



**DRAFT TRANSITION PLAN
For the Co-location of
Wilma Rudolph Elementary Learning Center and
Hope Institute Learning Academy**

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 and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision 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.

In October of 2017, the Rudolph Administration, Local School Council, community leaders, public officials and current and alumni parents, Rudolph's teachers and auxiliary staff and community members requested that the Chicago Public Schools (CPS) and the Chief Executive Officer (CEO) recommend that Wilma Rudolph Learning Center co-locate with Hope Institute Learning Academy effective July 1, 2018.

Therefore, in line with this community-driven request, the Chief Executive Officer (CEO) of CPS is proposing to co-locate Rudolph with Hope Institute Learning Academy.

The proposal to co-locate Rudolph with Hope involves the following proposed change:

- Rudolph, currently located at 110 North Paulina Street, will be located across the street with Hope Institute Learning Academy at 1628 West Washington Boulevard.

The transition plan outlined below summarizes supports that will be provided by Rudolph and CPS to ensure a smooth transition for students.

II. Summary of Proposed Action

CPS is proposing to co-locate Rudolph with Hope Learning Academy. Rudolph is a specialty school whose mission is to foster a safe and supportive learning environment using evidenced-based learning strategies for its students. Rudolph engages all stakeholders in providing an individualized, modified grade level appropriate curriculum focused on functional academics, communication, life skills, language development, social skills, and access to technology. As a community, they strive to nurture the development of the whole child (physical, intellectual, emotional, and social) through creative instructional programs and inclusive partnerships with families that support students in reaching their full potential.

Rudolph's vision is to create a learning environment that ensures each student access to a developmentally appropriate scope and sequence that includes: adapted grade level curriculum, functional academics, social skills, life skills, transitional/ English Learner (EL) supports, sensory and evidence-based behavioral strategies which will lead each student to increased independence and the essential knowledge to be active members of their community. In order to implement innovative

practices, Rudolph is committed to data-informed instruction, continued education for staff and parents and professional development based on student needs.

Currently Rudolph is located at 110 North Paulina Street and serves pre-kindergarten through fifth grade. Rudolph's current enrollment is 97 students and the school continually enrolls students throughout the school year. If this proposal is approved, Rudolph will remain a school without a boundary, as all of its students are assigned there based on the supports written in their Individualized Education Programs (IEPs) through the Office of Diverse Learner Supports and Services (ODLSS) School Assignment Department. Hope Learning Academy is a contract school serving grades kindergarten through fifth grade. Hope Learning Academy currently serves 355 students.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Specifically, we have heard the request for this proposal from the Principal, LSC Chair and other staff and community members at Rudolph. 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. Additionally, the students affected by this proposed co-location are being provided with an ADA accessible building.

III. Safety and Security

At the present time, there are no recognized CPS safety concerns at either school. If this proposal is approved, the CPS Office of Safety & Security will work with the administrations of Rudolph and Hope Learning Academy to review each school's safety and security plan. A variety of supports for students and the community nearby will be considered with feedback from parents. These supports may include the following:

- First and foremost, CPS will hold safety planning meetings to ensure that all safety efforts are coordinated between CPS, Administration, Parents and the Chicago Police Department;
- CPS will examine the best drop off and pick up locations for busses, specifically looking at North Paulina Street or West Maypole Avenue;
- Safety plans for parents who drive their children to school will be created;
- A review of safety technology will be conducted to determine whether existing safety technology needs to be enhanced. This review may include screening protocols.

IV. Supports for Students and Schools

CPS is committed to making sure that our children with the most special needs are in an appropriate facility to ensure that these students have access to a quality and developmentally appropriate learning environment and experience. CPS is also committed to ensuring a successful transition if the Board approves this proposal. To accomplish this, CPS proposes the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

Support for Students' Academic Needs

To ensure students receive high-quality, developmentally appropriate academic instruction throughout the transition, the following will occur:

- Rudolph will continue to design and implement a high quality program for 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;
- Inclusion: Teachers and staff will maintain and explore new opportunities for students with disabilities 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;
- Assess the need for Professional Developments focused on supporting students as they adjust and transition to the new building.

Support for Students' Social and 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 Rudolph and Hope school communities to continue existing SEL supports and determine the need for additional resources for a school-specific plan that may include the following:

- Rudolph students will continue their Reading Buddies program with their typically developing peers from Hope Learning Academy;
- Rudolph staff will continue and look to expand their social and emotional learning class that occurs four days a week at Hope Learning Academy. Research indicates that typically developing peers also develop socially and emotionally when interacting with students with disabilities;
- Assess the need for a Climate/Culture team that may consist of a group of representative staff (including administrators, teachers, counselors, and security officers) from both schools to develop a combined Climate & Culture team, which will lead the planning of school-wide policies and practices to promote positive relationships and a welcoming, supportive school environment. This includes cultivating a sense of community between all staff and students;
- Assess the need for a Behavioral Health Team to support both schools in ensuring their existing systems identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success. Guiding practices will be established through collaboration to prepare for students who may need additional social and emotional support. Training will be supported by CPS and the Office of Social Emotional Learning;
- Rudolph will continue collaboration with ODLSS and the Autism Behavioral Health Support Team (ABHST) to further implement the district's Model Classroom Pilot Program;
- By December of 2018, all Rudolph Staff will be trained in Safety Care De-escalation Techniques;
- The current Rudolph space is proposed to be utilized as an adaptable playground and community garden, which would increase access to peer models and friendships, as well as community partnerships;
- CPS will support professional development for all teachers to help them develop skills and resources that support all students.

Additional Transition Supports for Students

To ensure all additional student needs are taken into consideration, Rudolph will develop a transition team (to include administration, staff, parents and other community stakeholders) that will address the following areas of support:

- Logistical support to ensure all classroom supplies and equipment are inventoried and properly placed within the new building;
- Planning of specific timelines and deadlines to ensure there is no loss of instructional time and that Rudolph is ready to receive students on the first day of the 2018-19 school year;
- Parent communication will be ongoing through multiple avenues to keep parents informed with the most up to date information;
- Branding of the new location will begin in the fourth quarter of the 2017-18 school year;
- Rudolph/ Hope Administrative Teams will begin planning logistics around schedules, room usage and after school activities starting in March 2018.

Support for Specific Students' Needs

To ensure students who have unique needs or circumstances are adequately supported in this transition, we have developed the following educational "draft blueprints:"

Support for Diverse Learners

Students with disabilities and their families will be supported in the transition process through clear communication, continual support for academic instruction and ensuring that the school is fully able to implement students' IEPs. Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities 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*

Students with disabilities from Rudolph will have access to a 100 percent accessible school building as required by the Americans with Disabilities Act. Additionally, these students with disabilities will now have access to the following needed facilities:

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| ● Lunchroom | ● Confidential space for IEP meetings |
| ● Gym | ● Confidential space for student nursing services |
| ● Locker room with showers | ● Parent room (As mandated by Title I funding) |
| ● Art room | ● Typically developing peer models |
| ● Auditorium | ● UIC Health Center |
| ● Therapy pool | |
| ● Separate music therapy room | |
| ● Computer Labs | |

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students to support them throughout the process of transitioning to their new school for the 2018-2019 school year. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the transitioning diverse learners.
- Make sure classrooms are appropriately set up for the newly transitioning students with diverse learning needs.

- Families can reach their District Representative, Sarah Briggs, at 773-534-7578 or srbriggs@cps.edu.

Support for Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the support provided to Students in Temporary Living Situations (STLS) as required by law. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waivers of all school related fees.
- Under the proposed re-assignment co-location, returning STLS students may choose to attend Haugan or meet with OSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period.
- STLS staff is available if the students wishes to learn about additional schools to transition to.
- For those students who had been homeless prior to the 2018-2019 school year, their school of origin will become the first school they enroll in for the 2018-2019 school year.
- For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects.

Support for English Learners

- Current and future English Language Learners (ELs) will receive state mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI)), as required. English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs. Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies). For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student's need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s)

Support for Students' Transportation Needs

- 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.
- Bus arrival and departure procedures will be examined to provide for the smoothest transition to all students entering and exiting the building.
- The current parking lot at Rudolph will remain for additional parking options.

V. Additional Logistical Information

Information Regarding School Assignment

If this proposal is approved, students attending Rudolph will continue to attend Rudolph per their School Assignment based on their IEP. CPS is committed to providing high quality educational options for students with disabilities that fit each student's unique learning needs. To support families in understanding the Student Assignment Process, information from the Office of Diverse Learners Supports & Services is available:

- Online (www.cps.edu or <http://cps.edu/Pages/DiverseLearners.aspx>)
- By email (odlss@cps.edu)
- By phone (773) 553-1800
- At an information session to be scheduled at a future date if the Board approves the proposal.

Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this proposed action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1

January 10, 2018
6 to 8 p.m.
Hope Institute Learning Academy
1628 W Washington Boulevard

Community Meeting 2

January 17, 2018
6 to 8 p.m.
Hope Institute Learning Academy
1628 W Washington Boulevard

Public Hearing

January 29, 2018
4:30 to 5:30 p.m.
CPS Central Office
42 West Madison Street

Further Questions and Concerns:

All of this information can be found at CPS.edu/Transitions. If you have any questions or concerns regarding this proposal and the draft transition plan, please call Chicago Public Schools at (773) 553-1500 or email Transitions@cps.edu.