

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 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 Kate S. Buckingham Special Education Center (Buckingham). This decision is based on the underutilization of Buckingham, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Moses Montefiore Special Elementary School (Montefiore), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Buckingham was a city-wide special elementary school located at 9207 S. Phillips Ave., in the Skyway Elementary Network of CPS. Buckingham served 35 students in K-8th grades. CPS is closing Buckingham based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Buckingham students will be welcomed at Montefiore, located at 1310 S. Ashland Ave. 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 investments CPS will make for transitioning students at both Buckingham and Montefiore, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Buckingham into Montefiore. 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 American Enterprise and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 4.
- 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.
- 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

- Montefiore will have enhanced security staffing plan at the school. As the designated welcoming school, Montefiore will receive additional security to support the increased number of students as well as to ease the transition for Near North and Buckingham students joining Montefiore. As a result, the new security staff at Montefiore will have a total of 2 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 Montefiore is noted below, along with enhancements that will be made:
 - Camera System – Montefiore’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 – Montefiore 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 Montefiore 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 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 Buckingham 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

- Students with disabilities at Buckingham will continue to be provided instructional support in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.

- Once students transition to Montefiore, all instructional, 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 Montefiore 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 Montefiore, provide observations of classrooms when school has resumed, and train Montefiore staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Montefiore, targeting training based on the unique population of the students in the school.
- Montefiore is minimally 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 Buckingham 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 Buckingham that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Monday through Friday from 9:00 a.m. to 12:00 p.m. at Buckingham 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 Montefiore 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 Montefiore 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)

Transitional Program of Instruction (TPI)

- Montefiore is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Montefiore will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.
- Montefiore will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, Montefiore will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with Montefiore to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests.
- Montefiore will also designate an ELL Liaison (formerly known as the Bilingual Lead Teacher) to maintain contact with DoLCE. In addition to attending quarterly meetings with DoLCE to receive professional development on instruction and compliance issues, the ELL Liaison will also communicate with DoLCE throughout the year as different needs or concerns arise.
- Montefiore's ELL Liaison, clerks, counselors, and administrators will attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

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

All current students receive transportation and will continue to receive transportation services to their new school. Further, all current Buckingham students have a bus aide based on their current IEPs and that support will continue to their new school.

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

Saturday, April 06, 2013
12:30pm-2:30pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns, please visit www.cps.edu/qualityschools.

Appendix A: Montefiore Academic Support Plan- Buckingham – as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Montefiore is a therapeutic day school for adolescents with emotional/behavior disorders between the ages of 6-15. Many of the students referred to Montefiore arrive several years below grade level in LITERACY, MATH, WRITING and SCIENCE. The primary goal of Montefiore Academy is to provide the necessary social emotional and academic skills for the child to transition back into a traditional setting. Throughout the course of the year students are either hospitalized or incarcerated thus creating a very fluid and migrant population.

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Literacy</p> <p>59 of 66 of students are reading significantly below grade level.</p>	<p>Our instructional leadership team (ILT) will spend three days in the month of July to review every child's IEP in an effort align the instructional program to each child's academic goals.</p> <p>The ILT will then meet weekly to discuss and review progress monitoring to ensure that students are working toward their goals.</p> <p>Based on the initial data review our strategy to address deficiencies in reading will include:</p> <ol style="list-style-type: none"> 1. Inventory-BRI 2. Skill based curriculum mapping 3. Training all teachers/staff to employ skill based reading techniques and strategies. 4. Implementing a technology based program that incorporates the use of nonfiction text/high interest text (Lexia Reading and Study Island) 5. Organizing the school-wide instructional schedule to allow all staff/teachers additional time to work with individual students in literacy. 6. Common planning time to support grouping by academic need (2/3, 4/5 and 6-8) 7. 5 week skills mastery chart will be developed and displayed in all classrooms <p>Reading will occur daily for a minimum of 120 minutes.</p> <ul style="list-style-type: none"> • Direct instruction – 20 minutes • Skills practice (independent) – 30 minutes • Guided reading groups – 45 minutes • Skills review (whole group) – 20 minutes • Exit slip – 5 minutes 	<p>Professional Development</p> <p>We will focus on building the capacity of teachers to support students with mastering foundational skills. The professional development will include:</p> <ul style="list-style-type: none"> • Differentiated Instruction – provided by Office of Diverse Learners and Supports and Services, Illinois Reading Council • Guided Reading - provided by Office of Diverse Learners and Supports and Services, Illinois Reading Council, Debra Evans Consulting • Close Reading –provided by Network/District Staff (Doug Fisher) <p>We will develop a tight monitoring system that will help determine the most effective-continual professional development for teachers.</p> <p>Teachers will meet on a weekly with the principal to determine if students are on track with mastery of outlined academic skills.</p> <p>Teachers will assess students biweekly to ensure students are progressing adequately.</p> <p>School will administer assessments (Monthly/5 Weeks) to assure mastery of identified skills.</p>

	<p>Students will be placed in guided reading groups based on the Lexile score and well as their skills based on the BRI.</p>	<p>Frequency</p> <ul style="list-style-type: none"> • August professional development days • Biweekly progress monitoring meetings <p>Target Audience</p> <ul style="list-style-type: none"> • All classroom Teachers and assistants <p>Material Received to Support Reading Acceleration</p> <ul style="list-style-type: none"> • Guided Literacy Resource Library - (receiving from Near North) • Additional library books
<p>Writing</p> <p>All students are writing below district standards.</p>	<p>The ILT will then meet weekly to discuss and review progress monitoring to ensure that students are working toward their goals.</p> <p>Writing will occur for a minimum of 30 minutes daily.</p> <p>Based on the initial data review our strategy to address deficiencies in writing will include the following:</p> <ol style="list-style-type: none"> 1. Training teachers in all content areas to use best practice when teaching writing 2. Students will be taught scaffolded basic writing skills 3. Implementing monthly writing prompts (opinion, narrative, and informational) 4. Implement daily journal writing connected to social emotional and academic goals <p>Organizing the school-wide instructional schedule to allow all staff/teachers additional time to work with individual students in writing centers.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Writing Workshop Institute – Chicago Literacy Group • Writing Units of Study - Chicago Literacy Group and Lucy Calkins <p>Frequency</p> <ul style="list-style-type: none"> • July 23-25, 2013 - *\$250 per teacher • Monthly writing prompts will be used to guide professional development topics • Monthly progress monitoring meetings <p>Target Audience</p> <ul style="list-style-type: none"> • All classroom teachers and assistants <p>Material Received to Support Writing Acceleration</p> <ul style="list-style-type: none"> • Lucy Calkins : A Writing Workshop Curriculum

<p>Mathematics</p> <p>51 of 66 students are performing below grade level in math.</p>	<p>We adopted from Near North a software program called ST Math. ST Math is designed to work in conjunction with a child's Northwest Evaluation Association (NWEA) score and calibrate assignments based on their ability level.</p> <p>Our ILT (Instructional Leadership Team) will spend three days in the month of August to review every child's IEP and develop a snapshot of each child's academic needs in an effort to align the instructional program to each child's academic goals.</p> <p>The ILT will then meet weekly to discuss and review progress monitoring to ensure that students are working toward their goals.</p> <p>Based on the initial data review our strategy to address deficiencies in math will include the following:</p> <ol style="list-style-type: none"> 1. Diagnostic Assessment (Included with Envision Math) 2. Training teachers in effective differentiation of students with varying math levels. 3. Implementing a technology based program that incorporates the use NWEA assessments to personally design remediation lessons for students <p>Organizing our staffing plan and instructional schedule to allow all staff/teachers additional time to work with individual students.</p> <p>Math will occur for a minimum of 90 minutes daily.</p> <ul style="list-style-type: none"> • 20 minutes direct instruction • 20 minutes guided practice • 30 minutes independent practice • 15 minutes review of content skill • 5 minutes exit slip 	<p>Professional Development</p> <ul style="list-style-type: none"> • Use and implementation of ST Math software • Common Core alignment and differentiation • Envision Math refresher course <p>Frequency</p> <ul style="list-style-type: none"> • August Professional Development Week • Biweekly progress monitoring meetings <p>Target Audience</p> <ul style="list-style-type: none"> • All classroom Teachers and assistants <p>Purchase of ST Math software - \$10,000</p>
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<p>Science</p> <p>All 4th and 7th grade students were below the National norm on NWEA</p>	<p>Montefiore has a newly renovated science lab for school wide hands on science use students will have the opportunity to do a minimum of 2 science labs a week.</p> <p>Explore science partnerships with Museums and external programs</p> <ol style="list-style-type: none"> 1. Museum of Science and Industry 2. Cook County Forest Preserve 3. Chicago Green Tech <p>Currently Montefiore uses GEO Science Kits, developed by National Geographic. GEO Kits for grades 6-8 and will be purchasing Interactive Science, a hands on interactive curriculum, for grades K-5.</p> <p>We will organize our schedule to allow time for students to visit the lab at least two days per week. All teachers and assistants will be trained in using the hands on science program called Interactive Science. They will work collectively to develop exemplary science experiences for using high interest materials that students enjoy.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Teaching Inquiry – Peggy Notebaert Nature Museum • Schoolyard Science - Peggy Notebaert Nature Museum • Implementation of Interactive Science <p>Frequency</p> <ul style="list-style-type: none"> • August professional development week • Quarterly <p>Target Audience</p> <ul style="list-style-type: none"> • All classroom teachers and assistants with grades 6-8 students. <p>Purchase of GEO Science Kits grades 6-8</p> <p>Purchase of Interactive Science grades 1-5</p>
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These plans are subject to revision based on principal discretion. Please contact your school for any updates.

Appendix B: Montefiore Social Emotional Learning (SEL) Support Plan- Buckingham- as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming

The goal of the administration and staff is to provide all students with the necessary skills, both behaviorally and academically, so that they may successfully transition back into a traditional school setting.

Students that attend Buckingham, Montefiore and Near North have been removed from a traditional school setting and are enrolled in a therapeutic setting. Student's inappropriate social emotional behavior impacts their ability to function in a setting with their non-disabled peers. These students have been removed from a traditional school setting primarily because of the following reasons:

- Inability to interact appropriately with peers and authority figures
- Disruptive and off task behaviors
- Low Frustration Tolerance
- Oppositional Defiance
- Verbal and Physical Aggression
- Lack of academic success
- Withdrawn Behavior

Integrating the students from all three schools require integration activities that are well supervised due to the unique social emotional needs of the students as indicated in their Individual Education Plans (IEP). Additionally support is needed for the boys who have not been exposed to female peers in a therapeutic school setting. The female students will be assigned to the female social worker who will connect with them on a daily basis for support. To the extent possible all females will be assigned to the same group.

Students in a therapeutic environment benefit from the support and treatment from the staff to assist them in functioning in both school and home environments. When students have social emotional needs, it affects their academic progress. The impact of their social-emotional needs as it relates to their academics learning needs exceed their local school's capacity. Students at Montefiore will require social emotional support on a daily basis. Students at Montefiore will benefit from the assistance of three full-time social workers and one half-time social worker (3 males and 1 female).

Some of the supports needed are social work intervention by means of group and/or individual sessions. Teachers, students and social workers will collaborate daily to develop academic and behavior goals for each student (Students will write daily goals in their journals). Students will only be removed from the classroom when in crisis or for individual sessions. By participating in the group sessions students will learn and practice transferable behavior management skills to be utilized across all settings. These skills include pro-social skill development, anger management skills and conflict resolution skills. The unique social emotional traits of these students impacts their academic performance; therefore, support for their social emotional needs are very important to help the students acquire the intellectual and social skills they will need in life.

1. The Menta Program's purpose is to assist Montefiore' staff, students and parents in developing a comprehensive, high quality educational program for high risk special education students. There is a strong emphasis on meeting the educational, social and emotional needs of young people who have severe behavioral and emotional problems. The Menta model is a lens for exploring how adult behavior and the environment affect student learning. It is an interwoven system of tools and strategies that teaches educators how to manage and organize themselves and the learning environment in order to achieve desired student outcomes. An example of a strategy than can be used, but requires training by students and staff is, whenever students appear excitable, overactive, or unfocused, the teacher simply asks for a minute of silence, whereby everything stops for a minute. All staff and students will be retrained on

Menta in August 2013. Parents will be invited to a meeting in September 2013 to familiarize them on the Menta Program.

2. New Foundations Schools – A three session technical assistance initiative sponsored by Youth Development and Positive Supports and provided in collaboration with Lurie Children’s Hospital’s Community Linked Mental Health Services Program. The purpose is to assist welcoming schools in implementing SEL transition plans by building a behavioral health infrastructure that increases the efficiency and effectiveness of behavior services; providing training, information, tools and resources on best practices for delivering behavioral health services in schools. Montefiore has established a Behavioral Health Service Team. The team will consist of the assistant principal; counselor and social workers will attend professional development whereby teams will gain information to assist in establishing a carefully orchestrated process for supporting students exhibiting social, emotional, and behavioral challenges. The team will attend three days of professional development on June 17th, September 4th and October 2nd.

3. We will establish a Calming Classroom, which is a dedicated classroom staffed by an individual trained in Menta with the purpose of providing a non-threatening environment that allows students to diminish stress, anxiety, and emotional and physical violence. This is accomplished by allowing students to spend a brief period of time either through self-referral or staff referral to develop self-awareness, mental focus, alertness, and emotional calm by processing and reflecting with staff their feelings and emotions. Mental Health Professionals will be consulted to assist in the development of this room. (Ideas: aroma therapy, color of room, bean bags, etc.) Despite the proactive interventions afforded in a program such as this, students still may demonstrate outbursts which require immediate trained support.

4. We will provide integration activities where students can learn appropriate socialization skills. For example, students will be given opportunities to participate in activities that incorporate fun and experiential learning. Examples include: school wide-sports; family and community nights; fun Fridays; team building/community building activities; and health and wellness fairs.

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum

All three schools currently implement the Behavior Modification Menta Program. This program will continue through the 2013-2014 school year. All students and staff will be retrained on all components of the Menta program. Parent will be invited to a parent meeting in September 2013 that will provide information about the structure of the program. The behavior team that will meet weekly to review student’s behavior plans and IEPs to determine if modifications should be made to the plans. By using the Menta Program it will help prevent conflict and enable teachers to develop a calm classroom where teaching and learning takes place.

Plan for providing targeted interventions to struggling students:

Students will be provided the supports delineated in their IEPs, and Behavior Plans. In addition, services of school counselor, social workers, nurse, psychologist and assistant principal will be made available. Montefiore will develop a reintegration process for students after incarceration and/or hospitalization, which will include specified school staff to communicate with personnel from the returning agency. Each student that returns to Montefiore will have an individualized learning plan developed to ensure he/she does not miss any academics while hospitalized and/or incarcerated. Montefiore will put in place a monthly system to review and measure success on academic and behavior goals. The fidelity of this system will be based upon the continual progress monitoring of all students by teachers. Montefiore is assigned 3 full-time and 1 half-time social workers, 1 counselor and 1 part-time psychologist and with this team the expectations will be that social workers, counselor, psychologist, parents and teachers are working close together to ensure all students’ needs are met. In addition, the clinicians will be expected to do 1:1 as well as group sessions with students.

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

Chicago Jazz Philharmonic (existing partnership), for music therapy.

Menta Group - "The Menta model is a lens for exploring how adult behavior and the environment affect student learning. It is an interwoven system of tools and strategies that teaches educators how to manage and organize themselves and the learning environment in order to achieve desired student outcomes."

Montefiore will seek out other partnership to assist and support students in both their academic and behavioral needs.

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

We plan to establish a peer jury, student council, and provide opportunities for service learning. Students will be selected based on points earned for exhibiting positive behaviors.

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

Students have historically had conflicts when being transported on school busses. A potential solution to this problem includes providing training and development for the bus aides to better implement transportation policies.

We will request clinicians from closing schools to serve students in welcoming schools to help minimize the transition challenges and address trauma students may experience.

We will maintain CPS Security Officers from both sending and welcoming schools. Also we will utilize the services of the assigned Chicago Police Officers.

Our Behavior Health Team will respond to crisis, and assist in monitoring the behavior management program. The calming classroom will be used to support students in crisis and provide immediate behavior interventions.

These plans are subject to revision based on principal discretion. Please contact your school for any updates.

***Appendix C: Montefiore Cultural Integration Plan – Buckingham –
as of July 12, 2013
Cultural Integration Activities***

Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
05/29/13 (Buckingham Only)	Open House for Parents & Students and Staff – The purpose of this activity was to introduce all stakeholders from each school to the program at Montefiore, with the anticipation that parents would select Montefiore as an option. Parents were allowed to ask questions and express their concerns. There was a tour of the building highlighting the overall facility with student rotating to three classes, which included science, cooking and art. We concluded with lunch.	Flyers were sent home to invite all stakeholders to this welcoming activity. Permission slips were requested and follow up telephone calls were made by school representatives.
6/4/2013(Near North Only)	Open House for Parents & Students and Staff – The purpose of this activity was to introduce all stakeholders from each school to the program at Montefiore, with the anticipation that parents would select Montefiore as an option. Parents were allowed to ask questions and express their concerns. There was a tour of the building highlighting the overall facility with student rotating to three classes, which included science, cooking and art. We concluded with	Flyers were sent home to invite all stakeholders to this welcoming activity. Permission slips were requested and follow up telephone calls were made by school representatives.

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
7/10/2013, 4:00 P.M. – 6:00 P.M.	Evening at the Movies, Season Three, and Episode Nine “Everybody Hates The New Kid,” From Everybody Hates Chris and “New Boy.” The purpose is to show how a transferring student feels when arriving at a new school.	Parents will be responsible for transporting their child to this activity. Flyers will be mailed home. Follow up telephone will be made by school personnel. Administrative staff and three PTCs will supervise this activity.
7/23/13, 2:00 P.M. – 4:00 P.M.	Game Day- Students will learn how to deal with winning and losing and how to express the appropriate behavior. Students how to win and lose graciously in an environment with each other to eliminate any confrontation when school starts.	Parents will be responsible for transporting their child to this activity. Flyers will be mailed home. Follow up telephone will be made by school personnel. Administrative staff and three PTCs will supervise this activity.
August 6, 2013, 4:00 P.M. – 6:00 P.M.	Family Ice Cream Social - This provides parents and students the opportunity to meet and interact with each other. The purpose is to encourage families to participate in the educational process of their children and to apprise them of the various organizations in the school.	Funding for ice cream -\$445.00. Parents will be responsible for transporting their child to this activity. Flyers will be mailed home. Follow up telephone will be made by school personnel. Administrative staff and three PTCs will supervise this activity..
August 7, 2013, 10:00 A.M. – 1:00 P.M.	Field Day and Health Fair with All Students. Montefiore’s School nurse will contact Rush Hospital and the Chicago Department of Health to plan the health Fair. Rush Hospital and the Department of Health will assist families in completing medical compliance forms and providing students with needed physical examinations and/or immunizations.	Prizes, food, school based staff for supervision and facilitation. Partnership with the Chicago Department of Health and possibly Rush Hospital.

These plans are subject to revision based on principal discretion. Please contact your school for any updates.