

January 25, 2023

APPROVE DISCIPLINE IMPROVEMENT PLAN

EFFECTIVE JANUARY 25, 2023

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

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Chicago Public Schools  
DISCIPLINE IMPROVEMENT PLAN

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Name of School District:  
Chicago Public Schools

School Year:  
2022-2023



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

Chicago Public School District 299 Racial Disproportionality 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 and Suspensions Students of Color	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate	Racial Disproportionality Rate Rank
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 airt Pnt , \*

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 ba

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## **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.