



**DRAFT TRANSITION PLAN
For the Proposed Consolidation of
Edward Jenner Elementary Academy of the Arts into
Ogden International School of Chicago**

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.

Two years ago, the Local School Councils at Edward Jenner Elementary Academy of the Arts (Jenner) and Ogden International School of Chicago (Ogden) requested that a consolidation of Jenner and Ogden be considered. At that time, CPS declined to propose the consolidation of Jenner and Ogden and instead sought additional community engagement to address Jenner and Ogden's unique academic and utilization concerns. A Jenner/Ogden Community Steering Committee (JOCSC) was formed, comprised of parents and community members representing Jenner and Ogden and they have led a community-driven approach to merge the two schools. JOCSC hired NextLevel NPO, LLC (NextLevel) to prepare a report evaluating options to address Ogden's overcrowding and Jenner's underutilization. NextLevel's report supports the proposal to merge Jenner and Ogden, providing Jenner students with an access to an International Baccalaureate Programme, addressing both schools' enrollment concerns and creating an integrated, diverse school.

Throughout the summer and fall of 2017, CPS assembled a transition team of CPS officials, principals and assistant principals from both schools, along with teachers and staff, and began to draft a transition plan with these principles:

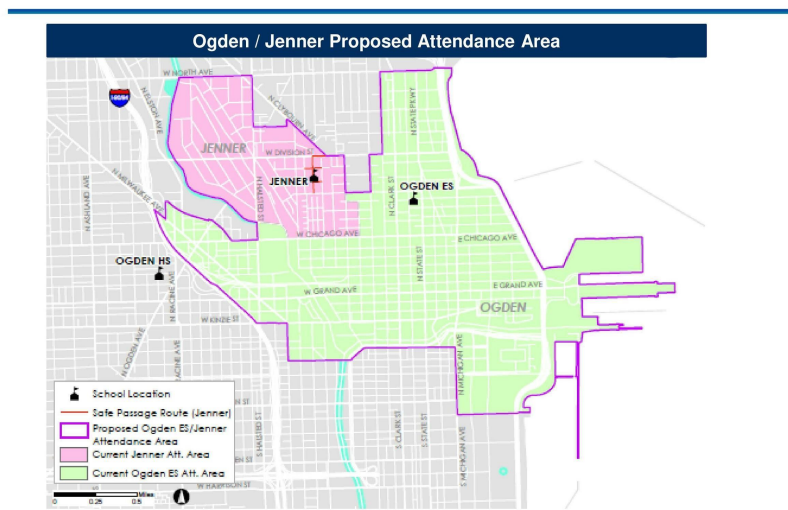
- Jenner and Ogden students alike should be exposed to high-quality academic programs and supports that provide rigor and growth;
- Each school has a strong culture and history, both of which will continue to be honored, and blended into a shared and inclusive community culture;
- The merger of these two schools is about more than facilities and is indeed about our current students and those who will follow;
- We are committed to supporting our best assets – the teachers – to be the best they can be for our students.

On November 15, 2017, pursuant to the 2017-2018 Chief Executive Officer's Guidelines for School Actions (Guidelines), the JOCSC renewed a request that the CEO propose consolidate Jenner into Ogden, the result of which would include merging Jenner and Ogden's attendance-area boundaries into one attendance area boundary to create a new inclusive boundary.

II. Summary of Proposed Action

The proposal to consolidate Jenner and Ogden includes the following proposed elements:

- Consolidate the Jenner and Ogden attendance boundaries into one attendance boundary (see image below).
- The newly combined K-12 school will operate from three different facilities/campuses and all three of the facilities are projected to be efficient according to the efficiency range as defined by CPS' Space Utilization Standards.
 - a. 24 W. Walton Street (K-4th grade)
 - b. 1119 N. Cleveland Avenue (5th-8th grade)
 - c. 1250 W. Erie Street (9-12th grade)



CPS has set aside approximately \$1.8 million over the next 3 ½ years to support the transition of students into the newly consolidated school. The communities of Jenner and Ogden have worked closely together for roughly three years to develop a unique and customized transition plan for the schools.

The transition plan outlined below summarizes what will be provided by Jenner, Ogden and CPS to ensure a smooth transformation from two schools into one. Throughout this plan, we will be offering our answers to the key questions and considerations that parents and community members raised throughout the community engagement process CPS held earlier this year. We will be addressing academic programming, operation, staffing, as well as school climate and culture of the three-building footprint. Please note: additional work will be done by CPS and both school Administrations to finalize this transition plan if the consolidation is approved by the Board of Education (BOE).

Space and Facilities Utilization

CPS is proposing to consolidate Jenner into Ogden. Jenner is an attendance-area/neighborhood arts magnet school located at 1119 N. Cleveland Avenue that serves grades Kindergarten through eighth

grade, with a pre-kindergarten program. Ogden is an attendance-area / neighborhood IB school that serves kindergarten through twelfth grade. Ogden's kindergarten through fifth grades are located at 24 W. Walton Street and its sixth through twelfth grades are located at 1250 W. Erie Street. Jenner currently serves 250 students and Ogden currently serves 1,690 students. The proposal would allow for Jenner and Ogden's elementary school attendance-area boundaries to be merged into one attendance area boundary and serve a combined enrollment of Jenner and Ogden pre-K to 8th grade of 1,441 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 JOCSC, various community meetings held earlier this year and a letter dated November 15, 2017 from the JOCSC. This proposal is also consistent with the Guidelines because the resulting space utilization after the consolidation will not exceed the facilities' enrollment efficiency range, as defined by the CPS' Space Utilization Standards. Finally, the students impacted by this proposed consolidation are being provided the option to enroll at Ogden, a higher performing school, as defined by the Guidelines.

- The 1119 N. Cleveland Avenue (Jenner) and the 24 W. Walton Street (Ogden East) facilities have sufficient space to accommodate this proposed consolidation.
 - CPS proposes locating the K-4 grades in the 24 W. Walton building.
 - Ideal capacity is 810.
 - The combined current enrollment of Jenner and Ogden's K-4th grades is 810 students and would operate efficiently.
 - The 5th- 8th grades would be located in the 1119 N. Cleveland building.
 - Ideal capacity is 690.
 - The combined current enrollment of the Jenner and Ogden's 5th- 8th grades total is 581 students and would operate efficiently.

Pre-Kindergarten

The JOCSC and CPS continue to support easy and equitable access to early childhood education for all area families. There are currently many affordable Pre-K options in the area, including the well-established CPS dual language Pre-K program at nearby Ruben Salazar school. The Salazar program provides free and sliding scale Pre-K to many current area residents. Additionally, Cornerstone Center at 1111 N. Wells has a sliding scale Pre-K program that many other Near North side residents use and there is a new daycare/Pre-K going into the 1200 N. Clybourn building that will open at a later date. This new program is designed to serve residents that live in the area with mixed income housing. Also, throughout the Near North side there are many private fee-based Pre-K options for families to choose from. Discussions are underway regarding if a Pre-K option will be available at the merged school.

Current 8th Grade Transition

The JOCSC and CPS agree that all students who graduate eighth grade from Jenner in the 2017-2018 year will have the opportunity to attend Ogden High School if they so choose.

Start and End Times of School Day

The school Administration suggests the following staggered school day hours:

- *K-4th: 8 a.m. – 3 p.m.*
- *5th-8th: 8:30 a.m. – 3:30 p.m.*
- *9th-12th: 8:30 a.m. – 3:45 p.m.*

The school is open to reasonably accommodating students that need to wait for siblings from another campus in exigent or unforeseen circumstances.

Administration

The Administration of the consolidated school will be as follows:

- Principal of overall school
- Assistant Principal, K-4th
- Assistant Principal, 5th-8th
- Assistant Principal, 9th-12th

The foundation positions to be provided to the consolidated school will be as follows:

- School Counselor, K-4th
- School Counselor, 5th-8th
- School Counselor, 9th-12th

- School Clerk, K-4th
- School Clerk, 5th-8th
- School Clerk, 9th-12th

Overall Curriculum/Educational Focus

The newly consolidated school will continue to be a K-12 International Baccalaureate (IB) Full Continuum World School. Ogden will continue to operate as a certified IB school. Per the request of the JOCSC, the Administration and teachers/staff will work together to honor the N.E.S.T. philosophy that began at Jenner by Dr. Robert Croston.

Budget

CPS acknowledges the potential challenge of the middle school grades separating from the high school causing a change in per pupil funding rate for the middle school students, because Ogden 6th-8th grade students are funded at the high school rate. Additionally, the consolidated school likely will not qualify for Title I funding, which Jenner has relied on as a source of critical funding. To ensure a smooth transition CPS will consider these factors, so that during the 2018-19 school year, the consolidated school will not have decreases in funding levels.

- CPS acknowledges the first year is critical as students and families learn to work together and build trust. CPS will consider allocating a FY19 Budget for Ogden K-12 that allows for the following positions to be funded to ensure a smooth transition:
 - Full-time social worker to support the needs of students dealing with trauma, and to train teachers how to identify and support students dealing with trauma;
 - Two Youth Advocate Specialists to support restorative practices to resolve issues and differences of perception between stakeholders;
 - Parent Support Specialist to ensure parents’ concerns are addressed effectively and efficiently;
 - Stipends to pay teachers to work on the Culture and Climate team and ensure a positive and supportive learning environment for all students;
 - Funding for A Single Story, Inc., for ongoing consultation and diversity training for teachers, staff, parents, and students, so that an inclusive learning environment is fostered to value all perspectives;

- Tuition stipends for teachers to increase the number of ESL endorsements, so English Language Learners are dispersed across multiple classrooms, instead of having a single ESL classroom in each grade.

III. Safety and Security

At the present time, there are no recognized CPS safety concerns at either school. The CPS Office of Safety & Security will work with the Administrations of Jenner and Ogden to review each school's safety and security plan. A variety of supports for students and the nearby community will be considered as a formal plan is developed. These supports will 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;
- Review the need for the Safe Passage Program for student traveling to their new school;
- Review and adjust security protocols and standardize protocols across both campuses;
- Review and adjust existing safety technology across both campuses;
- Examine the current use of crossing guards and explore the need to include Oak Street between the two campuses;
- Create and enhance safety plans for parents who drive their children to school, including drop-off/pick-up procedures such as 'Kiss and Go' programs;
- Review Security Officer Staffing levels based on approved action.

IV. Supports for Students and Schools

Support for Students' Transportation Needs

CPS acknowledges that transportation logistics are of great importance to families in both school communities. Below are transportation considerations that will support our families and students and successfully get them to and from the three school buildings. Additional discussions will occur as the transition plan is finalized.

- Continue to apply provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations (STLS), and NCLB qualifying students), as determined by the CPS transportation policy;
- Cease the current shuttle bus used between Ogden East and West campuses;
- Shuttle students between the Cleveland (current Jenner) campus and the Walton (current Ogden East) campus beginning in the 2018-19 school year;
- Stagger campus start times to provide an opportunity for older siblings to accompany younger siblings to the appropriate campus as mentioned above;
- Explore efforts to create a 'walking school bus' or Student Walking Ambassador Program utilizing community partners (Moody Bible College, etc.) to accompany students traveling between campuses.

Support for Students' Academic Needs

CPS is committed to ensuring a successful transition of a Board-approved proposal. To accomplish this, CPS (with the help of the current Ogden and Jenner administrations) 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.

- The consolidated school will continue to be the only full-continuum IB school in the State of Illinois and will therefore adopt IB aligned curriculum, teaching to the Common Core State Standards, Next Generation Science Standards, or the Illinois State Standards, depending on the discipline or subject.
- Instructional practices will be aligned to the IB philosophy of teaching and learning, which is based on constructivist theories of education ensuring a student-centered learning environment in which all students have multiple pathways for success, grounded in a global context.
- Provide trainings for any teachers not previously trained in IB. The Office of Teaching & Learning, Dept. of MTSS will also be extending support to administration and teacher teams on identifying students that will benefit from tiered academic supports and the resources, instructional strategies, and structures necessary to promote student success beyond the school transition period.
- Explore the need for additional IB supports to assist teachers in learning to teach the requisite curriculum, i.e. an additional IB coordinator.
- Expand after-school offerings through Out-of-School (OST) programming to include academic tutoring from CPS teachers using targeted interventions for identified areas of need.
- A Principal Transition Coordinator (PTC) will help support the transition. PTCs are former administrators (principals, APs, Chiefs) who in many cases have helped ensure smooth transitions to the welcoming school. The PTC will assist the Ogden and Jenner school administrations in maintaining academic quality by conducting regular check-ins with administrators and staff to understand their needs and provide guidance where necessary. The PTC will also provide administrative support, helping the Jenner administration to respectfully and responsibly close out the school records and accounts for transitioning students.
- A school-based transition coordinator will support the transition. The school-based administrator will be responsible for ensuring transitioning students are supported throughout the transition process. The school-based transition coordinator will act as a point of contact for transitioning students and families, helping to answer questions and direct them to resources. In addition, the school-based transition coordinator will work with the principals to assist in the implementation of new programs or other supports designed to support transitioning students.
- Partnerships with local organizations to offer academic tutoring and mentoring to all students who are below grade level. Potential partners include Sinai, LaSalle Street Church, Harvest Bible Church, and Park Community Church.

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 Ogden and Jenner school communities to provide resources and design a school-specific program of support. In addition, CPS will consult with the Jenner and Ogden school

communities to ensure the FY19 Ogden K-12 budget is sufficient to provide resources and for a school-specific program of support that follows the following strategies:

- Develop a Campus Ambassadors Program: The Campus Ambassador Program identifies students from Jenner and Ogden as liaisons for the two schools. The liaisons will be identified as student leaders next year (School Year 2018-19) to support the transition.
- Develop a joint Climate & Culture team: CPS will support staff representatives 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 developing clear expectations and restorative discipline strategies for the combined school and cultivating a sense of community between all staff and students. CPS will provide stipend rates for the joint Climate and Culture Team.
- Develop a joint Behavioral Health Team: Both Jenner and Ogden will put systems in place prior to the consolidation to 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 supports. Training will be supported by the Office of Social Emotional Learning (OSEL).
- Implement Responsive Classroom for grades 5-8, and continue SELF (Social Emotional Learning First) for grades K-4 to ensure a supportive learning environment that promotes students' social & emotional competencies.
- Continue MTSS processes to identify students' needs, creating interventions and supports to ensure all students have multiple pathways and opportunities of success.
- Support Jenner and Ogden staff in expanding programs and/or curriculum school-wide in order to provide students with a shared language and foundational social & emotional skills. Currently, Responsive Classroom at Jenner and Everyday SEL at Ogden will be shared so that best practices can continue.
- CPS will support professional development for all teachers and staff to help them develop skills and resources that support all students.
- Restorative practice coach from Central Office will be in school at least once a week.
- Continue the work that has been started at both Jenner and Ogden, focusing on diversity, inclusion, and cultural and racial awareness, including full staff training from Central Office.

Support for Specific Students' Needs

To ensure that 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 transition schools are fully able to implement students' Individual Education Programs (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*

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 2018-19 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 srbriggs@cps.edu.

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 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 approved consolidation, returning STLS students may choose to attend Ogden 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 student wishes to learn about additional schools to transition to;
- For those students who had been homeless before the 2018-19 school year, their school of origin will become the first school where they enroll for the 2018-19 school year;
- For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects;
- Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

V. Culture and Climate

Being sensitive to the cultural integration of the combined school is absolutely critical to the success of this consolidation. CPS will support the continuation of the efforts of the JOCSC that began in 2015, working to bring thoughtful programming and events to the students, parents/caregivers, Administration, and teachers/staff as highlighted below. This is just a sampling of the extensive work that is being done to promote strong culture and climate within the new school. The JOCSC will continue to work with CPS and the school Administration to identify additional opportunities for activities and provide support for those activities during the transition and beyond.

- JOLT: Student integration efforts have been implemented since 2015 for Jenner and Ogden students to get to know each other through cultural integration events and a program called “JOLT” - “Jenner Ogden Learning Together.”
 - Student leadership meet and greet, shared lunch outing 2014
 - 5th grade pen pal program from the fall of 2014 to the spring of 2015
 - MLK community concert at Park Community Church in January of 2016
 - Shared Cubs baseball game experience in May of 2016 and early August of 2017
 - SMART Museum field trips for 1st through 6th graders started in June 2017
 - JOLT choir planned for the winter of 2018
 - JOLT running club planned for the spring of 2018

- SEED (Seeking Educational Equity & Diversity) Project: In August 2017, the JOCSC contracted with Single Story, Inc. to build trust and collaboration with the stakeholders of each school community. Specifically, JOCSC and Single Story, Inc. have agreed to:
 - Facilitate and manage a Jenner/Ogden Parent/Caregiver SEED session each month between September 2017 and May 2018 for a minimum of 15 parents/caregivers (currently 40+ parents/caregivers are participating).
 - Facilitate and manage a Jenner/Ogden Teacher/Staff SEED session each month between September 2017 and May 2018 for a minimum of 15 teachers/staff (currently 40+ teachers/staff are participating).
 - Provide support for the Ogden Diversity Committee between September 2017 and May 2018 to include:
 - Minimum of one meeting per quarter; will share meeting results with entire faculty and staff
 - Minimum of 5 team members
 - Establish a Jenner Diversity Advocacy Team with specific committee topics and provide ongoing support between November 2017 and May 2018 to include:
 - A minimum of 4 team members
 - Outlined outcomes/activities
 - Monthly meetings
 - Conduct the Assessment of Inclusivity and Multiculturalism (AIM) survey between December 2017 and March 2018 to inform the Jenner/Ogden Diversity Integration Plan with a minimum of 200 parent and 50 staff responses.
 - Conduct the following focus groups to inform the Jenner/Ogden Diversity Integration Plan by March 2018:
 - Teachers/staff (minimum of 10)
 - Students (minimum of 10)
 - Parents/caregivers (minimum of 10)

- Develop a Jenner/Ogden Diversity Integration Plan by April 2018 that includes:
 - A two-year timeline to effectively integrate the two schools
 - Steps to integrate the two school’s diversity committees
 - Identification of key diversity initiatives, including speakers and professional development opportunities
- Facilitate 1 day-long “Implicit Bias” workshop for a minimum of 20 Jenner/Ogden teachers/staff
- Facilitate ½ day-long “Politics of Location” workshop for a minimum of 20 Jenner/Ogden teachers/staff

VI. The Teachers and Staff

A major factor in the consolidation of Jenner into Ogden school is the desire to retain all of the exceptional teachers and staff that currently teach our students. We know this is a priority for the school communities.

VII. Additional Logistical Information

Information Regarding Choice of Schools

The approved proposal would allow students attending Jenner currently to be enrolled at Ogden. CPS is committed to providing educational options that fit each student’s unique learning needs. To support families in understanding their enrollment options, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oea@cps.edu),
- By phone (773-553-2060)
- At an information session to be scheduled at a future date if the Board approves the proposal.

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 9, 2018
6 to 8 p.m.
Ogden International School of Chicago
24 West Walton Street

Community Meeting 2

January 16, 2018
6 to 8 p.m.
Edward Jenner Elementary Academy of the Arts
1119 North Cleveland Avenue

Public Hearing

January 25, 2018
4:30 to 6:30 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.