

# Chicago Public Schools Suspensions and Expulsions Reduction Project (SERP) Update

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# CPS Suspensions and Expulsions Reduction Plan Announced in February 2014

## Key Workstreams

- 1) Revise Student Code of Conduct (SCC)**
- 2) Enhance Accountability Systems**
- 3) Continue Development of Effective Resources to Support Staff and Parents**
- 4) Staff Engagement and Training to Expand Best Practices**
- 5) Change Expulsion Process to Engage Parents Earlier and Consider Alternative Supportive Interventions First**
- 6) Citywide Collaboration**



# CPS Student Code of Conduct Revisions Approved by Board in June 2014

- Limit the use of out-of-school suspensions and emphasize restorative approach
  - Require Network Chief or designee approval for suspensions of PreK-2<sup>nd</sup> grade students, with suspensions permitted only where a clear safety justification exists.
  - Remove out-of-school suspension as an option for responding to Group 2 behaviors, and lower the number of suspension days permitted for Groups 3, 4 and 5.
- Improve the specificity and appropriateness of behavior codes
  - Reclassify unauthorized use of cellular telephones to Group 1.
  - Remove infraction 5-5 (“persistent defiance”). “Disregard for the directions of school personnel” would remain a Group 2 infraction.
- Expand options for administrators to address most serious behaviors
  - Provide additional option to refer students to district-level interventions for Group 5 & 6 infractions.
  - Clarify police notification guidelines to improve implementation and increase flexibility. Remove mandatory police notification for all infractions except drug- and weapons-related offenses.



# Accountability and Resources

- Regular **reporting** of key discipline data points to networks and schools, including reporting suspensions by school and subgroup publicly.
- Enhancement of **internal data systems** that provide real-time analysis of behavior and suspensions data disaggregated by student subgroups.
- Creation of a **clear set of guidance and tools** that will support schools and families in preventing inappropriate behaviors and providing effective discipline alternatives. These resources include:
  - Hiring social emotional learning specialists in all networks
  - Providing Restorative Practice coaches to 103 schools this school year.
  - Administrators Addendum to SCC (Guidelines for Effective Discipline) published in August 2014
  - SCC online resources
  - Parent training sessions on restorative practices
  - Online resources and curricula for bullying prevention



# Professional Development

## Summer/Fall 2014:

All principals received training on the revised SCC and implementation of the Guidelines for Effective Discipline this past summer. All principals also participated in the Common Core summer sessions with a focus on Safe and Inclusive Classrooms.

## On-Going Supports Within District-wide Focus on Multi-Tiered Systems of Support (MTSS):

- **School Climate Cohort:** (79 schools in 2 cohorts)
- **SEL Curricula** (180 schools trained in and implementing an evidence-based program to teach SEL skills)
- **Restorative In-School Suspension** (Available to all schools)
- **Restorative Practices Coaches** (103 schools in 2 cohorts)
- **Behavioral Health Team (BHT) Expansion Initiative** (64 Schools)
- **Deans PLC** (Available to all schools)



# Community Engagement

- **Collaborative For Supportive Discipline**

- Community stakeholders continue to hold quarterly meetings to review data and organize further supports for schools. This work is now linked to the Mayor’s Commission for a Safer Chicago.

- **Collaboration with Charter Schools:**

- Review of Charter Student Codes of Conduct in partnership with OSEL.
- Access to SMART alternative to expulsion program.

- **Student-Led Discipline Conference**

- CPS, in partnership with Mikva, Voyce, Umoja, and Project Nia, will host a student-led conference on discipline issues and restorative practices in the Spring (date TBD).

- **PASSAGE Grant**

- CPS, VOYCE and COFI collaborating to reduce racial disparities in discipline through parent/community engagement in restorative practices .



# CPS Suspensions & Expulsions Data Summary

Compared to the first semester last year, we have many fewer out of school suspensions (OSS) and expulsions.

	Semester 1 2013-2014	Semester 1 2014- 2015	% Change
<b>Number of Out of School Suspensions</b>			
Elementary	10498	2933	-72%
High Schools	14720	6974	-52%
<b>Number of Expulsions</b>			
District Managed	42	13	-69%
Charter	158	111	-30%



# The Work Ahead

- Targeted focus on addressing discipline disproportionality
- Identify and share examples of excellent SEL practice in action including identification of “Supportive Schools Certification” for exemplary SEL schools
- Support expansion of effective strategies that integrate academic, social and emotional learning.
  - Implementation of SEL pedagogical practices including morning meeting in all K-2 classrooms
  - Integration of SEL into 8th-9th grade transition supports
- Spring convening with charter schools to reflect on collaboration and areas for continued collaboration





# Final Note

- Words from a CPS high school teacher to her colleagues, as she begins her work with a Restorative Practices Coach

