

**April 8, 2026, Agenda Review Committee Meeting Written Comments
Received between Monday, April 6th and Thursday, April 9th Submitted via Written
Comments Form**

1	<p>I am writing a supporter of public schools about resolution 26-0330-RS1. Vote YES on this resolution - we have seen the harm voucher programs have done to Texas and Florida, and we need to protect education in our state. Education is the foundation to democracy, and voucher programs threaten the state's ability to fully fund education for the entire population, while instead they drive funding to those who would seek to privatize and discriminate in who can receive an education. Protect our public schools and protect the overall wellbeing of our home ensuring we have an educated population.</p>
2	<p>I'm in favor of school vouchers. Parents should be allowed school choice and accountability with their chosen school.</p>
3	<p>The Chicago Board of Education is set to vote on Resolution 26-0330-RS1, a necessary stand AGAINST the expansion of federal school voucher programs in Illinois. While proponents often frame vouchers as "freedom of choice," for Chicago's most vulnerable students - particularly those with special needs - that choice is often an illusion that comes at a high cost.</p> <p>Public schools are mandated by the Individuals with Disabilities Education Act (IDEA) to provide a Free Appropriate Public Education (FAPE) to every child. When families accept a voucher for a private institution, they often unknowingly waive these federal civil rights. Unlike our neighborhood public schools, private schools are not legally required to follow a child's Individualized Education Program (IEP) or provide the specialized therapies and equipment guaranteed in the public system.</p> <p>Furthermore, private institutions maintain the right to "cherry-pick" their student body, frequently denying admission to children with complex disabilities. This creates a two-tiered system where public funds are siphoned away from the schools that welcome everyone to support institutions that can - and do - discriminate.</p> <p>As our city continues to advocate for fair state and federal funding, we must protect the integrity of the public system that serves ALL kids. I urge the Board of Education to vote YES on Resolution 26-0330-RS1 and keep public funds in public classrooms.</p> <p>Monica Dillon Norwood Park</p>
4	<p>Hello Board,</p> <p>Essentially, I am asking for clarity on the CTU's March 11th May Day Resolution. Parents have a real need to know if teachers will be in the classrooms? Will field trips/sporting events be cancelled? Will Schools be open? Will student's nutritional promises be met? Is accessibility or upset being created for diverse learners? Most diverse learners thrive in routine and an event like this has an ability to color their whole week.</p> <p>CPS has made great gains in learning recovery since the pandemic, but we still have a long way to go. Teachers and students missing school on May 1st does not support those gains. Additionally, teachers and students are already pretty good at not showing up to school. Last year 40% of CPS students were chronically absent, missing 10 or more days. 43% of teachers were absent 10 or more days as well. Please keep May 1st a regular attendance day for everybody.</p> <p>April being poetry month, I thought I'd lighten the mood with a mayday protest, protest poem</p> <p>A MAYDAY PROTEST PROTEST POEM</p> <p>May day no way day!</p>

May 1st is no heyday!

Teacher and staff provide more than just learning
After School Matters routine, brings students more learning

Many meals for the day come only from school
For some, this is nutrition's best tool

A daily routine for learners diverse
One missed day, the whole week's a curse

Team CPS is incredible, best in the country.
But teacher and student pair in chronic absenteeism*

Let them teach in the class no lost day to mourn
Don't send them out with poster and horn

Let them learn in their school safe and secure
Not on the streets with lessons unmoored

Students are hungry to learn and make no retreats**
Please keep teachers in schools, to fill out those seats.
(end of poem)

*40% of students are chronically absentee,
43% of teachers missed 10 or more days of school last year- WGN
**CPS led in post pandemic learning gains

Some other notes:

CPS total cost is \$40 million per student education day.

CTU touts 500 students showed up to protest in 2025,
but did not include that 314,500 did not show up to protests.
May day protest is not a student led demand.

Chicago Population decline over the last 20 years. 100,000 people or 3.57% loss
CPS population decline over the same time 100,000 students or 25% loss

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- 5 am writing as your constituent and a supporter of public schools about resolution 26-0408-RS1. I urge you to vote YES on this resolution to keep the federal school voucher program out of Illinois. School vouchers in any form fund discrimination by private, mostly religious schools and drain funds from public schools. Moreover, please use your voice as a school board member and education leader to advocate for full, fair state and federal funding for the public schools of Chicago and our entire state. Public schools exist to welcome and educate all kids, and they need the resources to make good on that promise.
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- 6 I am writing as your constituent and a supporter of public schools about resolution 26-0408-RS1. I'm a proud graduate of a CPS high school, as is my adult child. I urge you to vote YES on this resolution to keep the federal school voucher program out of Illinois. School vouchers in any form fund discrimination by private, mostly religious schools and drain funds from public schools. Moreover, please use your voice as a school board member and education leader to advocate for full, fair state and federal funding for the public schools of Chicago and our entire state. Public schools exist to welcome and educate all kids, and they need the resources to make good on that promise.

7 I urge you to vote YES on Resolution 26-0408-RS1 to keep the federal school voucher program out of Illinois. School vouchers in any form fund discrimination by private, mostly religious schools and drain funds from public schools.

Moreover, please use your voice as a school board member and education leader to advocate for full, fair state and federal funding for the public schools of Chicago and our entire state. Public schools exist to welcome and educate all kids, and they need the resources to make good on that promise.

One of the most detrimental strategies of public education destruction from the Trump administration is the federal school voucher program. It should be rejected at every level of elected government, including school boards.

School boards are responsible for protecting our public schools and working to strengthen and resource them. Passing this resolution would send a clear and urgent message to our state decision makers, and boards across the country, that federal school vouchers are not the solution to funding public schools.

We need to change the focus to transparent, accountable, non-discriminatory, and equitable means to bring public dollars to public schools, not a gimmicky, unpopular policy driven by larger efforts to destroy public education.

Please vote YES resolution 26-0408-RS1.

8 The CPS Strategic plan calls for investment in and support of neighborhood schools. CPS's strategic plan requires that every family have an opportunity to choose a strong and fully-resourced neighborhood school. Haugan is a wonderful school in the Albany Park community that is thriving. Our growth is from neighborhood families (only) who are choosing their neighborhood school. We do not take lottery children, and have a small percent of special ed students assigned here from nearby schools by the OSWD. Under CPS's strategic plan, neighborhood families choosing Haugan should be celebrated and encouraged: all families should be able to select the neighborhood schools, and all neighborhood schools should have the resources to educate all neighborhood students who want to attend. We need access to another space beyond what is located on our current block. The old Aspira building on Leland, just down the street is a viable option to house some of our middle school students. We want to work WITH North River to come up with solutions. It is not right that CPS is trying to make this into a School v.s School issue. This is a CPS issue that was mishandled a decade ago when that building was meant for Haugan. Please make history right and give Haugan the space we deserve.

9 The CPS Mission states that the district exists "to provide a high-quality public education for every child, in every neighborhood." However, the current space allocation at 3729 W. Leland Ave. is a direct contradiction of that promise. I have been a member of this community since my early childhood years; I was a student at Haugan when the building was first built, and now I have returned to serve as a teacher at Haugan. From my unique perspective as both a former student and a current educator, I see that the real issue is not just physical overcrowding, but the failure of CPS to stand by its vision for neighborhood-based equity. The building at 3729 W. Leland was intended as a continuation for Haugan, yet its current lottery-based status creates a barrier for the very families who live in its shadow.

For our low-income community, a lottery is not a fair system. Many of our families work multiple jobs and do not have the privilege of driving children to distant schools; our students rely on walking to school with their siblings. As more families move into the Haugan boundaries, there is a high possibility of them being denied the right to attend school in their own neighborhood because they didn't "win" a spot in a building in their own backyard.

This is not a fight between two schools; it is a fight for the rights of neighborhood kids. I am asking the Board to uphold its mission: stop taking away the right of students to attend school where they live and ensure that neighborhood access and stability come before lottery systems.

- 10 I am grateful for the recent meeting of CPS leadership with Haugan and North River. Our community has been fractured and this is a necessary step in the healing process. But true reconciliation will only happen when the underlying issues have been resolved. And they have not.
- CPS moved North River into the Leland building, knowing full well that Haugan was growing and that North River wanted to be more than just an overflow option for Albany Park students. But they did it anyway. Why? You'll hear in a minute that CPS is hoping overcrowding, ICE raids, and suburban flight will solve this imminent problem so they don't have to.
- Enough! Enough with the band-aid fixes and kicking the can down the road. Enough with the excuses and the finger wagging. And enough with these performative processes with predetermined outcomes.
- Our neighborhood needs reconciliation. And for reconciliation to happen, Albany Park needs creative solutions and an actual plan forward. Here are a few to get you started: I have heard there is a newly vacant Aspira building on N Milwaukee that could give North River the freedom to flourish. I've also heard there is a community-generated solution to Haugan's overcrowding somewhere, buried in 20 years of dust and resentment.
- For reconciliation to happen, Albany Park needs real leadership. Leadership that is brave enough to admit their mistakes and courageous enough to elevate community voices instead of engaging in covert scheming and backdoor deals.
- Dr. King, I'm calling on you to invest resources in understanding and surveying our community. Bring our Albany Park schools to the table to talk like reasonable adults about what the Albany Park community needs to thrive. Build a sustainable long-term plan with stakeholder input.
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- 11 I am submitting this comment to urge Chicago Public Schools to reconsider the utilization of the Leland Avenue site (North River) to alleviate the unsustainable overcrowding at Haugan Elementary. The current "efficient" designation does not reflect the daily reality of our students. The Data on Haugan's Overcrowding:
 Enrollment Surge: Haugan's student population has grown by nearly 24% over the last three school years, now serving approximately 1,087 students.
 True Utilization: While the district cites 93% utilization, this excludes Pre-K and special education "Cluster" students. When accounting for all students and specialized learning needs, the school is at 100% capacity.
 Loss of Facilities: The overcrowding has forced the school to convert its library, counselor offices, and even hallways into instructional spaces. The principal currently lacks a private office to accommodate clinical staff.
 The Leland Avenue Solution:
 Underutilized Space: The building at 3729 W. Leland Ave (North River Magnet) was designed for 800 students but currently operates at less than 50% capacity.
 Immediate Relief: Moving Haugan's 7th and 8th grades—roughly 250 students—to the Leland site would instantly bring the main campus back to a functional density.
 Proximity: At only a 6-minute walk apart, this co-location is a geographically logical solution that minimizes the burden on neighborhood families.
 The refusal to acknowledge this overcrowding based on a flawed formula ignores the safety and educational quality of over 1,000 children. I request that the Board prioritize the Leland Avenue expansion to ensure Haugan students have the basic desk space and resources they deserve.
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- 12 Dear Board, I am requesting a useful solution to Haugan Elementary School's overcrowding. While we have a majority of neighborhood parents for our prekindergarten program, we are at risk of losing a few families to other schools as a result of a overcrowded kindergarten classroom in the future. This choice would go against CPS's goal of building great neighborhood schools. We need more space for our community. Haugan has received the support of the Albany Park community in many ways, now it is your chance to make a positive difference in the lives of our students. Help CPS meet their goal of equity based learning by providing ample space for

	<p>students to learn. Please allow us to use the Leland building that used to be Aspria Haugan for our middle school students. If our middle school could be moved, this would be a great relief and positively bring a solution to the overcrowding. Help us at Haugan to provide the best and equitable education for our community by providing an appropriate space for our learners to be successful. Thank you for the work you do to help our students become the best they can be.</p>
13	<p>Hello Board members my name is Jazmin and I am a parent and an advisory council member at Esmeralda Santiago Elementary, one of the Acero schools transitioning to CPS in the fall.</p> <p>When I heard a committee was being formed for this process I knew it was something I wanted to join to make sure what's important and valued about this school is vocalized from as many parents as possible. We as a school community were told with what seemed like great confidence that this would always be a joint process, that we would always hear each other out and be respected. That both the District and the committee had a common goal, what is in the best interest of Santiago students.</p> <p>Unfortunately this has not been my experience. Through out this process, things have fell off track. It feels like information has been kept from us, questions and emails have gone unanswered. Communication has been inconsistent, promises going unfulfilled, and moments where priorities seem to shift. As a council, we are meant to be a trusted point of contact for both staff and parents. But if we don't have clear answers, it becomes very difficult for us to help others feel informed, comfortable, and confident.</p> <p>When trust is missing and things aren't clear, it's hard to believe those in charge are truly doing what's best for our community and our students. It brings back that same doubt and confusion we felt at the start. And it makes us wonder: Were we wrong to trust this process? Were we wrong to think we'd be partners in it?</p> <p>I urge this board to follow up with this process, to make sure the expectations put in place are being met and that the Santiago community can trust the CPS leaders tasked with this transition. We deserve a system we can trust. Our kids deserve the very best, and this committee exists to ensure they receive it. We will keep showing up because this matters for our kids! This is love-fueled frustration, and we're all in this together.</p> <p>Thank you.</p>
14	<p>Dear CPS Board of Education,</p> <p>My name is B.V , and I am a SECA at Haugan Elementary. From my understanding, the CPS strategic plan is built on the belief that every family deserves a high-quality, fully resourced neighborhood school. At Haugan, we are working every day to make that vision a reality.</p> <p>Haugan is a growing neighborhood school with an exemplary educational structure for its students. Based on my experience working alongside the teachers and administration, Haugan holds rigorous national standards designed to prepare students for college and career readiness at every level. Our students come to school joyful, excited to learn, and eager to be challenged by what Haugan has to offer. The school welcomes learners of all levels and provides programs that meet the specific needs of each student. Haugan also has a strong special education program and curriculum to ensure all students are welcomed, respected, and able to learn at their own pace. I have never experienced working at an elementary school that works so intentionally to ensure every child thrives.</p> <p>However, overcrowding at Haugan limits the growth and opportunities we can provide our students due to increasingly large class sizes. Over the past few years, Haugan has seen dramatic growth in neighborhood enrollment. Even a small increase in enrollment can require additional classrooms to support our students effectively.</p> <p>I support the expansion of Haugan and the co-location in the space vacated by Aspria so that students can have the appropriate space and resources necessary for their success and to help</p>

relieve overcrowding. Investing in adequate learning environments is an investment in the future of CPS students, and I believe Haugan is an anchor of the Albany Park CPS neighborhood schools.

Best regards,
B.V

15 My name is Stephanie Gomez, and I am writing to follow up on my comments shared during the recent Board of Education meeting regarding the principal selection process for Esmeralda Santiago School. After speaking publicly, I learned that the principal position has now been reposted. This development is both confusing and concerning. The school community had previously been informed that there were approximately 13 candidates, and we were under the impression that the process was moving forward with interviews and an upcoming principal forum this month. Just 04/06, Chief Brown emailed the committee that I am a member of, that we're having virtual interviews on 04/16 and a principal forum on 04/23. At no point were members of the advisory council or the broader school community informed that the candidate pool was no longer being considered or that the position would be reopened. This lack of communication raises serious concerns about transparency in the process. As a member of the advisory council, I have dedicated my time in good faith, expecting to be included in a process that is open, honest, and collaborative. Instead, it feels as though key information is being withheld, and decisions are being made without meaningful input or clear communication. This not only undermines trust but also calls into question the integrity of the process itself. I respectfully request that the Board intervenes and questions this process so that we can get someone to lead our school who is the correct fit for us parents and students, not only Chief Brown. Our school community deserves a process that is clear, fair, and inclusive. I urge the Board to prioritize transparency and to communicate openly with those who are actively engaged in supporting the success of our school. Thank you for your time and consideration.

16 Good evening members of the board,

I am submitting this comment as a member of the Advisory Council and the Santiago community to raise serious concerns about the integrity of the principal hiring process and the leadership overseeing it.

This process should be guided by one fundamental question: what is in the best interest of students?

Unfortunately, what we are currently experiencing does not reflect a fair, transparent, or student-centered process.

Most recently, we were told on Monday, April 6 that interviews would take place on April 16—a date already rescheduled from April 9. Two days later, the principal position for Santiago was reposted with a closing date of April 22, without the Advisory Council's knowledge. These facts cannot logically coexist within a transparent and good-faith hiring process and therefore undermine confidence in the process.

This is not an isolated issue. The process has been marked by shifting timelines, inconsistent communication, and a lack of clarity about how decisions are being made.

Even more concerning, when members of a school community feel unsafe speaking honestly, it calls into question whether this process is truly serving students. There have been instances where teachers who asked questions or raised concerns felt their job security was at risk, creating a chilling effect on honest participation.

Let me be clear: this is not about any one candidate. This is about whether this process is being conducted with honesty, transparency, and respect for the role of the Advisory Council.

At this point, trust in the process has been compromised.

I am formally requesting that the board remove the individuals overseeing this process, pause the current hiring process, and appoint new leadership to restart it in a way that is transparent, equitable, and grounded in the best interests of students.

As a member of the Advisory Council and the Santiago community, I want to be able to stand behind this process. In its current state, I cannot.

I urge the board to act decisively to restore trust and ensure this process reflects the integrity our students deserve.

Our students deserve nothing less.

Thank you.

****ATTACHMENTS****

Outstanding CPS FOIA Requests – Request for Board Assistance

Dear Members of the Chicago Board of Education,

Why is the Board refusing to assist me?

I respectfully request the Board’s assistance once again in obtaining responses to several Chicago Public Schools FOIA requests that remain outstanding well beyond the statutory response deadlines. Despite multiple extensions granted by CPS, several of these requests remain unanswered. The delays now exceed 134–315 business days and reflect a pattern of systemic noncompliance with the Illinois Freedom of Information Act.

Below is the updated delay status report as of April 7, 2026. I respectfully request the Board’s assistance in directing the appropriate CPS offices to produce the requested records or issue lawful determinations without further delay.

Sincerely,
Walter Brzeski

CPS FOIA NONCOMPLIANCE CRISIS

CHICAGO PUBLIC SCHOOLS FAILURE TO COMPLY

+400 DAYS LAPSED—AND COUNTING

+6 FORMAL DEMANDS FOR BOARD ACTION
+SYSTEMIC NONCOMPLIANCE 5 ILCS 140

400+ DAYS

DELAYED FOIA REQUESTS

FOIA	BD	CD	STATUS
FOIA #1 - N016753-012125	315	441	EXTREME
FOIA #2 - N017165-031825	274	384	EXTREME
FOIA #3 - N017565-060125	221	310	EXTREME
FOIA #4 - N018215-091025	149	209	SEVERE
FOIA #5 - N018216-091025	142	209	SEVERE
FOIA #6 - N018272-092125	134	198	SEVERE

LEGEND

- Over 350 business days **EXTREME**
- 200-349 business days **SEVERE**

DEMAND:

IMMEDIATE BOARD INTERVENTION TO COMPEL COMPLIANCE

- + MULTIPLE FOIA_s EXCEED 200+ BUSINESS DAYS
- + SHAMEFUL DELAYS + EXTENSIONS = NO RESPONSES
- + 6 FORMAL BOARD REQUESTS IGNORED

6TH FORMAL NOTICE - NO BOARD ACTION

■ CPS FOIA NONCOMPLIANCE MASTER REPORT ■

6TH FORMAL NOTICE - NO BOARD ACTION
300+ BUSINESS DAY DELAYS
SYSTEMIC FOIA VIOLATIONS (5 ILCS 140)

FOIA	BD	CD	STATUS
FOIA #1 - N016793-012125	315	441	EXTREME
FOIA #2 - N017165-031925	274	384	EXTREME
FOIA #3 - N017565-060125	221	310	EXTREME
FOIA #4 - N018215-091025	149	209	SEVERE
FOIA #5 - N018216-091025	142	209	SEVERE
FOIA #6 - N018272-092125	134	196	SEVERE

■ SYSTEMIC FAILURE & FORMAL DEMAND ■

- Multiple FOIAs exceeded 200+ business days
- Pattern: extensions -> no response
- 6 formal Board notices ignored

DEMAND: Immediate Board intervention to compel compliance.

Detailed FOIA Breakdown (Full Scope + Extensions)

FOIA #1 - N016753-012125

Full Request: Investigation Unit reports - Paul Munoz & Kelly Tarrant (2023-24 & 2024-25), including all findings, disciplinary outcomes, and investigative materials.

Business Days: 315 | Calendar Days: 441

Extensions: 4 extensions

Final Due Date: 05/02/25

Status: EXTREME NONCOMPLIANCE

FOIA #2 - N017165-031925

Full Request: Records responsive to eight prior CPS FOIA requests, including all underlying documents, correspondence, and attachments.

Business Days: 274 | Calendar Days: 384

Extensions: 1 extension

Final Due Date: -

Status: EXTREME NONCOMPLIANCE

FOIA #3 - N017565-060125

Full Request: Security video near Room 128 and adjacent hallway at Steinmetz (04/30/25 & 05/14/25, 5:15-8:30 PM), including all footage and related records.

Business Days: 221 | Calendar Days: 310

Extensions: 3 extensions

Final Due Date: 08/13/25

Status: EXTREME NONCOMPLIANCE

FOIA #4 - N018215-091025

Full Request: CPS responses to five prior FOIAs involving investigation reports, personnel records, disciplinary records, and DNH committee records.

Business Days: 149 | Calendar Days: 209

Extensions: 4 extensions

Final Due Date: 01/27/26

Status: SEVERE NONCOMPLIANCE

FOIA #5 - N018216-091025

Full Request: Investigation Unit Reports (2023-24, 2024-25, 2025-26) including all findings and supporting documentation.

Business Days: 142 | Calendar Days: 209

Extensions: 6 extensions

Final Due Date: 01/27/26

Status: SEVERE NONCOMPLIANCE

FOIA #6 - N018272-092125

Full Request: IHSCDEA Distracted Driving Program and DNH Committee records including membership, communications, and program documentation.

Business Days: 134 | Calendar Days: 198

Extensions: 8 extensions

Final Due Date: 03/05/26

Status: SEVERE NONCOMPLIANCE

I'm Tiffany Harvey, Haugan LSC chairperson and parent. Five months ago CPS denied our co-location request, explaining only "you're not crowded." Last week, and several dodged FOIA's later, the truth is out and it is in utter disregard of CPS's strategic plan which promises that "every child can rely on their neighborhood school as a strong option."

On November 20, before the denial, Portfolio gave you a memo about our request. I have attached the relevant portion to my written comments. Far from being neutral, it shows clear favoritism and deference to North River's previously concealed desire to expand over Haugan's mandate to serve its attendance area. Here are some highlights:

- If Haugan gets increased capacity, it could encourage our growth and decrease in-boundary enrollment at North River. Instead, let's move students away from neighborhood schools in direct opposition to CPS's strategic plan.
- Vague plans to engage other Albany Park schools to divert their students to North River.
- Giving us adequate space now eliminates the only "future safety valve" to put us on controlled enrollment later. Why on earth would we wait that long and go there again?
- Perhaps our crowding will subsist due to Albany Park's "high percentage of Latino and immigrant families" being targeted by ICE.
- It admits "there is a gap between CPS data and community sentiment" and that using the correct formulas, Haugan would have a higher utilization rate.
- Bizarrely, it claims a structural repair of \$10,000,000 to the Leland building, needed no matter who's on the third floor, is a cost of colocation.
- Only 15 non-school community members were surveyed before the denial, and only 4 opposed co-location.
- There are repeated mentions of "responsiveness to the North River stakeholders" but regarding Haugan only the potential negative of our "persisting advocacy."
- It speculates about traffic concerns of co-location, ignoring that neighborhood school students often walk to school whereas other options like doubling North River's citywide program *would* worsen and increase traffic congestion
- It states we should explore the "root causes" of our crowding. Well, that is simple. Haugan can only comfortably fit 50% of its attendance area students while the average school in CPS's Northwest region enrolls 69%.* CPS's solutions will keep it that way. We are so disappointed that CPS continuously refuses us access to the building created to fix this capacity mismatch.

The truth, unfortunately, is not surprising. Please do better, follow your strategic plan, and support our growth.

***Haugan attendance area has about 1800 students. Currently about 59%, or 1062 students, in Haugan's Attendance Area (AA) attend Haugan. Haugan can comfortably fit about 900, or 50% of its AA students. The average CPS school in the Northwest Region enrolls 69% of its AA students: <https://www.cps.edu/sites/ara/northwest-side-region/choice/> Haugan would need space for about 1,242 students to accommodate 69% of its attendance area students.**

ATTACHMENT: [EMPHASIS ADDED, INFORMATION RE UNRELATED SCHOOLS REMOVED]

MEMORANDUM

To: Dr. Macquiline King, Interim CEO and Superintendent, and Dr. Alfonso Carmona, Acting CEo

From: Conrad Timbers, Acting Chief Portfolio Officer

CC: Charles Mayfield, COO

Ivan Hansen, Chief Facilities Officer

Gabriela Brizuela, Deputy General Counsel

Re: Colocation Proposals for the CEO's Consideration

Date: November 20, 2025

I. Purpose and Background

The purpose of this memo is to provide the CEO with information to make an informed recommendation regarding the co-location of **Haugan ES at North River ES and [removed]**. This memo begins with background information and a SB630 timeline, and then will include the following sections for each proposal:

- Background
- Data, Space Analysis and Space Consideration
- Community Feedback
- Options for consideration

Additionally, as noted above, this memo provides a set of options with the benefits and potential risks with any decision, acknowledging that co-location is both a space solution, but also involves two distinct school communities that become inherently linked requiring collaboration and cooperation, as they are using the same school building.

Decisions from the CEO will need to be communicated to OPM no later than the morning of November 28, 2025 to ensure notification letters are prepared and hand-delivered to schools by the morning of December 1, 2025, as notification on this date is legally required.

Below you will find additional background information regarding the SB630 process as a review:

- CPS officially initiated the SB630 Process by posting [Draft Guidelines and Final Guidelines for School Actions 2025-2026](#), which include criteria for co-locating schools.
- At the start of the SB630 Process, OPM sent a memo to the [CEO](#) and the [Board](#) outlining the high-level process and any interest from schools regarding co-location requests received up to that point.

II. SB630 Timeline

OPM Recommendation to CEO	November 20, 2025	(this memo)

CEO Recommendation Needed	November 28, 2025	Notify Chief Timbers via email
CEO sends memo to the Board with recommendations	December 1, 2025	Memo to be drafted by OPM depending on CEO recommendations
CPS Notifies Stakeholders via letter and Publishes Draft Transition Plan (LSC, Principals and Staff, and Parent/Guardians, and emails to Elected Officials)*	December 1, 2025	Notification Letters and Draft Transition Plans and Emails to Electeds
Community Meetings* (In-Person and Virtual)	January 7, 12, 13 and 15, 2026	
Public Hearing* at CPS Board Chambers	Tentatively scheduled for January 20 and January 21, 2026	
Board receives meeting and hearing materials and meeting and hearing materials are posted online*	Early February 2026	
Board Vote**	February or March 2026	

****Legally required per SB630 or the School Actions Guidelines***

*****Legally required if the CEO advances the recommendation to the Board***

III. Haugan with North River

A. Background

In April 2025, OPM sent a [memo to Board President Harden](#) providing a status update and historical context for Haugan’s early inquiry regarding co-location. Since that time, the following has occurred:

- Principal Yutzy, with the support of her school community, submitted a request to co-locate on behalf of the Haugan school community in September 2025.
- OPM with Facilities has conducted school visits to Haugan and North River
- OSD and T&L have conducted a space use analysis of Haugan’s Space Usage and Scheduling 2

- OPM has held a total of four community meetings in October and November (one in-person and one virtual), two for each school, released staff and community surveys, and held a student focus group for each school. These materials are available at the request of the CEO.
- Network Chiefs (ISP and N1) have also been engaged throughout this process and have attended various meetings to support.
- Elected Officials have not demonstrated interest or concern regarding this proposal, at this time, but will be notified should the CEO recommend advancing the proposal.

B. Space Analysis and Site Visit Evaluation

To fully understand if additional space is necessary for Haugan to provide a high-quality education to

students, OPM considered Space Utilization, Enrollment, Programs, Space Use, and feedback from the school community regarding their experiences in the school facility.

North River Current Enrollment and Capacity

North River's enrollment for SY25-26 is 330 students. After North River moved into the current facility in SY22-23, enrollment increased by 56% (+118 students). Enrollment at the school has been stable in the last year (+12 students, Chart 1).

The North River facility has 33 full-size classrooms and an ideal permanent capacity of 700 students (490-777 is considered Efficient). The facility's preliminary unadjusted status for SY25-26 is Underutilized at 47%. Currently, the facility's third floor, which includes 16 full-size classrooms, remains unoccupied (as advised by CPS). A breakdown of classroom space usage is summarized in Table 1 of the Appendix. The school has a PK cluster program.

The North River facility does have sufficient classroom space to accommodate Haugan's classroom request. However, this would limit the ability of North River to expand beyond one classroom per grade.

Haugan Current Enrollment and Capacity

Haugan's enrollment for SY25-26 is 1,086 students. The school expanded to serve PK-8th grade beginning in SY19-20. After expansion, the school's enrollment declined to 845 students in SY21-22, but has increased by 28% since then. Similar to North River, enrollment at the school has been stable in the last year (+8 students, Chart 2).

The Haugan facility has 56 full-size classrooms and an ideal permanent capacity of 1,204 students (843-1,324 is considered Efficient). The facility's preliminary unadjusted status for SY25-26 is Efficient at 90%. A breakdown of classroom space usage is summarized in Table 2 of the Appendix. Should the co-location be approved, the school would free up at least 9 additional classrooms currently used as homerooms for holistic use. Current programs at the school include a PK program as well as a K-8 cluster program, which enroll the majority of students who are not zoned to the school.

Albany Park Community and Haugan Attendance Boundary

For both schools, increases in enrollment in recent years follow demographic trends within the Albany Park community, which show an increase in the student population between SY22-23 to SY24-25. **We do not expect continued growth for the community, given the 4.3% decrease in the PK-8 population in Albany Park in the last year and two years of consecutive decreases of more than 5% for kindergarten students.** Additionally, recent actions from the federal government may impact future growth within the community, which has a high percentage of Latino and immigrant families.

Increases in enrollment for Haugan are additionally attributed to an increase in students within the school's attendance boundary choosing to attend the school, which rose to 59% of the attendance boundary population in SY25-26. The largest proportion of students zoned to Haugan who do not attend the school attend North River (9% of the Haugan boundary). **Notably, expanding Haugan's capacity could further increase within-boundary enrollment, causing additional constraints on both the Haugan and North River locations if the co-location were to move forward.**

In addition to the site visit, both T&L and OSD provided scheduling analyses to assist in determining if Haugan's need for additional space outside of its building. Their findings are as follows:

- Teaching and Learning determined that space was being used efficiently, but did not cite whether overcrowding was an issue. We recommend that the Bilingual/Monolingual classroom allocations be further reviewed by OMME/T&L to see if enrollment can be more balanced within individual grades.
- In summary, OSD found that Haugan **has taken a number of local scheduling approaches to meet student needs; however, these decisions have led to a greater number of smaller class sizes, which in turn increases the number of classrooms required compared with district scheduling guidance.** Moreover, their class size compliance review found that ten of forty-two K-8

classrooms are currently out of alignment with the Illinois State Board of Education (ISBE) 70/30 rule. OSD's report recommends that the master schedule is revisited to ensure efficient use of instructional time and staffing and immediately addressing the issues with the ISBE 70/30 rule.

Shared Spaces and Constraints for both schools

While utilization and enrollment is one factor, we also need to consider the shared use of common spaces. In this case, the colocation of the two schools would require that the schools share common spaces, including the gymnasium for P.E. and Recess and the Cafeteria for lunch. While we do not have the schedules for Haugan and North River, we do know that when Aspira Haugan and North River shared the facility, lunch and gym scheduling presented challenges, particularly during the winter months, that required North River to utilize the library for recess. In addition, based on community feedback, lunch lines were long and impacted student lunchtimes.

Finally, the schools would also need to share entrances and have staggered start time and end times to prevent overflow of traffic and unintentional intermingling of students before and after school. At this site, there is only one entrance to the school that would need to be shared. This also requires CPS to allocate additional security or similar personnel to ensure supervision and that guests are promptly greeted for Haugan.

C. Community Feedback

North River

Survey data for **North River parents and staff show strong negative reactions to the proposal, with 86% perceiving it as negative; 100% of staff members, and 82% of parents responded negatively to the proposal, with no positive responses (Appendix Table 3).**

Responses from the survey, as well as community meetings, indicate that the North River community shows an overwhelming concern and opposition regarding the proposed co-location. They **perceive the co-location to benefit Haugan at the expense of North River students.** There is significant **concern over reduced access to space and scheduling barriers based on previous experience with Aspira-Haugan, as well as tensions arising with co-location due to a lack of equity in resource allocation.** Previous issues include a limited availability to use the gym, playground, and recess areas year-round, as well as limited cafeteria availability. **There is also a fear of an out-of-balance ratio of age ranges due to the addition of 200-250 middle school students.** There is worry that the school's positive culture and identity would be lost or severely compromised due to the negative perceptions of co-locations. **Finally, a co-location would limit the school's ability to expand beyond one classroom per grade. Should Haugan or neighboring schools experience overcrowding, the ability of CPS to implement controlled enrollment procedures (ie. assigning students to North River) would not be available.** With the exception of Henry, all other nearby schools are rated efficient or above based on CPS' space utilization formula.

Haugan

Survey data for **Haugan parents, students, and staff show support for the co-location, with 59% of responses indicating positive reactions. Staff members had the most positive responses at 95%, followed by parents at 74%. Responses from students were mixed, with 36% of students being in support, 32% negative, and 32% unsure (Appendix Table 4).**

Responses from the survey, as well as community meetings, **indicate that the Haugan community views the co-location as a critical, immediate solution to the overcrowding. The perceived benefits include immediate relief of spaces and adequate space for Arts, counseling, and special education services.** They also see separating the **7th and 8th graders into a distinct building as helping them in the transition to high school,** and as a way for the local neighborhood school to have the resources it needs. **Concerns are highest for students who may be separated from their siblings, and logistics around picking up younger siblings from a different location, which was a concern for parents as well.**

D. Options for Consideration

Option 1: Approve the proposal for Haugan to co-locate its 7th and 8th grade and 6th-8th cluster program, with North River at 3729 W. Leland on the third floor (1-2 spaces for North River's use on floor 3)

Benefits

Educational Experience & Student Support

- **Preserves specialized programming:** Students will maintain access to dedicated classrooms specifically designed for Arts, STEM, Dance, and Music.
- **Facilitates private intervention:** Allows teachers to connect with students individually and support their specific needs with greater discretion.

Community & Logistics

- **Responsive to stakeholder advocacy:** This option directly addresses the requests of the Haugan community, which has actively campaigned for this co-location.
- **No disruption to commute:** Student travel distances remain unchanged.

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Concerns

Strategic & Capacity Concerns

- **Contradicts standard procedure and data:** According to the CPS utilization formula, facility walk-throughs, and OSD analysis, Haugan is **not** currently overcrowded. Typically, CPS explores root causes and non-co-location options before proposing such measures.
- **Eliminates future safety valves:** Using space at North River now removes the only nearby option for relief should Haugan face genuine overcrowding in the future.
- **Creates negative enrollment cycles:** Co-location status may hinder North River's ability to recruit from the Albany Park community. This creates a vicious cycle that hurts North River's enrollment while potentially driving more growth to Haugan and other surrounding schools that lack capacity.

Operational & Logistical Challenges

- **Increases staffing and financial burdens:** Haugan will likely require increased funding to duplicate support staff (security, custodial, aides) across two campuses. It is unlikely staffing at the main facility can be reduced, as those vacated spaces will be repurposed.
- **Creates scheduling and facility conflicts:** Shared facilities will force "creative scheduling," likely limiting student access to P.E., recess, extended lunch, and specialized spaces on the 3rd floor.
- **Complicates transportation and family logistics:** Haugan may be forced to change start and end times. This makes it difficult for older students to pick up younger siblings and **creates traffic congestion as families travel between two closely situated schools.**

Community & Cultural Impact

- **Fractures the school culture:** Separating the upper-grade cluster (6th–8th) from the primary grades disconnects older students and teachers from Haugan's culture. These students would effectively form a separate culture while still being required to walk back to the main campus for all assemblies and activities.
- **Ignores North River community concerns:** The proposal is unresponsive to the North River community, which has explicitly objected to hosting a larger number of students with a high proportion of older age groups compared to previous co-locations (such as Aspira Haugan).

Financial Implications

Facilities completed preliminary analysis on the costs of co-locating Haugan at North River and provided early estimates at \$11.3M. This includes:

- \$1.4M in the first year to convert a classroom into an admin suite, a gym divider track and curtain, AI phone/PA system, moves, and select upgrades to the finishes.
- The additional \$9.9M is for critical facility needs including roof replacement and chiller and BAS upgrades/replacement.
- These values do not include costs for furniture, IT upgrades or equipment, or Safety and Security upgrades or equipment.

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Option 2: Deny Haugan’s proposal to co-locate with North River and begin developing potential solutions to prevent overcrowding at Haugan
Benefits
<p>Strategic Planning & Space Optimization</p> <ul style="list-style-type: none"> • Prioritizes internal solutions first: This provides an opportunity for CPS and Haugan to collaborate on optimizing space within the main facility—including assessments by OSD and T&L—before resorting to measures that impact a second school. • Enables comprehensive neighborhood planning: It allows OPM to develop a holistic strategy to alleviate or prevent overcrowding across all of Albany Park—a community with high student population—rather than applying a piecemeal fix. • Allows for thorough due diligence: It ensures that root causes and potential cost implications of maximizing current spaces are fully assessed before permanent changes are made. <p>Community Stability & Student Well-being</p> <p>Protects vulnerable student populations: This option addresses concerns from parents of students with disabilities by maintaining a stable environment and consistent staffing levels, which is critical for students sensitive to environmental changes.</p> <p>Responsive to family logistics: It accommodates families who rely on older siblings to pick up younger students by maintaining aligned schedules and locations.</p> <p>Aligned with North River stakeholders: This approach respects the specific concerns raised by the North River community regarding density and school culture.</p>
Concerns
<p>Instructional & Capacity Risks</p> <ul style="list-style-type: none"> • Risk of losing specialized programming: If Haugan experiences additional growth, the school may be forced to convert dedicated STEM or Dance rooms into general classrooms to accommodate students. Should sudden overcrowding occur, alternative CPS solutions may not be implemented quickly enough to prevent immediate instructional disruption. • Operational friction: Despite official "Efficient" status, the school environment currently lacks private spaces for sensitive adult-student meetings and suffers from hallway congestion. <p>Community Relations & Perception</p> <ul style="list-style-type: none"> • Persisting advocacy: The Haugan community has launched a concerted campaign for this space; denying the proposal will likely result in continued and intensified advocacy efforts. • Disconnect between data and experience: There is a gap between CPS data and community sentiment. While the utilization formula places Haugan at 93% (Efficient) for SY24-25, stakeholders strongly feel this metric fails to capture the daily reality of insufficient specialized space. Note that changes in the space utilization methodology for SY25-26, will result in a higher utilization rate for Haugan, but still within the Efficient range.

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Appendix

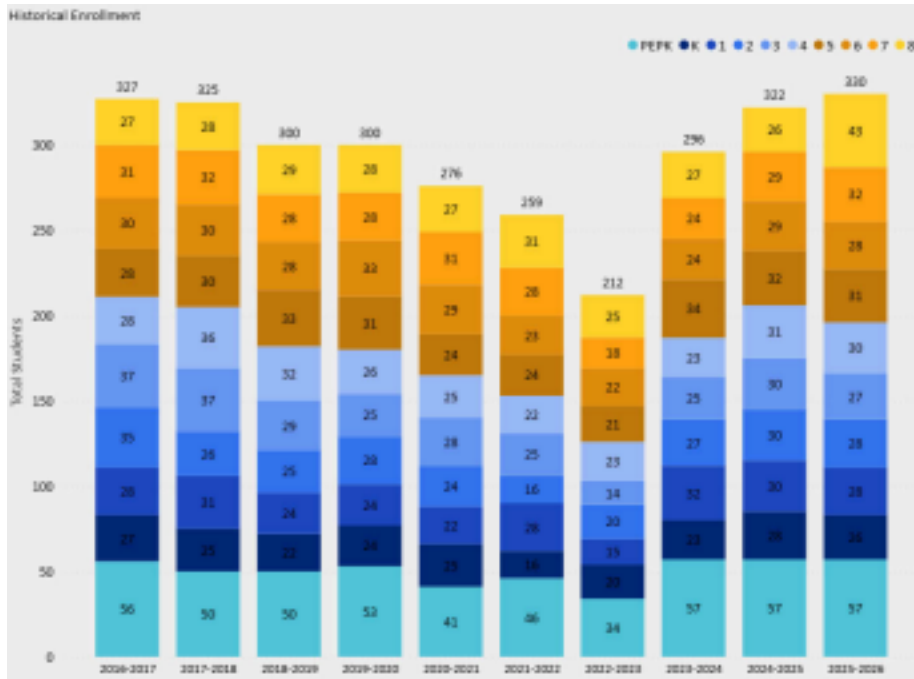


Chart 1: Historical Enrollment for North River. SY21-22 was the first year the school was in the current facility.

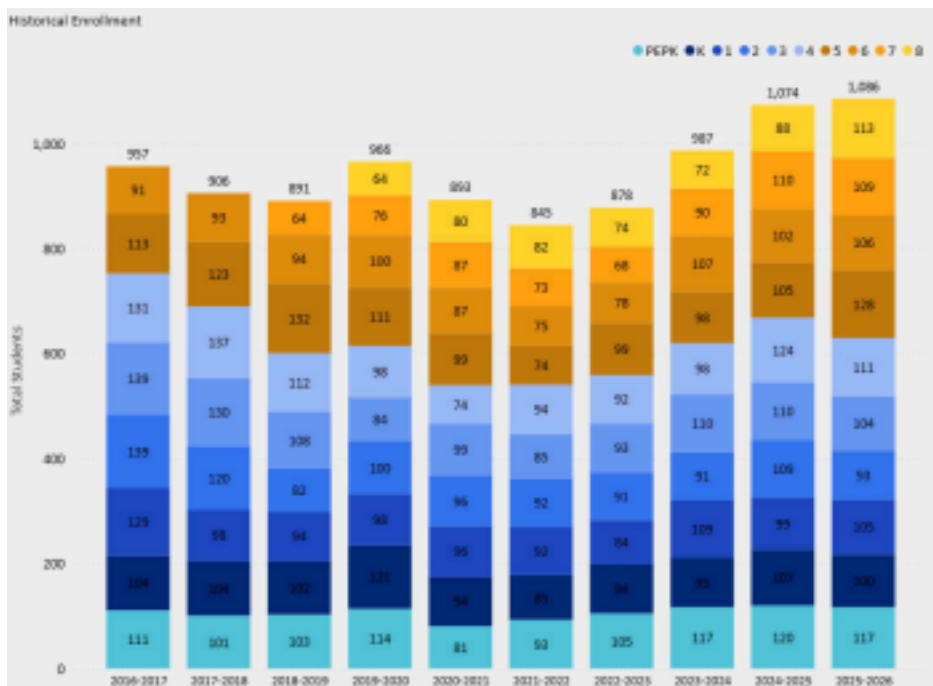


Chart 2: Historical Enrollment for Haugan Elementary. The school served PK-8th grade beginning in SY19-20.

Table 1. Current Classroom Allocation at North River facility

Homerooms	12	PK: 2 classrooms K-7th: 1 classroom per grade 8th: 2 classrooms per grade
Holistic Instruction	2	1 Art, 1 Music Room
SPED/ESL Resource rooms (Pull-out instruction)	3	Bilingual/Special Education
Exclusive Use by Outside Organization	1	Park District Classroom
Not in use (3rd Floor)	16	Previously Aspira-Haugan. Includes specialized STEM, Music and Choir Rooms, outdoor space for gardening
Total Instructional Spaces	34	

Table 2. Current Classroom Allocation at Haugan facility

Homerooms	46	PK: 5 classrooms K-8: 4 per grade, 3rd/5th have 5 per grade Cluster: 3 classrooms
Holistic Instruction	6	2 Dance, 2 Music, 2 STEM
SPED/ESL Resource rooms (Pull-out instruction)	4	Bilingual/Special Education
Total Instructional Spaces	56	

Table 3: North River Survey Responses: What are your initial feelings about the two schools co-locating?

Role	Total Responses	Positive	Negative	Neutral Unsure Need More Info
Parent/Guardian/Family	33	–	82%	18%
Staff Member	20	–	100%	0%
Student (estudiante)	–	–	–	–
Community Resident	4	–	50%	50%
Total	57		86%	14%

Table 4: Haugan Survey Responses: What are your initial feelings about the two schools co-locating?

Role	Total Responses	Positive	Negative	Neutral Unsure Need More Info
Parent/Guardian/Family	117	74%	15%	11%
Staff Member	58	95%	–	5%
Student	171	36%	32%	32%
Community Resident	7	100%	–	–
Total	353	59%	21%	20%

Dear Chicago Board of Education

I would like to respectfully support the Haugan request for additional space.

I truly admire the work of the administrative team in organizing and distributing the improvised spaces we currently use to carry out our work, such as hallways, the lunchroom, and the auditorium. I also value the flexibility and collaboration of teachers, who have been supportive in sharing and adapting to these spaces.

However, while this effort deserves recognition, these are not ideal learning environments. Although teachers have adapted, it is much more challenging for students. The noise generated between groups and classes makes it difficult for them to focus and sustain their attention, especially for students with special educational needs, for whom this becomes a significant challenge.

Our goal is to provide a high-quality education, and for this reason, we are requesting additional space.

Thank you for your consideration.