

January 25, 2023

**APPROVE DISCIPLINE IMPROVEMENT PLAN**

**EFFECTIVE JANUARY 25, 2023**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education (“Board”) approve the Chicago Public Schools Discipline Improvement Plan which is required by the Illinois State Board of Education to be submitted and posted on the district website per 105 ILCS 5/2-3.162 and Public Act 098-1102.

**DESCRIPTION:** Contents of the Chicago Public Schools Discipline Improvement Plan are responsive to the requirements set forth in 105 ILCS 5/2-3.162 and Public Act 098-1102 and are summarized below:

1. District Discipline Improvement Plan Team: Chicago Public Schools district leaders identified to be members of the Discipline Improvement Plan Team are listed.
2. Review of Discipline Data: The Illinois State Board of Education requires school districts that fall within the top 20% of state schools districts on metrics related to suspension rates, expulsion rates, and racial disproportionality rates to create a reduction plan. Chicago Public Schools data is represented in this section and shows that the district does not fall in the top 20% for suspension rates and expulsion rates, but has been in this bracket for racial disproportionality.
3. Action Plan to Reduce the Use of Exclusionary Data: Strategies for reducing the disproportionate use of exclusionary discipline in Chicago Public Schools are summarized, including plans for policy improvements, discipline data review, expanding training and resources, and expanding student interventions.

**Approved for Consideration:**

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**Bogdana Chkoumbova**  
Chief Education Officer

**Approved:**

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**Pedro Martinez**  
Chief Executive Officer

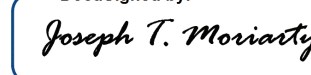
**Approved for Consideration:**

DocuSigned by:  
  
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**Megan Hougard**  
Chief Officer of College & Career Success

**Approved as to Legal Form:**

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LB

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**Joseph T. Moriarty**  
General Counsel

## Chicago Public Schools DISCIPLINE IMPROVEMENT PLAN

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Discipline Improvement Plan.

Name of School District: Chicago Public Schools	School Year: 2022-2023	Board Approval Date(s): January 25, 2023
School District/Charter School Address: 42 W. Madison St., Chicago, IL 60602		
Superintendent/Administrator Name: CEO Pedro Martinez		

### District Discipline Improvement Plan Team

Team Leader		
Dr. Cynthia Treadwell	Executive Director, Office of Social & Emotional Learning	cltreadwell1@cps.edu
Team Members		
Megan Hougard	Chief, Office of College & Career Success	mjhougard@cps.edu
Jadine Chou	Chief, Office of School Safety & Security	jpchou@cps.edu
Dr. Stephanie Jones	Chief, Office of Diverse Learners Supports & Services	snjones4@cps.edu
Benjamin McKay	Manager, Student Discipline Supports, Office of Social & Emotional Learning	bmmckay@cps.edu
Liam Bird	Director, Racial Equity Initiatives	lrbird1@cps.edu
Chad Thomas	Director, School Leader Engagement	chthomas@cps.edu
Michelle Jackson	Manager High School SEL Supports, Office of Social & Emotional Learning	mkjackson1@cps.edu
Vero Ortiz	Behavioral Health Supports Manager, Office of Social & Emotional Learning	vgortiz2@cps.edu
Dr. Nadine Leblanc	Supportive Schools Manager, Office of Social & Emotional	nlleblanc@cps.edu

	Learning	
Adam Wayne King	Manager Elementary School SEL Supports, Office of Social & Emotional Learning	awking@cps.edu
Chief Devon LaRosa	Chief, Network 16 Schools, Office of Network Support	dplarosa@cps.edu
Brian Thompson	Executive Director, Office of Student Protections	bkthompson2@cps.edu

## Review of Discipline Data

The Illinois State Board of Education (ISBE) requires school districts that fall within the top 20% of each or all of the following metrics to create a reduction plan: Suspension Rate, Expulsion Rate, and Disproportionality Rate.

Chicago Public School District 299 Suspension Data					
Data source: <a href="https://www.isbe.net/Pages/School-Discipline.aspx">https://www.isbe.net/Pages/School-Discipline.aspx</a>					
School Year	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
2016	393404	20091	5.107	No	214
2017	385189	24458	6.3496	No	113
2018	377040	23838	6.3224	No	148
2019	368870	20302	5.5038	No	183
2020	362164	9648	2.664	No	285
2021	338956	51	0.015	No	193

Chicago Public School District 299 Expulsion Data					
Data source: <a href="https://www.isbe.net/Pages/School-Discipline.aspx">https://www.isbe.net/Pages/School-Discipline.aspx</a>					
School Year	Total Enrollment	Total Expulsions	Expulsion Rate	Top 20% in Expulsion Rate	Expulsion Rate Rank
2016	393404	92.00	0.023	No	14

2017	385189	193.00	0.050	No	9
2018	377040	189.00	0.050	No	9
2019	368870	96.00	0.026	No	7
2020	362164	19.00	0.005	No	4
2021	338956	No Data	No Data	No Data	No Data

<b>Chicago Public School District 299 Racial Disproportionality Data</b>					
Data source: <a href="https://www.isbe.net/Pages/School-Discipline.aspx">https://www.isbe.net/Pages/School-Discipline.aspx</a>					
<b>School Year</b>	<b>Total Enrollment</b>	<b>Total Expulsions and Suspensions Students of Color</b>	<b>Racial Disproportionality Rate</b>	<b>Top 20% in Racial Disproportionality Rate</b>	<b>Racial Disproportionality Rate Rank</b>
2016	393404	19572	3.42	Yes	46
2017	385189	24174	5.62	Yes	14
2018	377040	23542	5.57	Yes	20
2019	368870	20023	6.27	Yes	12
2020	362164	9452	5.40	Yes	20
2021	338956	46	1.13	No	107

### **Data Analysis and Identified Trends**

Chicago Public Schools District 299 has not been identified as being in the top 20% districts in the “Suspension Rate” and “Expulsion Rate” in any of the five school years. Changes in policies and procedures in Chicago Public Schools over the past decade has led to significant declines in the use of suspension and expulsion in response to student behavior, as indicated in the data shared above. Specifically, significant changes in the CPS Student Code of Conduct and adoption of positive school culture, climate, and behavioral health and restorative practice interventions have continued to show declines in the use of school exclusion for students across the district.

Chicago Public Schools District 299 has been identified as being in the top 20% in the “Racial Disproportionality Rate” category for the school years 2016 through 2020 . The data available through ISBE shows a trend that includes a reduction year over year from 2017 to 2021 in the “Total Expulsions and Suspensions Students of Color” and was not identified as being in the top 20% for racial disproportionality in 2021.

Chicago Public Schools assessed multiple data points to identify policies and procedures that may be contributing to the racial disproportionality that has persisted in the use of school exclusion across the district. The focus of action planning remains on reducing racial disproportionality in the use of suspensions and expulsions through targeted supports and strategies for students with the highest needs.

## **Action Plan to Reduce the Use of Exclusionary Data**

Chicago Public Schools analyzed multiple data points to identify current policies and procedures outlined in the Student Code of Conduct that might be contributing to the racial disproportionality in the use of school exclusion across the district. In particular, CPS has identified several key areas which needed to be addressed: 1) improvements to the CPS Student Code of Conduct policy on areas leading to the most disproportionate use of school exclusion, 2) methods of analyzing and sharing discipline data with a focus on disproportionality, and 3) expanding investments in training and resources for school leaders on disciplinary practices, restorative practices, and behavioral health intervention supports as alternatives to school exclusion at the district, and 4) expanding district interventions for students.

### **Policy Improvements**

A key strategy in the Chicago Public Schools action plan is to engage in a yearly review of the district’s Student Code of Conduct policies alongside stakeholder groups. Through this process, CPS and stakeholders identify areas that need improvement with a focus on disproportionate use of school exclusion. Since 2012, the district has implemented a number of changes to the policy stemming from analysis of data that suggests use of certain SCC codes to suspend students of color at higher rates than their peers. In more recent years, changes to the policy were adopted in 2018 and 2020 around the use of “catch-all” codes which were seen in our data analysis to be used at much higher rates to suspend Black students. Specifically, policy amendments were made requiring network chief approval when using catch-all codes for suspension resulting in significant reductions in the use of these codes and reductions in suspensions. In 2020, Chicago Public Schools developed an [Equity Framework](#) and a new [Healing-Centered Framework](#), which commits the district to adopting new key strategies and values for reviewing policies and procedures and expanding trauma-engaged, culturally responsive supports for students. CPS is in the process of expanding the yearly CPS Student Code of Conduct policy review process to assess how the district’s discipline policies can be changed to reduce the use of school exclusion for students of color most impacted by disproportionality. The first part of this expansion in the CPS Student Code of Conduct review in SY2022-23 will include a feasibility study with stakeholder groups to assess proposals for larger changes to the policy framework.

CPS believes that one of the most impactful ways to reduce the disproportionate use of school exclusion for students of color is to increase responses to student behaviors on identifying root causes, especially when trauma and mental health needs are present. As many students continue to experience high levels of trauma and challenges in their lives, the district adopted in 2021 the [Comprehensive Mental Health and Suicide Prevention policy](#). One major component of this policy requires all CPS schools to adopt a Behavioral Health Team structure to effectively respond to student needs with tiered interventions and supports, including when student behaviors are infractions of the Student Code of Conduct. This policy was developed in support of students from identified groups of students who are at higher risk suicide and mental health challenges, which includes some students who have historically been suspended at disproportionate rates.

## **Discipline Data Review**

Chicago Public Schools has developed a strategy for reporting discipline data with schools and networks which focuses on the use of school exclusion for students of color in proportion to other students in the district. These reports include visual analyses to help leaders quickly identify trends in disciplinary responses and to engage planning for continuous improvement, training, and support. Specifically, leaders will be able to effectively monitor the use of school exclusion data by subgroups and review the use of evidence-based interventions and restorative practices to build staff capacity.

## **Expanding Training & Resources**

The Chicago Public Schools has greatly expanded key investments in training and resources for schools related to SEL skill-building for students, restorative practice and behavioral health interventions.

### SEL Skills-Instruction

District-wide, all elementary schools have district-provided access to one or more evidence-based programs for SEL skills instruction to build the relationships and SEL competencies students and supportive adults need to buffer the impact of stress and trauma. School leaders and teams have expanded access to training and continuous cycles of support for school staff in the adoption of these programming investments for SEL skill-instruction.

### Restorative Practices Training and Coaching

In 2022, Chicago Public Schools expanded its investments in restorative practices training and coaching support for schools across all of our district-managed networks, allocating significant funding to embed a restorative practices coach contracted through local community partners leading the work of multi-tiered restorative practices in Chicago schools aligned to the [CPS Restorative Practices Guide & Toolkit](#). Network and school leaders can work with their restorative practices coach to provide training and onsite coaching to schools based on their needs with a focus on adopting alternatives to school exclusion in response to conflict and school-based harm.

### Behavioral Health Team Training and Tools

In conjunction with key partners, Chicago Public Schools has expanded its district-wide training for school leaders and staff engaged in Behavioral Health Team implementation to increase each school's menu of tiered evidence-based interventions for students who may engage in SCC infractions. This includes centralized and onsite training and coaching in the process of establishing an effective BHT and training on evidence-based individual and group behavioral health interventions for support staff.

Chicago Public Schools recently acquired district-wide access to an improved system for logging and progress monitoring tiered interventions for students. All schools are being trained in the use of Branching Minds, a leading tool for effectively managing multi-tiered systems of support in schools across academic and social-emotional domains. The adoption of this tool assists school BHTs in assigning interventions in response to student behaviors in lieu of school exclusion.

### Discipline Leader Training

Discipline Leaders across all CPS schools access the expanded training and monthly professional learning community sessions that build skills and mindsets in the implementation of healing-centered strategies to respond to student misconduct with a focus on reducing disproportionate use of suspension and expulsion for students of color.

### **Expanding Student Interventions**

Chicago Public Schools has also funded and implemented key expansions to district-level programming for students in need of intensive support, including mentoring and behavioral health support as alternatives to suspension and expulsion. Programming such as Choose-to-Change, a district-run intervention program, has significantly expanded access to mentoring, job readiness and social and emotional support for students identified with the highest needs.