Whole School Sayety

What does it mean to be safe in schools today?

Join the conversation!



















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Background on the Whole School Safety Process

What does "Police Notification" mean?

At Chicago Public Schools, the term "police notifications" refers to any time a school contacts the police to respond to a disciplinary incident, which can lead to "police actions such as arrest."

In short:

A police notification is every time the police is called by a school that *may* or *may not* lead to an arrest.

While listening to these data, remember that in the 2020 School Year.

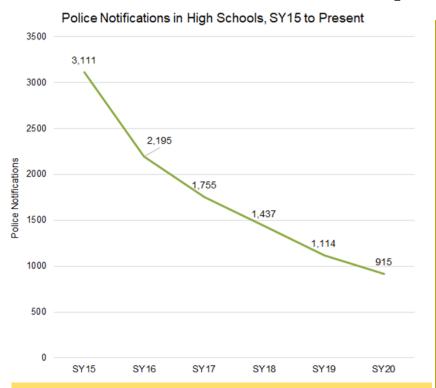
Virtual Learning happened during the second semester due to the

COMD-19 virus

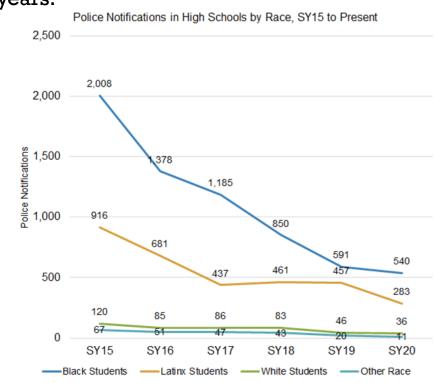
Only 55 schools had the School Resource Officer Program

POLICE NOTIFICATION DATA IN ALL OF CPS HIGH SCHOOLS

High schools across CPS have seen a 70.6% reduction in Police notifications over the past 5 years.



In the 2015 School Year, there was a total of 3,111 police notifications. Of those 3,111 police notifications, 2008 were Black students and 916 were Latinx students.



In the 2020 School Year, there was a total of 915 police notifications. Of those 915 notifications, 540 were Black students and 283 were Latinx students.

WHAT DOES THIS MEANS

In 2020:

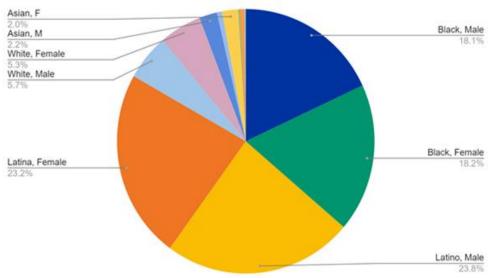
89% of police notifications were for Black & Latinx students.

In 2015:

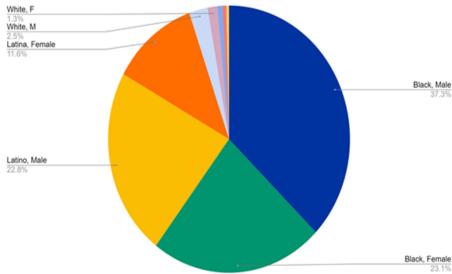
93% of police notifications were for Black & Latinx students.

POLICE NOTIFICATION DATA IN 2020 BY RACE

CPS Enrollment by Race & Gender



SY20 CPS Police Notifications by Race & Gender (All Schools)



In 2020, Black Male students made 18% of the student enrollment, but accounted for 38% of school police notifications.

18% were Black Female but accounted for 23% of school police notifications.

In 2020, Latino Male students made 24% of the student enrollment and accounted for 23% of school police notifications.

23% were Latina Female and accounted for 12% of school police notifications.

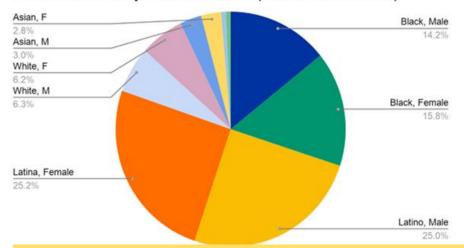
WHAT DOES THIS MEANS

In 2020:

Black students only made up 36% of the student population, YET accounted for 61% of all school police notifications

2020 POLICE NOTIFICATION DATA IN SCHOOLS WITH SCHOOL RESOURCE OFFICERS (POLICE) BY RACE & GENDER

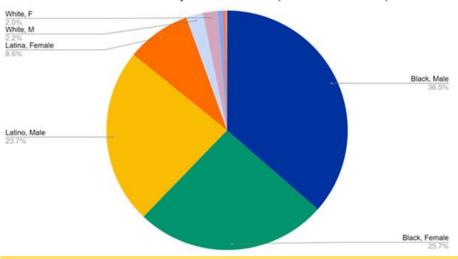
CPS Enrollment by Race & Gender (Schools with SROs)



Black Male students made 14% of the student population in these schools yet accounted for 37% of school police notifications.

Black Female students made 16% of the populations in these schools yet accounted for 26% of school police notifications.

SY20 CPS Police Notifications by Race & Gender (Schools with SROs)



Latino Male students made 25% of the student population in these schools yet accounted for 24% of school police notifications.

Latina Female students made 25% of the student population in these schools yet accounted for 9% of school police notifications.

WHAT DOES THS MEANS

In the 55 high schools remaining with School Resource Officers (SROs) & half a semester in virtual learning during 2020, Elack & Latinx students accounted for 96% of all school police notifications, with Elack students being impacted the most.

REFLECTION

- 1. How does this data about police notifications make you feel?
- 2 What message does this tell you about how we see Black & Latinx students?

Although CPS has historically used CPD School Resource Officers as part of its safety strategy for many of its schools, the district acknowledges that it is critical for CPS to *review and reimagine a vision for the future of safety in schools* that considers the further reduction or even elimination of the SRO program.

The CPS Board of Education is *seeking alternatives to the SRO program:*

CPS must develop an "inclusive, thoughtful and expeditious process to develop and implement *alternative systems of safety for CPS students* in every school that prioritizes their physical and social-emotional well being, learning and transformation."

- CPS August 2020 Board Resolution

Phase 1 focused on community engagement across the city to collect inputs on alternatives to SROs

- organizations (CBOs)
 hosted 18 community
 meetings which reached
 676 total people in order
 to generate
 recommendations.
- In line with CPS' Healing Centered Initiative (HCI) Framework, community members were asked to develop holistic recommendations that extended beyond physical safety to include emotional safety and relational trust

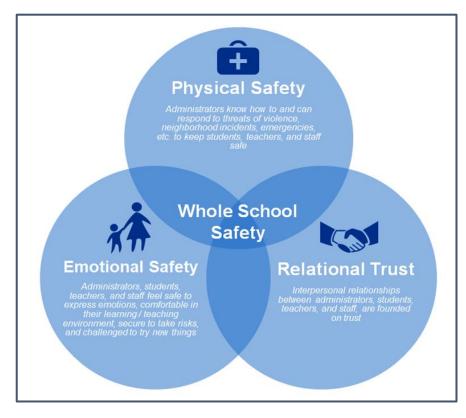












OVERALL WHOLE SCHOOL SAFETY PLAN TIMELINE

PHASE 1: Community-led engagement

PHASE 2: School-based implementation

1 LAUNCH & CO-DESIGN

HOST & ENGAGE

3 SYNTHESIZE & RECOMMEND

FORM SCHOOL SAFETY COMMITTEES

DEVELOP
PLANS &
DECIDE

Nov - January

Goal:

- Select lead community based organizations (CBOs) form the Steering Committee
- The Steering Committee is charged with codesigning the process and sessions for community engagement

Jan - March

Goal:

 CBOs host community engagement sessions to gather input on recommendations from school community stakeholders March

Goal:

Steering
 Committee
 synthesizes
 community input
 into a final set of
 recommendations

March-April

Goal:

- Schools with SRO programs form a school-specific safety committee to review recommendations from the Steering Committee
- School Safety
 Committees
 conduct school
 level assessments
 based on
 examination of
 school data and
 challenges

May-July

Goal:

School-specific safety committees will:

- Develop schoolspecific Whole School Safety Plans
- Share draft plans with school community stakeholders
- Revise plans based on feedback

LSCs will vote on their school's Whole School Safety Plan

Steering Committee Whole School Safety Recommendations

Community-led School Safety Plan as an Alternative to SROs

- 1. Implement holistic restorative practices
- 2. Increase access to social emotional learning (SEL) and mental health resources
- 3. Create safe and welcoming physical school environments
- 4. Increase investments in student leadership and decision-making processes

- 5. Increase authentic parent and community engagement opportunities
- 6. Provide additional school-level support for trauma-informed crisis intervention
- 7. Promote and Enhance Behavioral Health
 Teams

Recommendation #1: Implement holistic restorative practices

Schools should implement Holistic Restorative Justice that is led by students, parents, and community members that would also include all school administrators and staff. The implementation must have continuous training that is in line with world-class Restorative Justice training standards, and may include peace rooms, peace circles, peer juries, deescalation training, and a new Restorative Justice trained designated staff or community practitioner to coordinate and support restorative practices across the school.

Recommendation #2:

Increase access to social emotional learning (SEL) and mental health resources

Schools should increase focus on Social Emotional Learning and mental health practices by increasing access to mental health professionals who:

- a. use culturally affirming practices
- b. collaborate with teachers to embed Social Emotional Learning programming into the school curriculum (including programs led by community partners who serve that school)
- c guide school-wide support for students experiencing trauma
- d infuse compassion and flexibility in academic and school policies for these students
- e. provide access to meditation and calming techniques to the school community
- f. coordinate access to in-school and community mental health resources for students and families

Recommendation#3:
Create safe and welcoming physical school environments

Schools should address the safety of the physical environment in collaboration with students, parents, and community members. Schools should prioritize physical repairs inside and outside of the building that will help create an appealing and structurally safe learning environment, make physical repairs or improvements to prepare the school for potential external safety 4 concerns that could infiltrate the internal school environment, and generally ensure that students have their basic physical and environmental safety needs met. Schools should also consider developing a welcoming and inclusive environment by adding greeting process protocols or other means of increasing feelings of safety and inclusion upon entering the school building.

Recommendation # 4:

Increase investments in student leadership and decision-making processes

Schools should invest in student leadership development and action-oriented activities to support holistic student growth. This could include providing continuous youth access to training in areas including, but not limited to, adultism, students' role in school governance, and positive relationship building. The schools should also provide free access to action-oriented extracurricular programs (e.g. sports, arts, gardening) with a structure that allows students to take ownership of designing program activities. Schools can form partnerships with community organizations or hire designated staff to support these efforts.

Recommendation # 5:

Increase authentic parent and community engagement opportunities

Schools should develop a strategy for meaningful engagement of parents and community members as partners and decision-makers. This could include leadership development training for parents, clear communication and training about school policies and practices, training on governance councils, and anti-racism and adultism training for all parents and community members who want to participate. Schools can form partnerships with community organizations or hire designated staff to support these efforts.

Recommendation#6:

Provide additional school-level support for trauma-informed crisis intervention

Schools should invest in increased and continuous training for designated behavioral intervention employees (e.g. safe passage workers, counselors, social workers, behavioral health teams, administrators, security officers). These training can include, but are not limited to, de-escalation strategies, emergency procedures, crisis response, traumainformed practice, and specialized engagement and behavioral response for incidents involving diverse learners. This is to better equip adults in and out of the school building to respond to, and assist in, incidents without causing greater harm or trauma to those involved. Staff should practice daily communication about incidents to facilitate providing continuous support to students who were involved. These staff, their training, and their roles in incidents should be clearly defined in an on-going manner for all members of the school community to support transparency and strengthen school relationships with the community.

Recommendation # 7:

Promote and enhance Behavioral Health Teams

Schools should create or increase investment in a Behavioral Health Team (BHT). Schools with an existing BHT that wish to bolster the resources and support for that team should first assess the current role and impact, as well as the perceptions and understanding of the BHT by staff and students. The school should then develop an inclusive, aligned, and agreed-to vision and goal for the role of the BHT, and an implementation plan that focuses on the sustainability of the BHT while also maximizing its impact.

LSC SRO Recommendations for Whole School Safety Plans (As of 9/22/21)

Keep Two SROs (20 Schools*: 42 Officers)		Keep One SRO (23 Schools: 23 Officers)		Remove Both SROs (10 Schools)
AUSTIN CCA HS	HARLAN HS	AIR FORCE HS	JULIAN HS	GOODE HS
BOGAN HS	KENWOOD HS	AMUNDSEN HS	LINDBLOM HS	JONES HS
BOWEN HS	MANLEY HS	CHICAGO MILITARY HS	LITTLE VILLAGE HS	KENNEDY HS
CARVER MILITARY HS	MORGAN PARK HS	CICS - ELLISON HS	MARSHALL HS	KING HS
CHICAGO VOCATIONAL H	S SIMEON HS	CRANE MEDICAL HS	NORTH-GRAND HS	LAKE VIEW HS
CLARK HS	STEINMETZ HS	DUNBAR HS	ORR HS	PROSSER HS
COLLINS HS	TAFT HS (*2 Campuses)	ENGLEWOOD STEM	RABY HS	SCHURZ HS
CORLISS HS	YOUNG HS	FARRAGUT HS	RICHARDS HS	SOLORIO HS
DOUGLASS HS		GAGE PARK HS	TILDEN HS	VON STEUBEN HS
DYETT ARTS HS		HIRSCH HS	WELLS HS	WILLIAMS/ BRONZEVILLE HS
FENGER HS		HUBBARD HS	WESTINGHOUSE HS	
FOREMAN HS		HYDE PARK HS		