

Chicago Public Schools

Whole School Safety Policy Presentation to the Board of Education

July 25, 2024

Whole School Safety Framework Evolution

Per the August, 2020 Board Resolution, the Board directed CPS to develop an "inclusive, thoughtful and expeditious process to develop and implement **alternative systems of safety for CPS students** in every school that prioritizes their physical and social-emotional well being, learning and transformation"

Per the February, 2024 Board Resolution, the Board directed CPS to expand the Whole School Safety framework to the entire district

- Going forward, all schools across the district will adopt a holistic safety approach that incorporates physical safety, emotional safety, and relational trust
- The District will sunset the SRO program at the end of SY24, June 2024

| 24-0222-R\$1 |
|--|
| February 22, 2024 |
| RESOLUTION TO CREATE A COMPREHENSIVE WHOLE SCHOOL SAFETY POLICY IN CHICAGO PUBLIC SCHOOLS |
| WHEREAS, the Board strives to create a positive culture and climate at all of our schools, grounded in our vision that all students deserve to learn in environments that provide physical, emotional, and relational safety, and |
| WHEREAS, research consistently demonstrates that safe and supportive school environments are important aspects of improving student learning and well-being. This includes high levels of trust between adults and students, and that students feel safe both in and around school buildings, and while they travel to and from home, and |
| WHEREAS, since 2012, CPS has significantly reformed the District's approach to school safety, transforring from a zero-kolenane, inforcement-only approach focused on physical safety, for an approach that also priorizes emotionic safety and relational trut, with a more restorative approach to discipline. This shift has resulted in significant progress over the last decade in reducing averait out of-action supersonis, in-actional supersonis, point on difficant, and explosition. |

WHEREAS, while progress has been made, recert data show disputities in certain student groups. For example, the relates for cut-forcido and in school suppression contrauna to be disproprioritoriately higher for students with disabilities, as well as Afloran American male and female during school and the students with disabilities, as well as Afloran American and the probation of the students when compared to that Liatin and White contributions is and exprodues to define that schools are disproprioritately Microard White and the students, and explands in distict managed schools are disproprioritately Microard White and the students, and explands in distict managed schools are disproprioritately Microard Microard Student meters, and

WHEREAS, at the August 26, 2020 Beard Meeting, the Baard adopted a mesolution (20.0202-RS10) derecting the Ularks to Frovide the Baard a comprehensive pion for schools currently using SSOs (School Resource Officers) to phase out their use' and that such pion include, but not be initiated to, in inclusive, thought, and expeditious process to develop and implement adtertaintee systems of safety for CPS subarts in every school that prioritizes their physical and social-emotional well-being, learning, and transformation", and

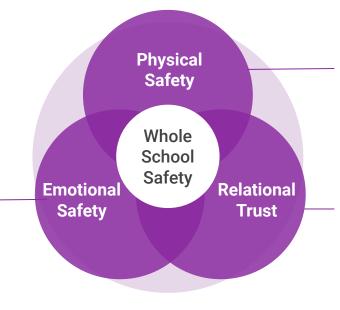
WHEREAR, In the three (3) shouly area since the adoption of the above-referenced resolution and as a next of an environment of the should be about the should be about the (14) action have validate in comparison as total of hereary-eight (28). Since and indicate means of the should be about the comparison as total of hereary-eight (28). Since and indicate means and the should be about the comparison and the should be about has think-next (28) actionals with one (1) or the (2) SINCs for a total of thy-severe (10) full-line SIRCs, with only one (2) should be about the should be abou

Whole School Safety Policy Draft Highlights

Framework Review

This policy will guide all schools to adopt the comprehensive Whole School Safety Framework that addresses the following pivotal components:

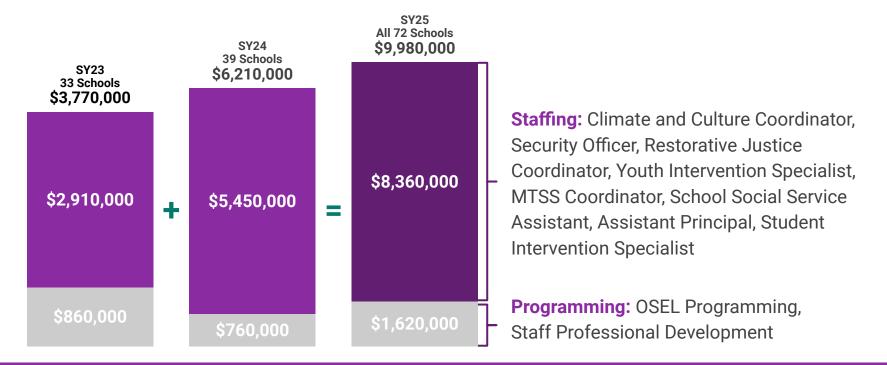
Administrators, staff, and students feel safe to express emotions, are comfortable in their environment, feel secure about taking risks, and are challenged to try new things



Administrators understand how best to prevent and respond to threats of violence, neighborhood incidents, and emergencies to keep students and staff safe

Interpersonal relationships among administrators, students, teachers, and staff are built on mutual trust

Alternative Resources that Schools Selected in their Plans: **Total Alternative Funding Allocation**



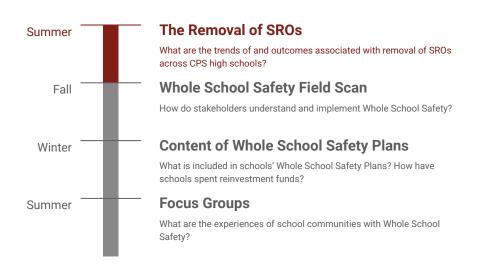


o Public Schools

Research Partnership



4 Research Briefs consortium.uchicago.edu/SROs2024



Schools removed SROs without detrimental changes in student disciplinary outcomes or perceptions of school climate.

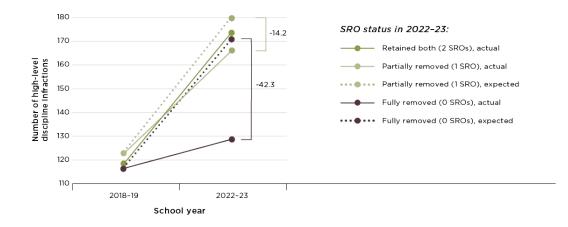
SRO removal was significantly related to having fewer **high-level discipline infractions**.

Police notifications declined in schools that removed both SROs (though this was not statistically significant).

SRO removal was not related to changes over time in student and teacher **perceptions of physical safety**.

FIGURE 9

The number of high-level behavioral infractions was lower than expected in high schools that removed both SROs



SRO removal differed by schools' student body composition.

Schools that retained SROs in 2022-23 (vs. schools that removed both SROs) were more likely to

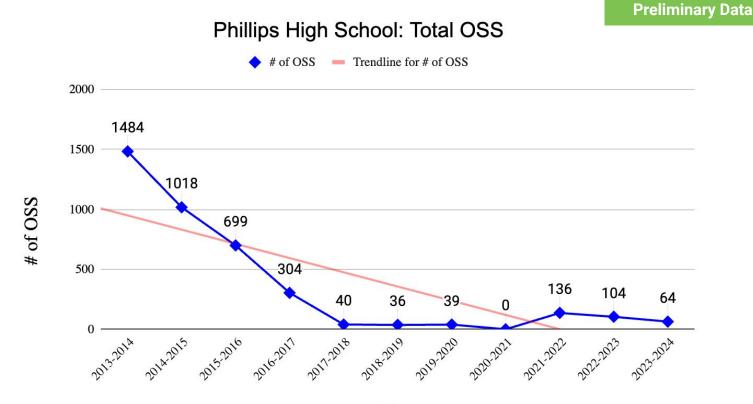
- serve predominantly black students,
- be smaller, and
- have higher suspension rates.

Students who were

- Black,
- eligible for FRPL,
- not English Learners, or
- in special education

were more likely than their peers to be in schools that retained one or both SROs.

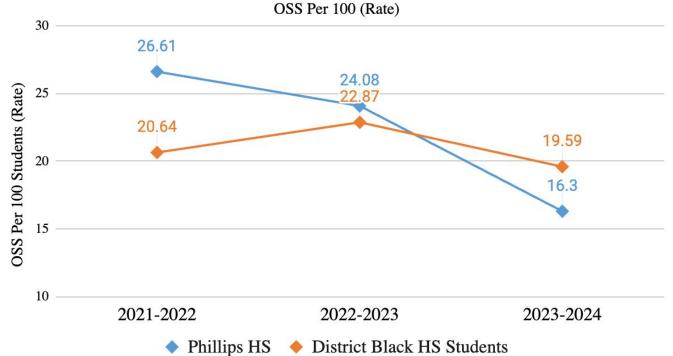
School Spotlight: Phillips HS Trends, SY14-SY24





School Spotlight: Phillips HS Trends, SY14-SY24

Preliminary Data

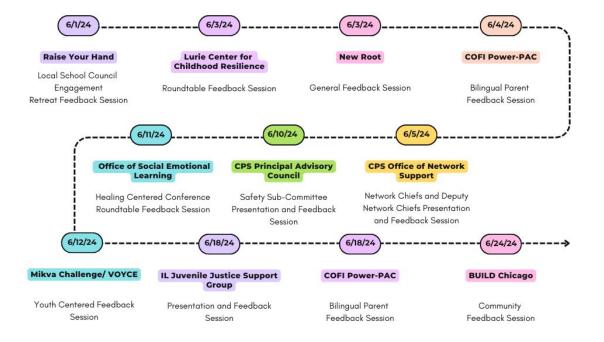


Phillips HS vs. District OSS Rate (Black Students, HS only)

Chicago Public Schools

Whole School Safety **Stakeholder and Public Comment** Engagement Sessions

Whole School Safety Steering Committee Members partnered with Office of Safety and Security and Office of Social Emotional Learning to host sessions for the public and specific target audiences



Whole School Safety Policy **Engagement Sessions**

Student Feedback

Being able to express yourself without judgement

> Feeling welcome in all spaces

Staff care holistically, not only about academics

Parent/Community Feedback

Definitely want to be kept in the loop on safety concerns

Would like to be seen as partners

Important for their voices to be heard and suggestions to be considered

Admin Feedback

How does this work dovetail with other CPS requirements?

Agree that this is critical work, some schools may need extra support in engaging our school community members

Need clarity around available resources to be successful

Whole School Safety Policy Online Public Comment

Data/Process Monitoring



Clear guidance on the formal feedback process (timing, frequency)

Transparent details on what data schools should use to analyze their progress

Specifics on the oversight process to promote accountability

Training and Support



Ensure SEL tools and training are available to schools to promote positive school culture and support for building relationships

Provide tools to Behavioral Health Teams to assess student needs

Funding and Resources



Review budget allocations for schools to be able to access the necessary resources to meet Whole School Safety expectations



Note: Some feedback was specific to their own school's needs (such as traffic concerns or concerns over specific threats of violence), this serves to highlight the importance of the customization of plans to specific school communities

How Feedback was Incorporated into Policy

Feedback



Data/Process Monitoring

Clear guidance on the formal feedback process (timing, frequency)

Transparent details on what data schools should use to analyze their progress

Specifics on the oversight process to promote accountability



Policy Adjustments

Implementation of tools to monitor and enhance school climate

Additional specificity around accountability structures

Additional information around the progress monitoring requirements and outcomes of the WSSC should use to set clear benchmarks and track progress

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How Feedback was Incorporated into Policy

Feedback



Training and Support

Ensure SEL tools and training are available to schools to promote positive school culture and support for building relationships

Provide tools to Behavioral Health Teams to assess student needs



Policy Adjustments

Training for all staff who work in school buildings, in addition to training for students, teachers, and administrators

Addition of suggested resources BHTs can use to access student needs

Inclusion of SEL items in the Physical Safety section of the Policy

How Feedback was Incorporated into Policy

Feedback



Funding and Resources

Review budget allocations for schools to be able to access the necessary resources to meet Whole School Safety expectations



Policy Adjustments

Consider project-based funding opportunities to schools to implement specific components of a Whole School Safety Plan as part of the annual budget process

Note: Some feedback was specific to their own school's needs (such as traffic concerns or concerns over specific threats of violence), this serves to highlight the importance of the customization of plans to specific school communities

Whole School Safety Policy Implementation

SY24 SY25 **Review and refinement of** SRO program will sunset for all CPS schools (39 remaining high

schools) effective June 30, 2024

Year 0

All applicable schools will transition to alternate WSS supports by June 30, 2024 in time for Fall 2024 Total 72 high schools will have WSS plans by end of year (up from current 33 high schools with WSS plans)

existing WSS Plans

Year 1

A baseline assessment will be conducted for each school

A tiered criteria for implementation will be used, based on each school's use of exclusionary disciplinary practices

High number of misconducts, including out-of-school suspensions and police notifications with a focus on the use of disproportionate application of these actions

All schools will establish Whole School Safety Committees, based on the timeline, driven by the tiered criteria from their Year 1 assessment

Years 2-4

SY26-SY28

All schools will have established Whole School Safety Committees and have developed and **implemented a Whole School Safety Plan**

SY29

Year 5

All High Schools will have a Student Voice Committee established

All school security officer allocations will be **budgeted** through the Whole School **Safety Framework** implementation



Appendix

- Immediate Next Steps
- Whole School Safety Implementation Guide

Immediate Next Steps

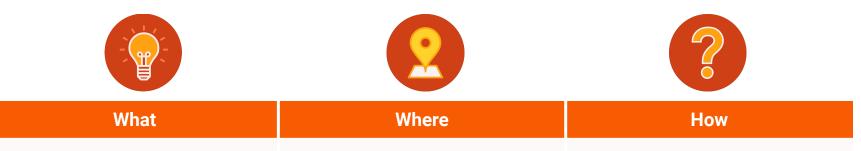
In collaboration with the Whole School Safety Steering Committee the following next steps will be taken:

Work with OSEL to compile the necessary data for the Year 1 assessments for all schools Schools will be placed into tiers based on the assessment, which will determine which schools will begin the process first, second and so on

2

Review the existing Whole School Safety Plans for the 72 high schools and work with them individually to ensure that each plan is comprehensive and they are positioned for implementation success

Whole School Safety Implementation Guide



- Guidance on how to review data assessments
- Menu of interventions for each of the three pillars
- List of available training opportunities
- Additional resources including contact information for subject matter experts

- Admin and staff implementation guide will be available on the CPS public website with additional info available on the CPS intranet
- Student and parent guide will be available on the CPS public website
- The implementation guide will be a living document and will be updated annually based on feedback from stakeholders who are using the guide

