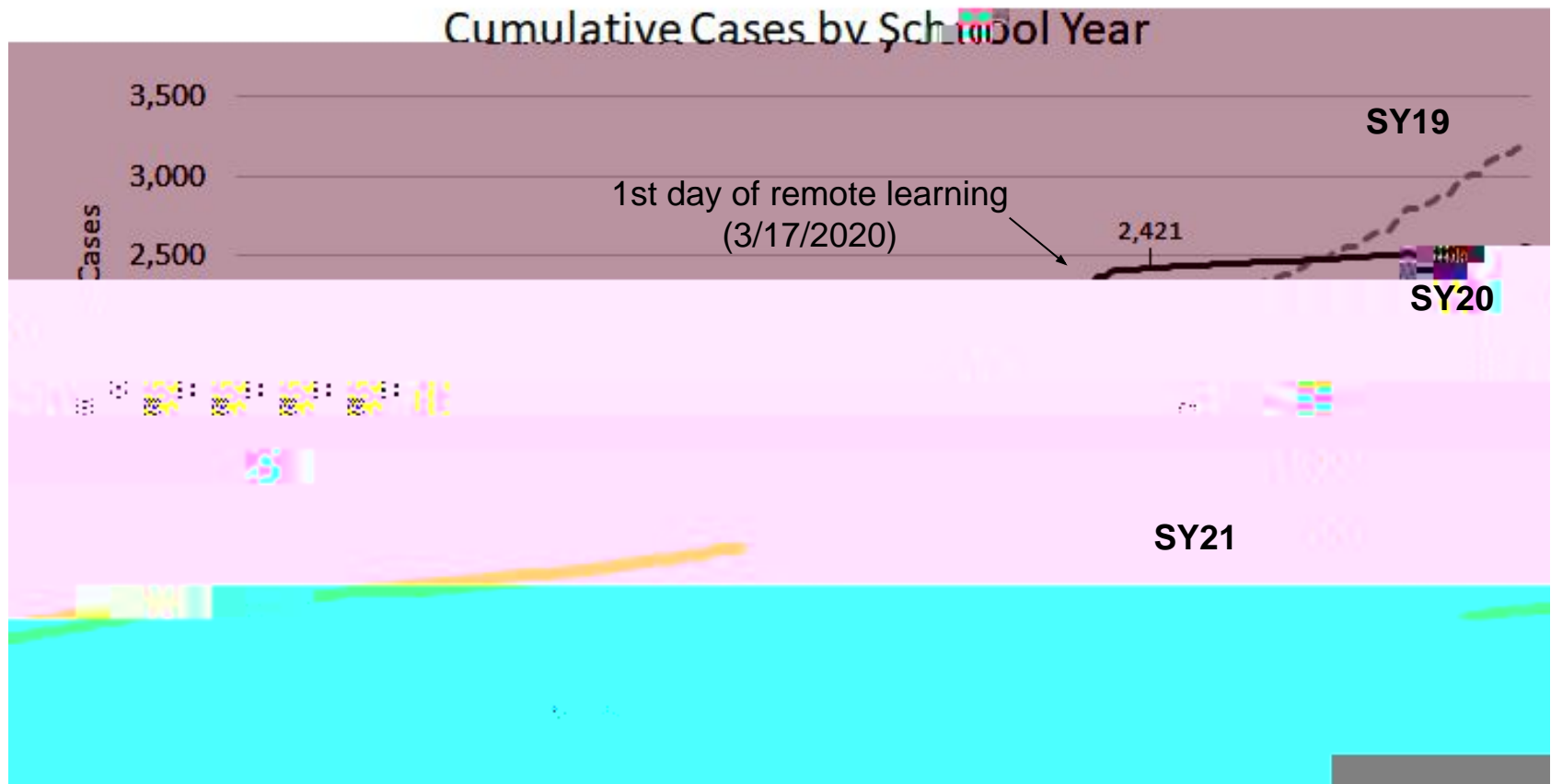# Office of Student Protections & Title IX Data Summary: Remote/Hybrid Learning Analysis & Key Updates

April 28, 2021

Remote/Hybrid Learning Analysis

Decline in Cases Since Start of Remote Learning

Cumulative Cases by School Year

3,500

3,000

2,500

Cases

SY19

1st day of remote learning
(3/17/2020)

2,421

SY20

SY21

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
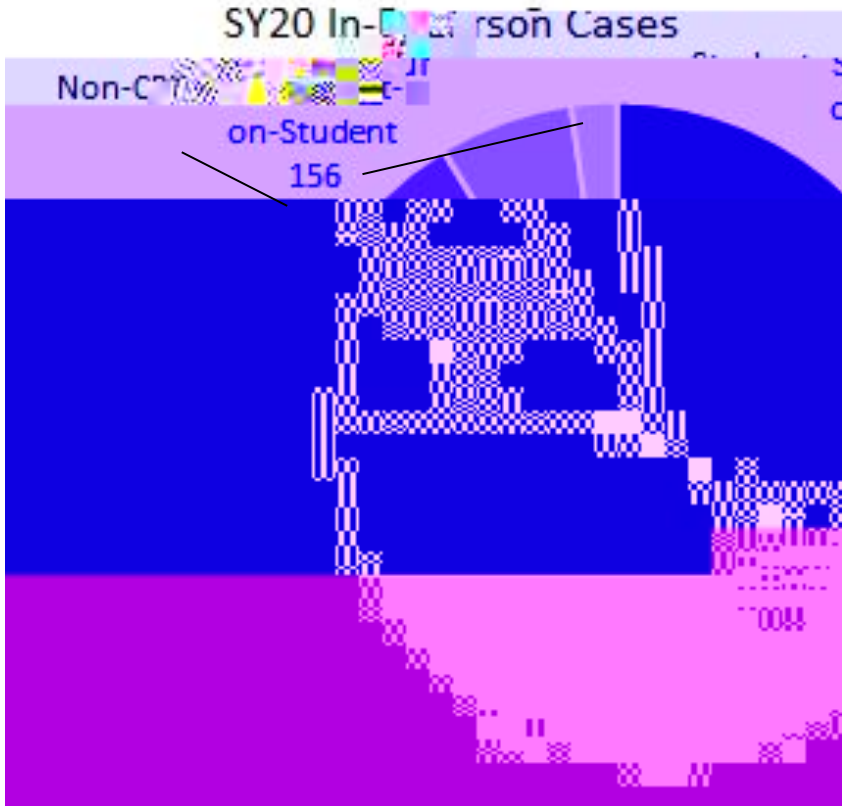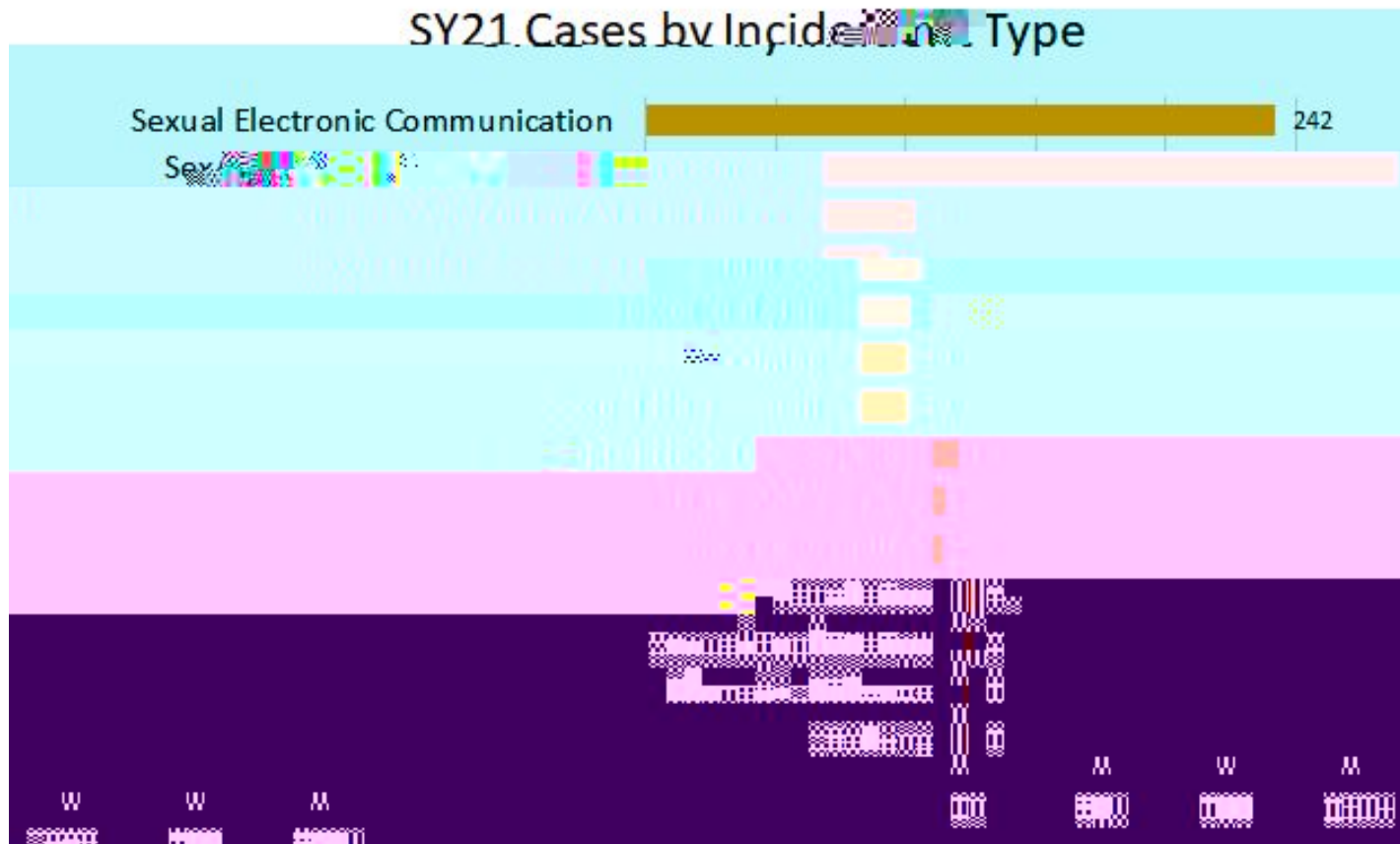

Total Cases = 2,398

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

4

Frequency of Incident Types

SY21 Cases by Incident Type

Sexual Electronic Communication — 242

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

Now makes up **39%**

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

Key Updates

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
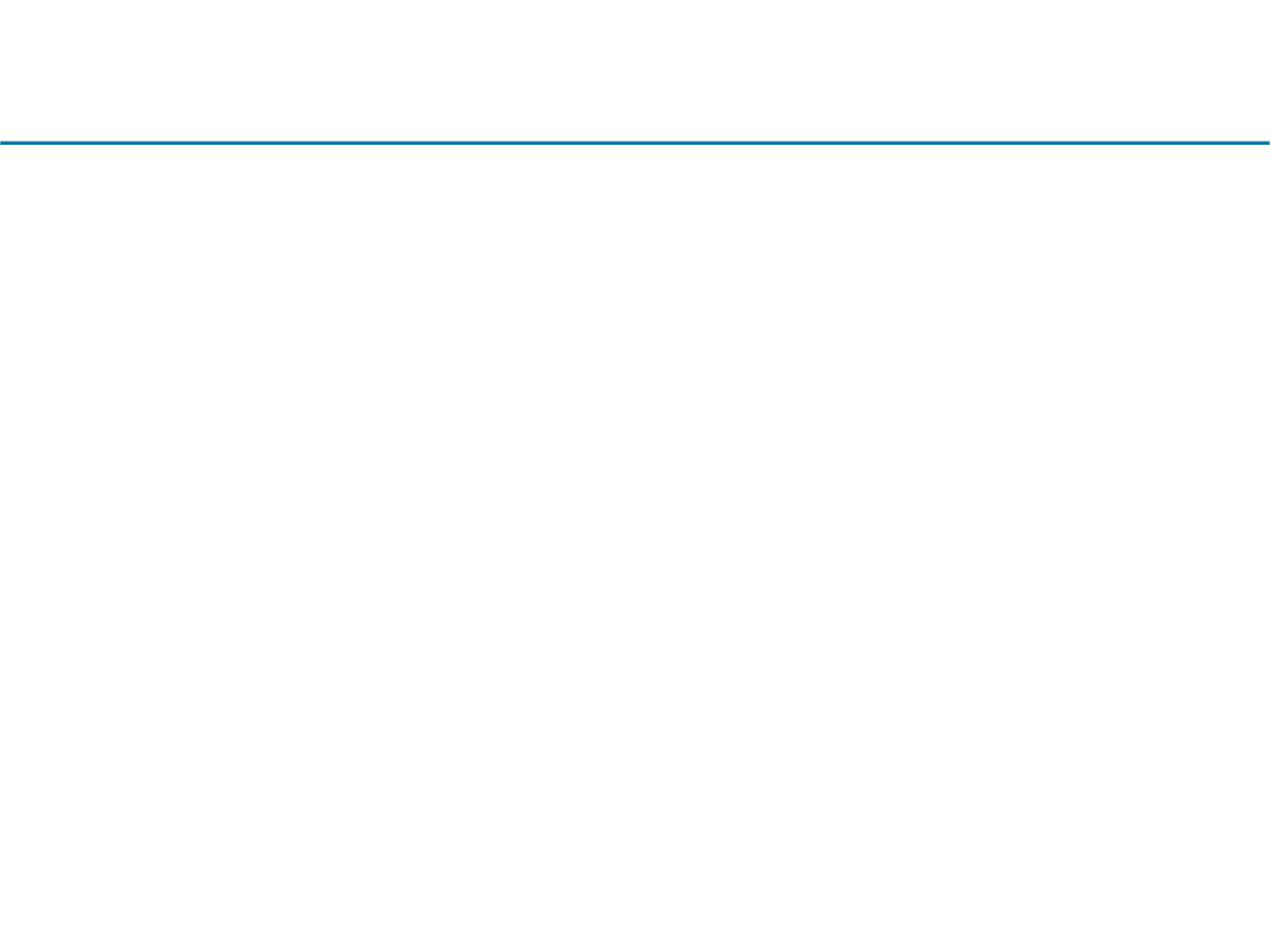
Building a Safe, Supportive District Culture:

Trainings

We provide targeted trainings for all-staff groups and students when there is a widespread impact on a school community.

When applicable, we d   c we and provide f m ted   pons

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.).