

DRAFT TRANSITION PLAN
For the Proposed Closure of Walter Reed Elementary School**I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to high quality schools in order to graduate college and career ready. This means we must put our students' needs first, make difficult decisions, and act now to ensure that our students have the best opportunity to personally realize that goal. CPS is proposing school actions (including closures, consolidations, reassignment boundary changes, phase-outs, and co-locations), along with significant investments to improve our schools in the communities that need better opportunities the most.

In order to ensure a quality education for students in the Englewood community, we are proposing a school action to close Walter Reed Elementary School (Reed) to complete the phase-out initiated by the Board on February 25, 2009 (see Board Report 09-0225-EX33). This action would reassign all returning Reed students to Nicholson Technology Academy (Nicholson), which, after thorough review by CPS and relevant city agencies, offers a better educational opportunity for our students. The transition plan outlined below summarizes the proposal, identifies the academic, social, emotional, and safety supports that will be provided to impacted students, and explains the process for commenting on the action and obtaining more information.

It is important to note that the below transition plan is subject to change based on input from parents, schools, and community members. CPS welcomes this input and hopes that the feedback provided will assist in preparing for a smooth transition should this proposal be approved by the Board.

II. Summary of Proposed Action

Reed is a neighborhood elementary school located at 6350 South Stewart Ave, within Englewood community and the Englewood-Gresham geographic network of CPS. On February 25, 2009, the CPS Board approved the phase-out of Reed and planned for grade offerings to decrease by one grade per year through the 2016-2017 school year (see Board Report 09-0225-EX33). Reed currently serves 44 students in 3rd through 8th grade.

CPS is proposing to close Reed. The proposed closure meets the criteria of the Chief Executive Officer's Guidelines for School Action: Reed is in the process of phasing out based on a previous action by the Board. Reed's enrollment has fallen by 80% over the last two years, from 216 students in 2009-2010 to 44 students in 2011-2012.

CPS believes that the academic needs of returning Reed students would be better met at Nicholson, located at 6006 South Peoria Street. If this proposal is approved, all returning Reed students will be reassigned to Nicholson. By transitioning the students currently enrolled at Reed to Nicholson, CPS believes that these students will be given access to an improved educational environment. The current performance of Nicholson (Level 2, see Appendix A for further performance information) as well as the proposed investments CPS will make in Nicholson will ensure that students transitioning from Reed will have access to better educational opportunities.

The geographic boundary currently associated with Reed will be reassigned to Nicholson Technology Academy (Nicholson); Benjamin Banneker Elementary School (Banneker), located at 6656 South Normal Boulevard; and

Francis Parker Elementary Community Academy (Parker), located at 6800 South Stewart Avenue. This means that Nicholson, Banneker or Parker, depending on the student's home address, will be the new neighborhood school for students living in the Reed boundary who are not enrolled at Reed for the 2011-12 school year. Please see Appendix B for a map and narrative further explaining the proposed boundary reassignment.

III. Safety and Security

CPS has consulted with its Office of Safety and Security (OSS) regarding potential safety and security issues related to the proposed reassignment of students from Reed to Nicholson and is prepared to address safety and security challenges that arise in this community. If the proposal is approved by the Board, OSS will work together in partnership with local community groups, elected officials, other sister agencies, and the Chicago Police Department, specifically with the Commander of the Seventh Police District, to ease the transition to a new school environment.

If the proposed action is approved by the Board, CPS will provide additional Safe Passage supports to ensure the safety of all students and staff traveling to school. Safe Passage workers wear green vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. For the 2012-2013 school year, additional Safe Passage workers will be placed at the following intersections:

- 60th Street and Peoria, and
- 60th Street and Halsted.

The placement of these additional Safe Passage workers is illustrated with blue stars on the map attached as Appendix B to this plan.

CPS is committed to transitioning current Reed safety resources to Nicholson so that Reed students are provided with consistency and familiarity in their new school. Moreover, Nicholson will be staffed with safety and security personnel in order to keep all students and staff safe within the school buildings. Additional climate team members will be deployed to the school as needed. OSS will also conduct security audits at Nicholson and provide in-service trainings for school staff as needed to reinforce training on de-escalating conflict and engaging with students.

IV. Supports for Students and Schools

Reed is in the process of phasing out; it currently serves 44 students in 3rd through 8th grade. CPS is committed to providing supports throughout the proposed closing of Reed during the 2011-12 school year, and ensuring a successful transition to Nicholson for the 2012-13 school year.

Academic Needs of Students

To ensure Reed students experience a robust academic environment for their remainder of the school year, CPS will invest in additional instructional programming and personnel support at Reed.

Reed students will continue to benefit from instruction that is geared toward a more rigorous curriculum throughout the remainder of the school year. CPS will also continue providing training to teachers at Reed on the new Common Core State Standards to ensure a rigorous instructional program that provides students with knowledge and skills they need to graduate college and career ready.

In order to ensure Reed students are provided with high-quality academic instruction throughout the transition, CPS will invest in an additional instructional leader to support Reed's staff in meeting students' needs. This individual will be responsible for ensuring the classroom quality remains high so that students do not lose any momentum or fall behind in the transition process.

To help facilitate a smooth transition for all students, CPS will provide Nicholson with comprehensive data on all transitioning students. This will enable all school staff to be proactive in supporting their new students. Data reports on academic performance will be used to address the individual learning needs of incoming students. CPS will work with Nicholson staff to review academic performance data and help identify gaps in the reading comprehension, fluency, vocabulary and decoding skills of students. This will assist Nicholson in identifying necessary supports to help all students succeed academically throughout the 2012-13 school year and beyond.

In addition, CPS will provide students with access to summer programming as they transition from Reed to Nicholson. This investment in programming at Nicholson will familiarize the transitioning students with the new school culture and facilities. Students in Kindergarten, 1st and 2nd grades who need additional academic support will have access to programs such as The Balanced Literacy Summer Program and the K-2 Summer of Reading Program. Programs such as these will give students a strong start in their new school by reducing summer learning loss, improving students' reading and writing skills, and enhancing the quality of literacy instruction.

At Nicholson, students will receive a high quality educational experience. Nicholson is a math and science cluster school. Courses in grades 4-8 are taught by mathematics specialty teachers. Students transitioning to Nicholson will benefit from the frequent integration of technology across lessons to increase student engagement and interest in the content. To ensure students transition into a high-quality instructional environment, teachers from Nicholson will be trained on the new Common Core State Standards to ensure a rigorous instructional program that provides students with the knowledge and skills they need to graduate college and career ready. CPS will also invest in a literacy specialist who will work with teachers to ensure they implement a more rigorous curriculum while providing students with the additional supports they need to learn those standards. In addition, students who need additional supports will have access to adaptable reading and math intervention software to help engage them in instruction that is specifically designed to meet their individual needs.

CPS will continue to solicit community feedback on the academic programming that would enhance this community between December and February.

Social Emotional Needs of Students

CPS is committed to supporting the social and emotional needs of all students throughout the end of the 2011-12 school year, as well as during their transition to Nicholson for the 2012-2013 school year. CPS' Department of Youth Development and Positive Behavior Supports case managers will work directly with school and network administration to determine what supports should be implemented at Reed for the remainder of the school year to address students' social, emotional and behavioral needs. To prepare students for the transition, all students at Reed will have access to small counseling groups to help them understand the change taking place, and prepare them for their new school setting.

The Department of Youth Development and Positive Behavior will work with Nicholson school staff to identify strategies to welcome new students. To give Reed students an opportunity to become familiar with their new

school, and meet their new teachers and administrators, Nicholson will host an open house before the end of the year and a “Welcome Back Night” at the beginning of next school year.

Students transitioning to Nicholson will not only benefit from high quality instruction, but also from the school environment. The Nicholson instructional program will include a focus on consistency and organization that is particularly helpful to transitioning students. For students struggling with behavior, Nicholson will provide individual and group counseling as well as mentoring to ensure students feel supported and continue to excel academically.

Students with Disabilities

Students with disabilities at Reed will continue to receive instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs).

After the transition to Nicholson, all instructional, clinical and related services will be provided to students in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student’s current IEP for the remainder of the school year and as each student transitions to Nicholson. The additional academic supports outlined above will also be made available for all students including students with disabilities. IEP teams will be reconvened to revise IEPs as necessary to address any additional support needs throughout and beyond the transition.

The administration at Nicholson will work with the Office of Special Education and Supports and the current administration at Reed to ensure that a full analysis of IEPs for all students is performed and that there are proper teaching, clinical and related service allocations to meet the needs of all students. The Nicholson administration will address any special circumstances on an individual basis when students cannot access the school or the instruction offered. Furthermore, staff at Nicholson will be equipped to meet with parents of returning Reed students with IEPs to answer any questions or concerns regarding the transition of their student’s IEP to Nicholson.

Information for every student will be carefully reviewed by staff at Nicholson, and thoughtful transition planning will be executed to support successful matriculation to a new setting for all impacted students. Staff at Nicholson will work with the Office of Special Education and Supports as appropriate to provide necessary professional development and supports.

Both the Reed and Nicholson facilities are accessible to the public and compliant with the Americans with Disabilities Act. Schools designated as “accessible” all have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) as they transition to a new school. Nicholson will host one open house before the end of the year and a “Welcome Back Night” at the beginning of next school year to provide an opportunity for students to meet their new teachers and administrators. In addition, OSTLS staff members will be available for families at Reed at set times one day per week from March 1, 2012 until the end of the school year, and at Nicholson at set times one day per week from the beginning of the school

year until October 31, 2012 to discuss school options, assist with enrollment, and facilitate students' transfer to other schools. After discussing with families, additional supports may be provided if determined by OSTLS to be appropriate for assisting the student in the transition.

Under this proposed action, STLS students may choose to attend Nicholson or meet with OSTLS staff to identify another higher performing school which may be an option. For families currently enrolled in the Nicholson STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.

English Language Learners

According to the Office of Language and Cultural Education (OLCE), currently Reed does not have any English language learners (ELLs) enrolled. Future ELL students reassigned to Nicholson will receive state mandated transitional bilingual program services which include, depending on the number of ELL students enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from OLCE.

Transportation

No additional transportation will be offered as a result of this proposal. Provisions for specific student populations (i.e. student with disabilities, students in temporary living situations and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

Facilities Investments

CPS will enhance the learning environment with facilities investments that include fresh paint and improved flooring.

City of Chicago Resources

Chicago Departments and sister agencies that work with CPS students and families will work together in partnership to support the transition if this proposal is approved by the Board.

V. Informational Briefings Regarding Choice of Schools

All students impacted by the proposed closure of existing phase-out Reed will be reassigned to Nicholson. Students and families will also have the opportunity to pursue additional enrollment options through the process described below. CPS will hold two sets of briefings regarding choice of schools. One briefing will help parents understand students' new school assignments as well as the boundary changes associated with this proposed school action. A separate set of briefings will provide information regarding additional enrollment options available to all students and families through the Options for Knowledge process, which covers open enrollment, magnet, magnet cluster, and selective enrollment schools.

Options for Knowledge Information Sessions & Enrollment Workshops

While each student has an assigned home school, all students are also invited to pursue additional enrollment options through the Options for Knowledge process. CPS will provide information regarding the types of schools and programs to which students can apply (e.g., open enrollment, magnet, magnet cluster, and selective enrollment) as well as further details on the application, selection, and notification procedures. The deadline for applying to schools and programs through the Options for Knowledge process is December 16, 2011. Informational briefings will be held at the following times and locations:

For all students

December 5, 2011 from 5-7 p.m.
West Englewood Library
1745 West 63rd St.

For current 8th grade students

December 3, 2011 from 5-8 p.m.
Michelle Clark Academic Prep Magnet High School
5101 W. Harrison St.

December 6, 2011 from 5-8 p.m.
Roberto Clemente Community Academy
1147 N. Western Ave.

For current K – 7th grade students

December 7, 2011 from 5-7 p.m.
Whitney M Young Magnet High School
211 South Laflin St.

December 10, 2011 from 5-7 p.m.
Austin Polytechnical Academy High School
231 North Pine Ave.

If you are unable to attend an informational briefing, parents or guardians who wish to consider other enrollment options for their student can explore their options via the www.cpsdae.org website. Parents or guardians also may obtain a copy of the Options for Knowledge Guide by visiting the website, by calling (773) 553-2060, or by visiting 125 S. Clark St., 4th floor or the Kelly Library at 6151 S. Normal Boulevard.

CPS also offers an end of year application process that begins in early May 2012 and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Current Reed and Nicholson students who are still seeking alternative seats will be given first priority in the end of year process. The student must apply and submit an application to the Portfolio Office to be considered. The application can be found at www.cpsdae.org, by calling (773) 553-2060 or in person at 125 S. Clark Street.

Briefings on Student Reassignment and Boundary Changes Associated with the Proposed School Action

CPS staff will be available to provide detailed information to students and parents on the student reassignment and boundary changes associated with the proposed school action immediately prior to the first community meeting, on January 6, 2012 from 5-6 p.m. at Antioch Baptist Church, 6248 S. Stewart Ave.

VI. Public Comment

Community Meetings and Public Hearings:

There will be two community meetings and one formal public hearing regarding this proposal. Public comment will be accepted during each meeting or hearing. CPS will consider community feedback and may amend this draft transition plan accordingly.

Community Meeting 1

January 6, 2012 from 6-8 p.m.
Antioch Baptist Church
6248 S. Stewart Ave.

Community Meeting 2

January 20, 2012 from 6-8 p.m.
Antioch Baptist Church
6248 S. Stewart Ave.

Public Hearing

January 23, 2012 from 8-10 p.m.
Board Chambers
125 S. Clark St., 5th floor

Further Questions and Concerns:

Please call the Chicago Public Schools Quality Schools Hotline at (773) 553-5020 with any additional questions or concerns concerning the proposed closure of Reed.

Appendix A: Performance Data

CPS has a policy to hold all schools accountable called the Performance, Remediation and Probation Policy. Its purpose is to effectively and fairly measure school performance. Based on the percentage of current statistics and growth points earned, schools are awarded one of three ratings:

- **Level 1** (Excellent Standing): Elementary schools receiving at least 71% of available points.
- **Level 2** (Good Standing): Elementary schools receiving between 50-70.9% of available points.
- **Level 3** (Probation): Elementary schools receiving less than 50% of available points.

For more information please visit: http://cps.edu/SiteCollectionDocuments/PerformancePolicy_FAQ.pdf

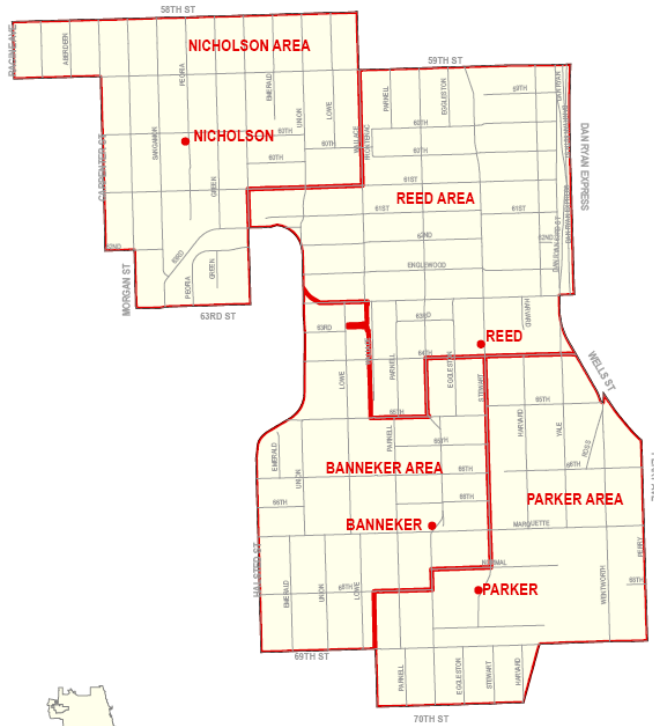
FY11 Performance Data for Schools Subject to Action:	Sending School: Reed	Receiving School: Nicholson
Performance Policy Level	Level 2	Level 2
Percent of Policy Points	66.7%	69.0%
% of Current Status Points	33.3%	61.1%
% of Trend and Growth Points	91.7%	75.0%
Trend and Growth Percentile Rank	92nd	70th
ISAT Composite Meets or Exceeds	68.4%	70.9%
NETWORK ISAT Composite	62.3%	62.3%

Appendix B: Proposed Boundary Changes and Student Reassignment

If the Board of Education approves the closing of Reed to complete the existing phase-out, all returning Reed students will be reassigned to Nicholson. For future students, the current attendance area boundaries of Nicholson, Banneker and Parker will be modified according to the proposed boundaries for 2012-13 described in the map and text here.

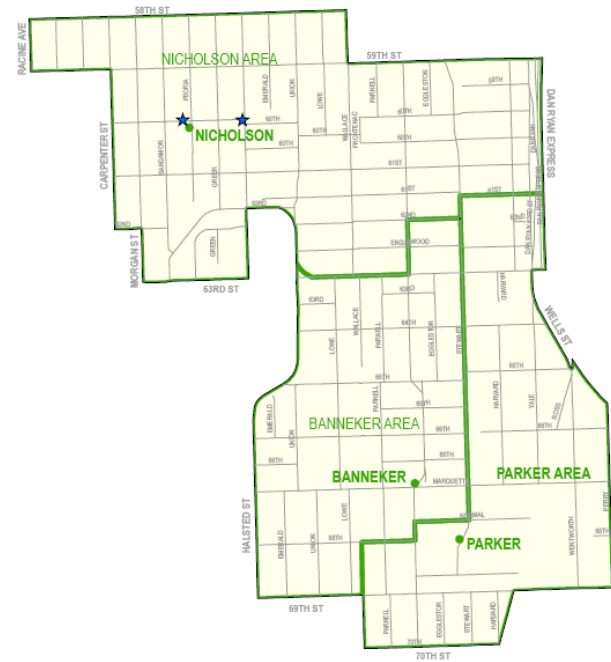
Close | Assign Reed's Boundary
to Nicholson, Banneker, and Parker

Current 2011-12 Boundaries



LEGEND
★ new Safe Passages resources

Proposed 2012-13 Boundaries



Street-by-street descriptions of current and proposed attendance areas are presented below:

Current Reed boundary

(Grades three through eight):

Beginning at Halsted St and 61st St
East to the C&WI RR (at Wallace St)
North to 59th St
East to the Dan Ryan Expy
South to 63rd St
West to Yale Ave
South to Wells St
Southeast to 64th St
West to Normal Blvd
South to 65th St
West to the C&WI RR (at Wallace Ave)
North to 63rd St
West and northwest to Halsted Pkwy
North and West to Halsted St
North to the starting point

Current Nicholson boundary

(Grades Kindergarten through eight):

Beginning at Racine Ave and 58th St
East to C&WI RR (at Wallace St)
South to 61st St
West to Halsted St
South to 63rd St
West to Morgan St
North to 62nd St
West to Carpenter St
North to 59th St
West to Racine Ave
North to the starting point

Proposed Nicholson boundary (Grades Kindergarten through eight):

Beginning at Racine Ave and 58th St
East to C&WI RR (at Wallace St)
South to 59th St
East to the Dan Ryan Expy
South to 61st Pl
West to Stewart
South to 62nd St
West to Normal Blvd
South to 63rd St
West and northwest to Halsted Pkwy
North and West to Halsted St
South to 63rd St
West to Morgan St
North to 62nd St
West to Carpenter St
North to 59th St
West to Racine Ave
North to the starting point

Current Banneker boundary

(Grades Kindergarten through eight):

Beginning at Halsted St and 66th St
North and East to 63rd St
East to the C&WI RR (at Wallace Ave)
South to 65th St
East to Normal Blvd
North to 64th St
East to Stewart Ave
South to Normal Pkwy
West to Normal Blvd
South to 68th St
West to the C&WI RR (at Wallace Ave)
South to 69th St
West to Halsted St
North to the starting point

Current Parker boundary

(Grades Kindergarten through eight):

Beginning at the C&WI RR (at Wallace St) and 68th St
East to Normal Blvd
North to W Normal Pkwy
East to Stewart Ave
North to 64th St
East to Wells St
Southeast to Wentworth Ave
North to the Dan Ryan Expressway
Southeast to Perry Ave
South to 69th St
West to the CRI&P RR
Southwest to 70th St
West to the C&WI RR (at Wallace St)
North to the starting point

Proposed Banneker boundary

(Grades Kindergarten through eight):

Beginning at Halsted St and 66th St
North and East to 63rd St
East to Normal Blvd
North to 62nd St
East to Stewart Ave
South to W Normal Pkwy
West to Normal Blvd
South to 68th St
West to the C&WI RR (at Wallace Ave)
South to 69th St
West to Halsted St
North to the starting point

Proposed Parker boundary

(Grades Kindergarten through eight):

Beginning at the C&WI RR and 68th St
East to Normal Blvd
North to W Normal Pkwy
East to Stewart Ave
North to 61st Pl
East to the Dan Ryan Expy
South to 63rd St
West to Yale Ave
South to Wells St
Southeast to 65th St and Wentworth Ave
North to the Chicago Skyway Expy
Southeast to Perry Ave
South to 69th St
West to the CRI&P RR
Southwest to 70th St
West to the C&WI RR (at Wallace Ave)
North to the starting point