

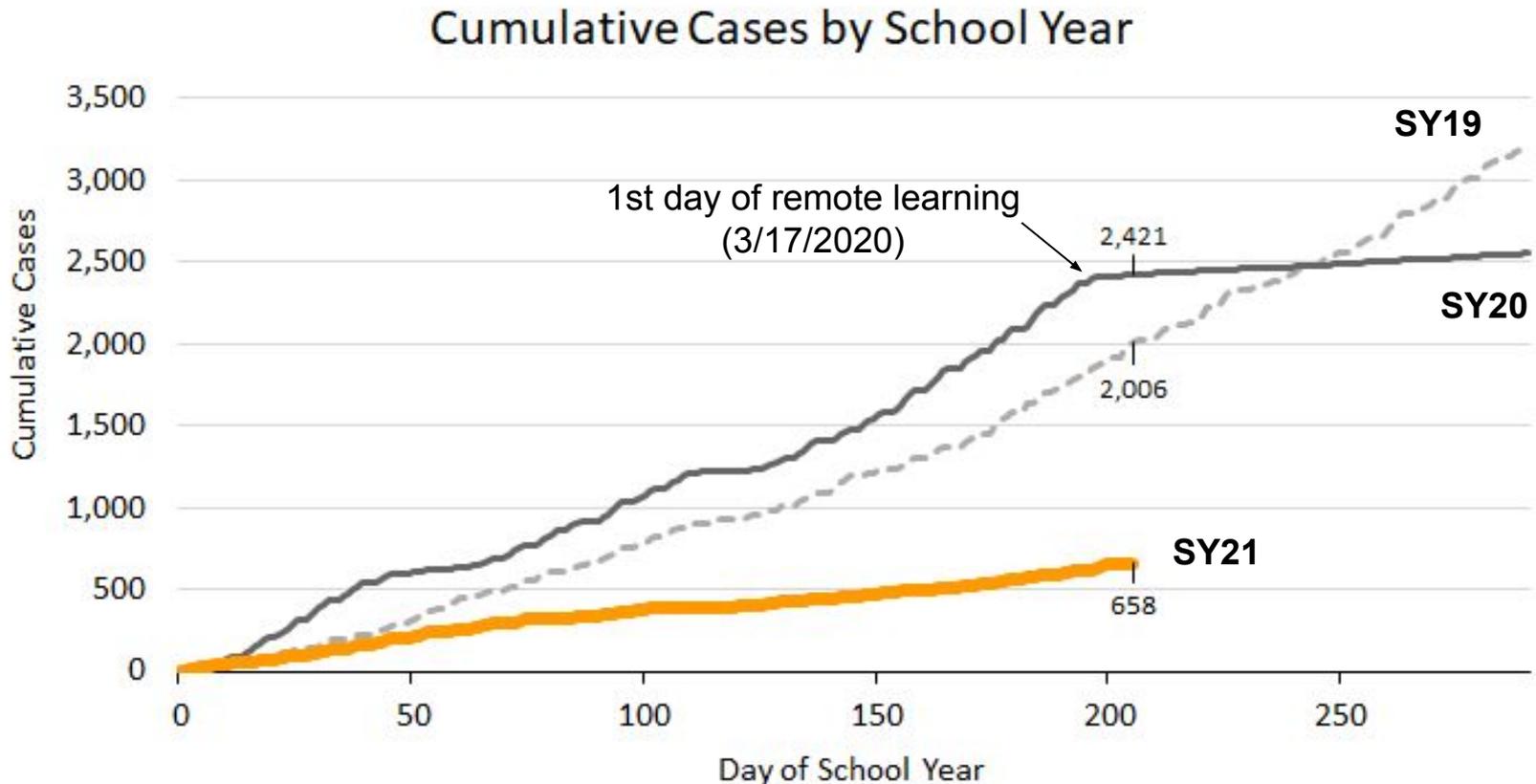


Office of Student Protections & Title IX Data Summary: Remote/Hybrid Learning Analysis & Key Updates

April 28, 2021

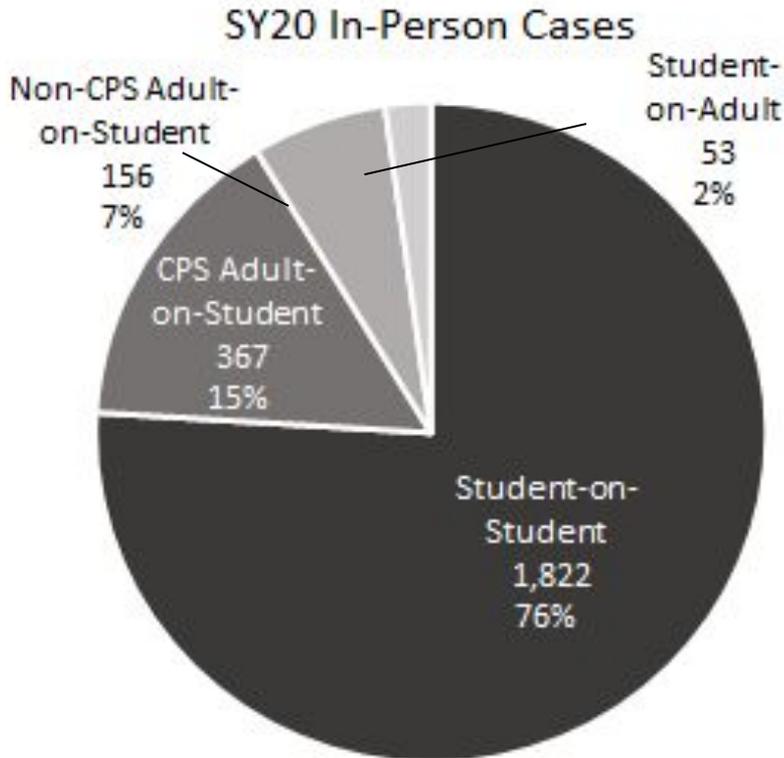
Remote/Hybrid Learning Analysis

Decline in Cases Since Start of Remote Learning

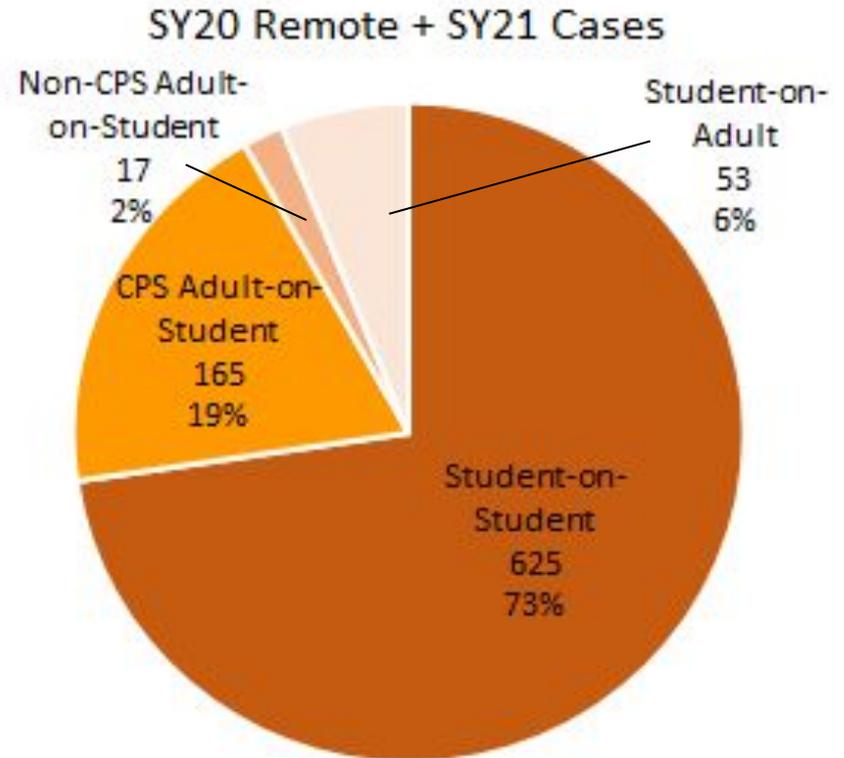


- Remote learning has resulted in a significant decline in reported cases, starting immediately on March 17, 2020
- Through 3/31/2021, SY21 has 73% fewer cases than SY20 and 67% fewer cases than SY19 at the same point in the school year
- The rate of cases per week increased by 114% from the remote portion of 2019-20 to the fall semester of 2020-21, and the rate of cases increased slightly again in the spring semester of 2020-21.

Minimal Changes in Case Type



Total Cases = 2,398

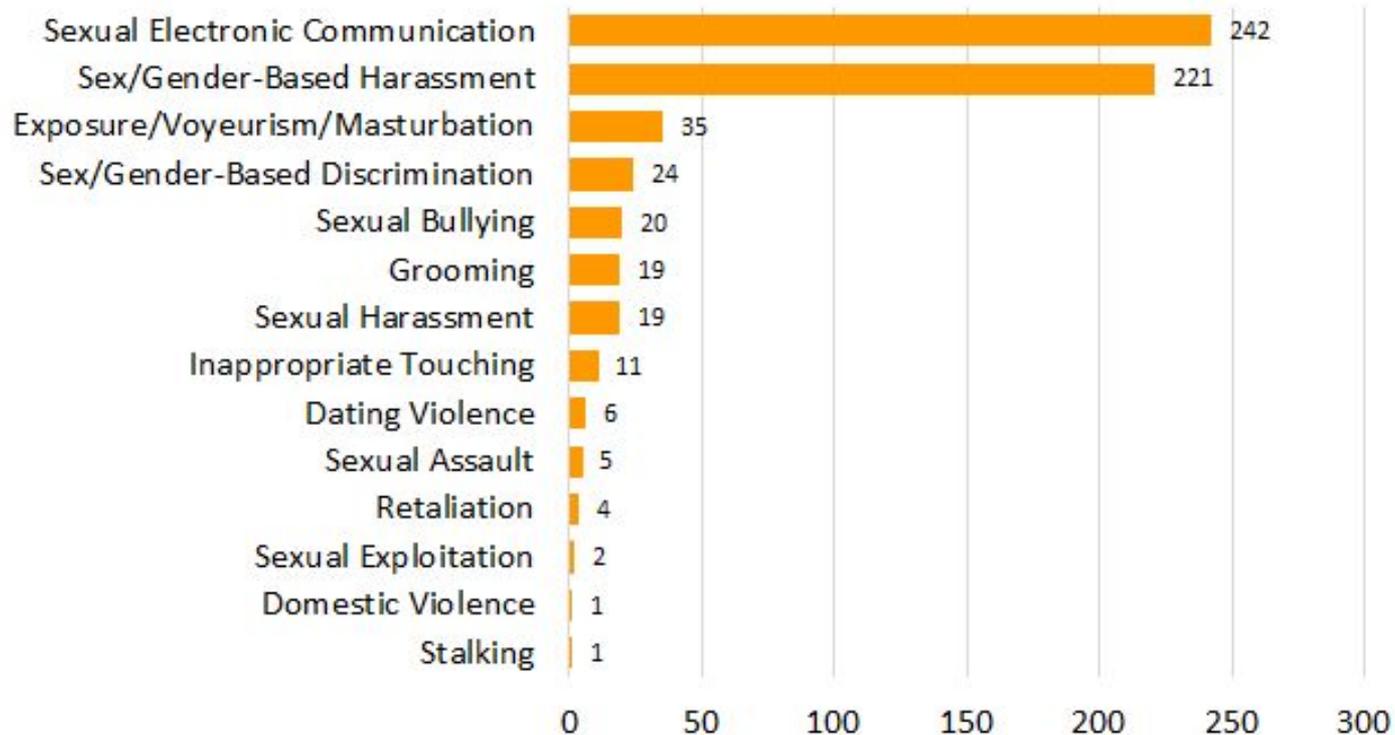


Total Cases = 860

- Lower frequency in all case types during remote learning period
- Student-on-Student cases have fallen slightly as a proportion of total cases, but have still made up nearly three-quarters of all cases

Frequency of Incident Types

SY21 Cases by Incident Type



- 76% of all cases in SY21 have involved either Sexual Electronic Communication or Sex/Gender-Based Harassment, compared to just 45% of all cases during the in-person portion of SY20
- Conversely, Inappropriate Touching made up 21% of all cases during the in-person portion of SY20, but has made up just 2% of all cases in SY21

**some cases have not been categorized yet as the investigation progresses*

Cases More Likely to Be Electronic

Sexual Electronic Communication

Used to make up **15%** of all cases during **in-person** learning

Now makes up **39%** of all cases during **remote/hybrid** learning

Inappropriate Touching

Used to make up **28%** of all cases during **in-person** learning

Now makes up **3%** of all cases during **remote/hybrid** learning

- The shift to remote/hybrid learning has resulted in a significant rise in the proportion of total cases involving Sexual Electronic Communication, and a near-total drop-off in the proportion of total cases involving Inappropriate Touching

**In-person = Sept. 4, 2018 to March 16, 2020; Remote/hybrid = March 17, 2020 to March 31, 2021*

Key Updates

Title IX Student Trainings

Trainings: OSP created developmentally appropriate training sessions on how to prevent, recognize and report Title IX incidents and sexual misconduct.

- The sessions are 30-45 minutes long, ***bilingual (English and Spanish)***, and broken down by 3 grade cohorts: PreK-3, 4-8, & 9-12.

Development: OSP collaborated with multiple stakeholders and experts to develop our student trainings.

- We collaborated with multiple CPS departments, including Law, OSHW, OSCPA, and ODLSS.
- Working with the UIC Institute on Disability and Human Development (IDHD) to adapt our student trainings for our diverse learners.
- Referenced the expertise of Education, Training, & Research (ETR) materials in the development of our student training content.

Implementation: In SafeSchools video format with optional activities outlined in comprehensive guides: [Administrator Implementation Guide](#), [Teacher Implementation Guide](#), and a Resource Guide.

- The trainings are also posted on our OSP website.

Completion Due Date - Thursday, May 6, 2021

Post-Training Student Supports

Resilience “Safe Room” Office Hours

- Safe rooms are available for student disclosures and student support.
- Resilience Office Hours are a safe space for students to ask questions, find resources; and share disclosures.
- These office hours are private, but **not** confidential. If students make a report to a Resilience trauma therapist, the therapist will report this to OSP, who will then communicate with the school to follow up, offer support, and assign for investigation if needed.

Safe Room Sessions Dates and Times

- Safe Rooms will be held at the following dates and times:
 - Wednesdays, from March 17th to June 16th, from 12:00-2:00 PM
 - Thursdays, from March 18th to June 17th, from 12:00-2:00 PM

Partnership with ODLSS and OSCPA

- Throughout the development and implementation processes, we have maintained contact with ODLSS and OSCPA to ensure that all school based clinicians are aware of their roles in the student trainings.

Student Training Implementation Supports for Staff

[Administrator Implementation Guide](#)

- Provides key information for Administrators on scheduling, classroom setup, logistics, student supports, and communication guidelines.

[Teacher Facilitation Guide](#)

- Provides lesson plans for each age-appropriate training, including optional activities. Includes guidance on how to support students who disclose and how to report to OSP.

[School Based Clinician Resource Guide](#)

- Covers how to support students before, during and after a disclosure. Including communication tips and important emergency information for CPS Crisis Team-Crisis Hotline and CPS Student Safety Center.

[Trauma Response Training Video](#) - Resilience Partnership

- Resilience created a tutorial video to support staff training ahead of the implementation of the students sessions.

Title IX Parent Training

Training

- The Title IX Parent training on how to prevent, recognize and report Title IX incidents and sexual misconduct was produced as a video webinar for accessibility by all with subtitles. It is available in both English (52 minutes) and Spanish (54 minutes) on our website: www.cps.edu/osp

Collaboration with the Office of Family and Community Engagement (FACE)

- OSP team in collaboration with FACE offers live presentations of the parent training.
 - The Title IX Parent Training was recently presented live to the Title I Board of Governors, and the recording is posted on Parent University.
 - We have upcoming live parent training sessions. To join these trainings, contact FACE by phone at 773-553-3223 (FACE).
 - April 27, 2021, 10-11am (Spanish)
 - April 28, 2021, 2-3PM (English)

Building a Safe, Supportive District Culture: Response to Specific School Communities

Collaborations

- For specific school community incidents, we collaborate and coordinate our response with staff from other departments such as SEL specialists from the Office of Social Emotional Learning (OSEL), school counseling staff from the Office of School Counseling and Postsecondary Advising (OSCPA), crisis team members from the Office of Safety and Security (OSS).
- We work with parents and community members of the school, as well as the Chicago Children's Advocacy Center to provide support at schools when there is a pervasive or widespread incident.
- We partner with the Talent and Employee Engagement teams to address specific concerns and provide additional support to CPS Departments as needed.

Resources

- We offer a special OSP hotline number ([773-535-8523](tel:773-535-8523)), email address (OSPSupport@cps.edu), and [OSP Online Complaint Report Form](#) for students and community members to report confidential incidents.

OSP Response to Complex Community Incidents

Trainings

- We provide targeted trainings for all-staff groups and students when there is a widespread impact on a school community.
- When applicable, we differentiate and provide focused interventions for different types of staff groups such as: administrators, counseling and clinical staff, and athletics staff.
- Corrective action trainings are provided for staff members who have not violated a policy, but whose behavior is not up to CPS standards.
- Small sessions, such as targeted student focus groups, are used to explain how to get confidential support, how to report to our office, and how to report to outside agencies.

OSP: Qualitative Survey Update

Grant Summary

- **The Office of Student Protections and Title IX and the Protecting Chicago's Children Task Force were awarded \$80,000 for a Research to Action Grant to have UIC and UChicago partner to conduct disparity research to Understand Inequities in Reporting of Allegations of Abuse, Harassment, and Misconduct Among CPS Students of Different Racial/Ethnic Identities and Diverse Abilities.**
- **The grant application proposed a joint effort to use data to better inform OSP's ongoing work to ensure a safe learning environment for all students, free of abuse or harassment of any kind. The grant has three objectives:**
 - (1) Describe perceptions of the reporting system and facilitators and barriers to reporting, among CPS students;
 - (2) Compare perceptions and reported barriers and facilitators by key CPS student demographic groups; and
 - (3) Identify recommendations to ease reporting (e.g., policy changes, increased education, improved messaging, etc.).

Questions?

**Chicago Public Schools
Office of Student Protections & Title IX**

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