in a high school (maybe even in college on an athletic scholarship), or as adults in social recreation programs, you are actually inhibiting their potential to develop the correct skills to play the sport. Academically North River Students are prepared for high school, but physically they are hindered. They do not have the facility accommodations that would help to build their foundation and interest in a new sport or activity. After speaking to some recent alumni of North River, I found out that a bunch of them wanted to play Volleyball in high school, but were reluctant to try-out because of a lack of experience. If I could give them a more "Real" experience on a basketball court, baseball field, volleyball court, or even badminton, then they would be developmentally ready for any challenge in their future.

To be absolutely honest, I keep using basketball as my main example, but my Curriculum has a ton of variety. We play the following games throughout a school year: Basketball, Volleyball, Flag Football, Soccer, Floor Hockey, Pickleball, Ultimate Frisbee, Baseball, Kickball, Lacrosse, Team Handball, Disc Golf, and various recreational activities including Dancing. The gym in the basement of the church works really well for Soccer and Floor Hockey, but my goal and philosophy as a Physical Education and Health teacher is to be able to hit all of the State and National Standards. If I cannot solidify National Standard 1: *The physically literate individual demonstrates competency in a **variety** of motor skills and movement patterns, or*

National Standard 5: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, **self-expression**, and/or social interaction.* Then I feel like I am doing a disservice to each individual child. I have underlined variety and self-expression because if I don't introduce my students to new experiences they will probably be reluctant to try something new.

Part of my job is to open the door to new pathways. I try my best to give each individual student an avenue towards an active lifestyle. As for Physical Education, I believe that each student/adult should be physically active for their lifetime. That means, they need to learn how to exercise with good form, moderate their food intake, monitor their heart rate, practice mental improvements for example: Yoga, Relaxation, and Breathing, and maybe even play a sport or activity daily. Without the proper experiences on "REAL" courts, they will not get a full experience and maybe quit.

In 2017, the Chicago Cubs Organization asked me to write a 4 week Physical Education Curriculum for their "Jr. All-Stars" pilot program. I am happy to say that not only has North River been participating since its inception, but now there are 10 schools participating in the program. North River has played an integral part in encouraging kids to get out and play. The only problem is; we don't have any place to play.

I will leave you with this one thought: Have you ever told 30 Kindergarten students to be silent for an hour during PE and recess because there is a Funeral going on upstairs? I have to do it several times a year.

Thank you for your time,

Mr. John Atchison  
Physical Education and Health  
North River School  
773-534-0590