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-2nd 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:

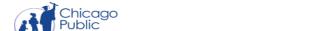
- Review of Charter Student Codes of Conduct in partnership with OSEL.
- Access to SMART alternative to expulsion program.

• 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

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

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





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

