

Transition Plan as of July 12, 2013
For the Closure of Mary McLeod Bethune Elementary School**I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a significant financial challenge, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis has been significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. CPS has been financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis has been spreading our already scarce financial resources much too thin.

To address this crisis, CPS is enacting a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

CPS is closing underutilized schools. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS is closing Mary McLeod Bethune Elementary School (Bethune). This decision was based on the underutilization of Bethune, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action, will welcome returning students at John Milton Gregory Elementary School (Gregory), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the action, identifies the supports that will be provided to impacted students to create a smooth and safe transition process.

II. Summary of Action

Bethune was a neighborhood elementary school located at 3030 W. Arthington St., in the Garfield-Humboldt Elementary Network of CPS. Bethune currently served 377 students in PE, PK & K-8th grades. CPS is closing Bethune based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Bethune students will be welcomed at Gregory, located at 3715 W. Polk St. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Bethune and Gregory, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary that was associated with Bethune will be reassigned to Gregory, located at 3715 W. Polk St., and Jensen, located at 3030 W. Harrison St. This means that Gregory or Jensen, depending on the student's home address, will be the new neighborhood school for students living in the Bethune boundary who are not currently enrolled at Bethune.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Bethune into Gregory . The objectives of these plans are to provide a safe and successful transition for these students both inside and outside of the classroom. These plans have been developed in conjunction with the Chicago Police Department as well as based on community input received through community meetings held over the past few months.

There have been multiple opportunities to receive feedback regarding safety and security and there was at least one opportunity to meet in person with CPS Safety and Security personnel. Feedback will be taken into consideration as the proposed safety plan is finalized.

External Supports

- Safe Passage will be available for students traveling to and from school for this transition. The Safe Passage Program uses a Safe Passage Community Partner and “community watchers” to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school's final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization has been hired by the Board to support the transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The Safe Passage Community Partner selected will be Ebenezer and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 15.
- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.

- Safe Passage Community Watchers will be posted along key routes to safeguard students as they wait for the shuttle. In addition, Safe Passage will be offered to students who choose to walk to school and not take the shuttle bus. The Safe Passage route that is being proposed for the Bethune into Gregory transition includes the following route:
 - S. Sacramento and W. Polk west to S. Hamlin and W. Polk
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Gregory will have enhanced security staffing plan at the school. As the designated welcoming school, Gregory will receive additional security to support the increased number of students as well as to ease the transition for Bethune students joining Gregory. The security staff from Bethune will join the security staff at Gregory in order to facilitate this transition by providing a familiar face for Bethune students. Currently, Gregory has 1 full time security officers. Currently, Bethune has 2 full time security officers who will join the security team at Gregory in the fall. As a result, the new security staff at Gregory will have a total of 3 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Gregory is noted below, along with enhancements that will be made:
 - Camera System – Gregory's camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security's Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Gregory will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition to Gregory for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students.

Academic Needs of Students

To address the academic needs of students affected by this transition, please see Appendix A, which outlines a detailed academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. To address the social and emotional needs of students affected by this transition, please see Appendix B, which outlines a detailed social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, please see Appendix C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

To ensure students at Bethune who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Once students transition to Gregory, all instructional, paraprofessional, clinical and related services will be provided 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.
- CPS will work with Gregory to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Gregory, review schedules to ensure student IEPs will be implemented, and observe classrooms when school has resumed.
- CPS will provide scheduling training for all welcoming schools to ensure IEPs are fully implemented in an efficient and effective manner.
- CPS will also provide disability awareness training to staff at Gregory, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- Gregory is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Bethune will have an opportunity to meet with an STLS Transition Support Coordinator to develop an individual transition plan for STLS students and receive ongoing enrollment support from that coordinator through the beginning of next school year. The STLS Transition Support Coordinator is employed by WES Health System.
- The STLS transition plan will be developed in partnership with students and families; it will describe the goals that the family will work toward with the STLS Transition Support Coordinator over the summer, and serve as a tool to keep students connected to school and STLS during the transition period. The goals set in the transition plan are determined by the family and based on what type of assistance the family requests. For example, one family's goal may be improved attendance and action steps toward that goal might be related to ensuring the student has his or her basic needs for food, clothing, and shelter met so that the student is ready for school.
- The STLS Transition Support Coordinator has an enrollment and academic history report for each STLS student at Bethune that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together. One or two STLS Transition Support Coordinators will be available Monday through Friday from 9:00 a.m. to 3:00 p.m. at Bethune, to provide ongoing support to STLS students and families. During those hours the STLS Transition Support Coordinators may be at the school or conducting home visits. The hours will be flexible based on the need at the school.
- STLS students affected by this action may choose to attend Gregory or speak with STLS Transition Support Coordinators to identify enrollment options available. STLS students will have certain enrollment options based on their STLS history, such as the school attended when the student first became STLS eligible or the attendance area school, and additional potential enrollment options may be available based on schools' capacities.
- The school that an STLS student selects to attend next school year will become the student's school of origin as long as the student is still eligible for the STLS program. Transportation assistance to attend the school of origin will be offered for as long as the student is homeless, or if the student becomes permanently housed, until the end of the academic year. CPS will provide professional development and support to Gregory staff on services for STLS students.
- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations 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 waiver of all school related fees.

English Language Learners (ELL)

- Gregory is not currently projected to receive ELL students.
- In the event that Gregory receives ELLs, Gregory must implement the appropriate TPI or TBE program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

Early Childhood Participants

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

CPS will provide transportation in the form of shuttle buses for all students currently attending Bethune. The shuttle bus will provide transportation to and from the current Bethune facility located at 3030 W Arthington St. and Gregory located at 3715 W Polk St. until all current Bethune students graduate from Gregory.

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

Schools (both closed and welcoming) and network offices conducted enrollment drives to assist parents in selecting a school for their child. Parents were able to choose from a list of schools that have space available. Though parents may choose from any school on the list, a web-based tool showed schools that are within a mile from their child's current school. Enrollment drives at schools were held every evening until 7pm between May 22 and May 31, 2013. For the list of the Network enrollment fairs, please visit: <http://cps.edu/qualityschools/Documents/NetworkEnrollmentFairs.pdf>. Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter.

CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an application to the Office of Access and Enrollment to be considered. The application can be found at www.cpsoae.org between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

VI. Public Comment

Community Meetings and Public Hearings:

CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting or hearing.

Community Meeting 1

Monday, April 08, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Appendix A: Gregory - Academic Support Plans

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

| Area of Academic Need | Strategy | Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.) |
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| Connected Curriculum Bethune students' prior lack of exposure to Gregory's Connected Curriculum, and new to Gregory teachers' lack of exposure teaching the Connected Curriculum. | Implement the Connected Curriculum in all classrooms PreK-8th grade. Connected Curriculum is created and presented to Gregory by Dr. Radner of DePaul University. It is a weekly map of all subjects throughout all grade levels of skills and topics to be taught each day. Topics and skills are shared throughout the school and varied by grade level. | Budget for teacher attendance at Connected Curriculum workshops with Dr. Radner, Academic partner from DePaul. |
| Reading K-8 Students will need additional support in reading comprehension skills (73.7% of Gregory students met/exceeded on ISAT 2012, while only 38.7% of Bethune students met or exceeded standards on ISAT 2012). K-8 teachers new to Gregory staff will need professional development on guided reading strategies as identified as an instructional gap in the Academic Needs Assessment | <p>Extend School day Monday-Thursday from September-November 2013 by 30-45 minutes per day for all students. Emphasis will be placed on reading and math skills.</p> <p>A 12-weeks Saturday school program will be available for students in need of reading and math intervention and support. This will be for grades 3rd-8th in fall and winter sessions.</p> <p>Small group sessions for K-8 students in need of reading comprehension and vocabulary intervention according to pre-assessment and in class test data.</p> <p>General education teachers will use Wilson learning program strategies, a program designed for learners with special needs with struggling students in grades 1st-3rd.</p> <p>Classroom centers will be used to individualize instructions for students who have academic challenges. The data from ISAT, NWEA, and classroom assessments will drive instructions at each center. During the last 45 minutes of the reading block, students will move to the centers.</p> <p>Before and after school tutoring support for students with specifically target</p> | <p>Additional teachers to accommodate growing class sizes throughout Kindergarten-eighth grade.</p> <p>Budget to support extended day and Saturday school</p> <p>Pre-assessment and in class reading and math skill proficiency assessment data Membership data to give basic grade level pretest reading & math</p> <p>Planning time for teams to develop assessments together during pre-service; Each grade level team will be responsible for developing a skills assessment in reading and math to administer in the first week of school to identify regression and additional support needed.</p> <p>Professional Development: Expert Guided-Reading and Wilson training from outside and internal sources during professional development prior to school starting and continuing throughout the school year; Two Instructional Leadership Team meetings will be scheduled over the summer to plan schedules and curriculum</p> <p>Scheduling between K-8 students and Curriculum Coordinator</p> |

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| | <p>deficiencies will be available. Each tutoring day will target a different skills specific to a different small group of students using baseline data from skills assessments, NWEA, and ISAT.</p> | <p>Academic partner with Great Lakes Naval Base for 12 week Saturday school.</p> |
| <p>Math</p> <p>K-8 Students will need additional support in math (87.2% of Gregory students met/exceeded state math standards on ISAT 2012, while only 60.7% of Bethune met/exceeded math standards on ISAT 2012.</p> | <p>Extend School day Monday-Thursday from September-November 2013 by 30-45 minutes per day for all students; Emphasis on reading and math skills.</p> <p>12 Weeks Saturday school for students in need of reading and math intervention and support, grades 3-8; Fall & Winter sessions.</p> <p>Before and after school tutoring support for students with specifically target deficiencies. Each tutoring day will target a different skills specific to a different small group of students using baseline data from skills assessments, NWEA, and ISAT.</p> | <p>Additional teachers to accommodate growing class sizes throughout Kindergarten-eighth grade.</p> <p>Budget to support extended day and Saturday school</p> <p>Pre-assessment and in class reading and math skill proficiency assessment data Membership data to give basic grade level pretest reading & math</p> <p>Planning time for teams to develop assessments together during pre-service; Each grade level team will be responsible for developing a skills assessment in reading and math to administer in the first week of school to identify regression and additional support needed.</p> <p>Scheduling between K-8 students and Curriculum Coordinator</p> <p>Academic partner with Great Lakes Naval Base for 12 week Saturday school.</p> |
| <p>Science</p> <p>Bethune's K-6th grade students do not have Science Fair participation experience.</p> | <p>Students without science fair project experience will work with a mentor, another student who has created an exemplary science fair project in prior school years, to carry-out project.</p> <p>Science Club will be open to all 6th-8th students during which additional help from science teacher and access to computer and science labs will be open on Saturday mornings October-December 2013.</p> <p>Continue to hold Science Fair Night for</p> | <p>Science teacher position needs to be filled.</p> <p>Budget to support Saturday Science school hours</p> <p>Data from previous Science Fair participation, Science Fair project scores</p> |

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| | students and parents to learn about Science Fair project creation. | |
| Writing Gregory publishes annual Literacy Magazine, containing individual PreK-8th grade student writing pieces, Bethune did not have a published annual literacy project | 3rd-8th grade students will work with mentor students, students who published an exemplary writing piece for the annual literacy magazine. The classroom teacher and curriculum coordinator will also aid the writing process using all the writing steps during school and once a week after school in April & May 2014. They will publish it in Gregory's Annual Literacy Magazine. | Budget to support After-school writing workshop Data from previous Gregory Literacy Fair magazine |
| Music Program Integration Gregory students have not had a music program. | K-8 Students will be pre-assessed on music and instrument prior knowledge, instruction will be varied based on student data to accommodate all levels. Gregory has not had a music program. | Music teacher is needed, or transfer from Bethune. Budget to support program materials: <ul style="list-style-type: none"> instruments and music education resources Data from music education pre-assessment Enrichment schedule including the additional period (previously only 4 enrichments available at Gregory) |
| Art Program Integration Bethune's Academic Needs assessment reveals lack of Fine Arts emphasis. | Students will be pre-assessed on their fine art knowledge and practice. Instruction will be varied based on student data to accommodate all levels. | Budget to support fine art materials Data from fine-arts education pre-assessment |
| Diverse Learners | Teachers will provide multi-sensory instruction to students and provide in-classroom teacher support. Instructional materials include- Foundations, FASTT-Math, Wilson, Touch Math, Fountas and Pinnell leveled readers | |

Appendix B: Social Emotional Learning (SEL) Support Plan- Gregory

| Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming |
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| 1. Summer Activity: The Gregory administration will contact parents of enrolled students for meet & greets in June and July to share information about school sponsored events during the summer. |
| 2. Partner with area approved Safe Havens: Administrators and teachers will participate with the safe havens' programming. They will connect with newly enrolled and/or potential students. Student ambassadors will be employed (4-8) to assist in tours etc. |
| 3. Welcome Back School Community Picnic: Booths with pertinent school information, uniforms available, free hair cuts, health care information, etc. will be set up and staffed at the picnic to inform parents and students. |
| 4. Welcome Week Activity: Annual Jr. High (Gr 6-8) parent student orientation; Diverse Learners Student/Family Orientation & Tour |
| 5. Gregory Family Curriculum Night |

SY 2013-2014: Long-term planning for Social Emotional Support

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| <p>Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):</p> <p>Our school-wide structured positive behavior support system is a combination of CMCD and CHAMPS that has been tailored to fit our specific student and school needs. This strategy incorporates: Conflict resolution, Student and Teacher Accountability, and Incentives. Students are rewarded for daily attendance, uniform compliance, and positive behavior throughout the school year with use of Tiger Bucks, special classroom and school-wide activities, and Spirit Week.</p> <p>Behavior Incentives Charts School wide (Behavior, attendance, uniform, etc)</p> |
| <p>Plan for providing targeted interventions to struggling students:</p> <p>Teachers identify students that have behavior and/or academic challenges ; develop a plan of action it change negative behaviors or implement strategies to support struggling students. Teachers monitor behaviors daily and report out to team members weekly at the grade level meeting. If the behavior doesn't improve, students are referred to the ancillary (counselors, clinicians, etc.) team.</p> <p>Teachers will allow his/her students to have input when developing classroom rules.</p> |

Vendor/community partner you intend to work with to help support students:

- Ronald Gordon - Social Worker
- DePaul University -Curriculum Advisor
- Family Focus -Social Support
- Greater Rock MB church -Social Support
- School Counts -Academic Support
- North Lawndale Community Center-Social Support

Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):

- Jr. High Service Learning Hrs
- Classroom teacher assigns student manager/leaders
- Peer mentors/Ambassadors
- Student Council
- Integrate Restorative Justice

Safety Plan: How will we respond to students in conflict:

Students in conflict will be separated, allowed a cool down period, speak individually with teacher and/or administrator, if applicable, meet to resolve conflict with relevant student(s) and administrator, and parent. During discussions positive conflict resolutions and appropriate reactions are emphasized.

Appendix C: Cultural Integration Plan- Gregory

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

| Date/date range | Activity | External Support Needed? Indicate what support or leave blank. |
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| Last Week of May 2013 | After-school Parent Registration at Gregory | Security |
| May-June | Tour of Gregory by Bethune parents | Security Staff Volunteers |

June-August

| Date/date range | Activity | External Support Needed? Indicate what support or leave blank. |
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| 3rd week of June | Summer Activity: Partner with community safe Haven Locations. Adm., assigned staff, and student ambassadors visit regularly. Offering support, while interacting with enrolled as well as potential 2013/14 students | Security Student Volunteers Information regarding Approved Community Safe Haven locations |
| Mid June | Team-building workshop with Gregory and Bethune Faculty; Formation of Welcome Week Committee | Security Staff Volunteers |
| 4th week of June | Summer Activity: Meet & Greet (Parents & students from the closing school will meet staff members from welcoming school) | Security Staff & Parent Volunteers |
| August | Summer Activity: Taste of Gregory (Luncheon for selected parents & staff members of the closing school & parents & staff members of the welcoming school) | Security Financial Support Staff & Parent Volunteers |
| August-Thursday before the students start | Welcome Week Activity:Annual Jr. High (Gr 6-8) parent student orientation | Security Financial Support Staff and Parent Volunteers Family Focus (External Partner) |
| August –Friday before the students start. | Welcome Week Activity: Gregory, Bethune & All Enrolled Families 1st Annual Welcome Back to School - Family Picnic Diverse Learners family orientation & tours. | Security Financial Support Staff and Parent Volunteers Partner with the local civic and Christian organizations: |

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| | Book bag and school supply giveaway. Free Books from the library renovation and Bookworm Angels Games & Team building activities. School tours Raffles: Uniforms, gift certificates, etc. | -Greater Rock MB church (External Partner) -Family Focus (External Partner) |
| September – 1 st week | Gregory Family Curriculum Night Review CPS Student Code of Conduct & JMG Expectations Review of the K-8 th grade curriculum, after school programs, overview of the Achieve 3000, Compass and M-Class Math technology programs. Attendance contract reviewed. Make and take in the classrooms. SchoolWide Open House 3rd Week of School Make sure all attendance contracts are returned & signed | Security Financial Support Staff and Parent Volunteers |

September

| Date/date range | Activity | External Support Needed? Indicate what support or leave blank. |
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| September – 1 st week | Gregory Family Curriculum Night Review CPS Student Code of Conduct & JMG Expectations. Review of the K-8 th grade curriculum, after school programs, overview of the Achieve 3000, Compass and M-Class Math technology programs. Attendance contract reviewed. Make and take in the classrooms. School Wide Open House Make sure all attendance contracts are returned & signed | Security Financial Support Staff and Parent Volunteers |
| September | Gregory Annual Take your parent to school day. Parents are invited to come to school with their child for one day (morning or afternoon depending on classroom size) and experience a day in the child's classroom. (Note: parents will have to sign up in advance. Space may be limited depending on the class size – a morning and afternoon session might have to be considered.) | Security Financial Support Staff and Parent Volunteers Create "How to Help Your Child at Home" Packages as giveaways |