



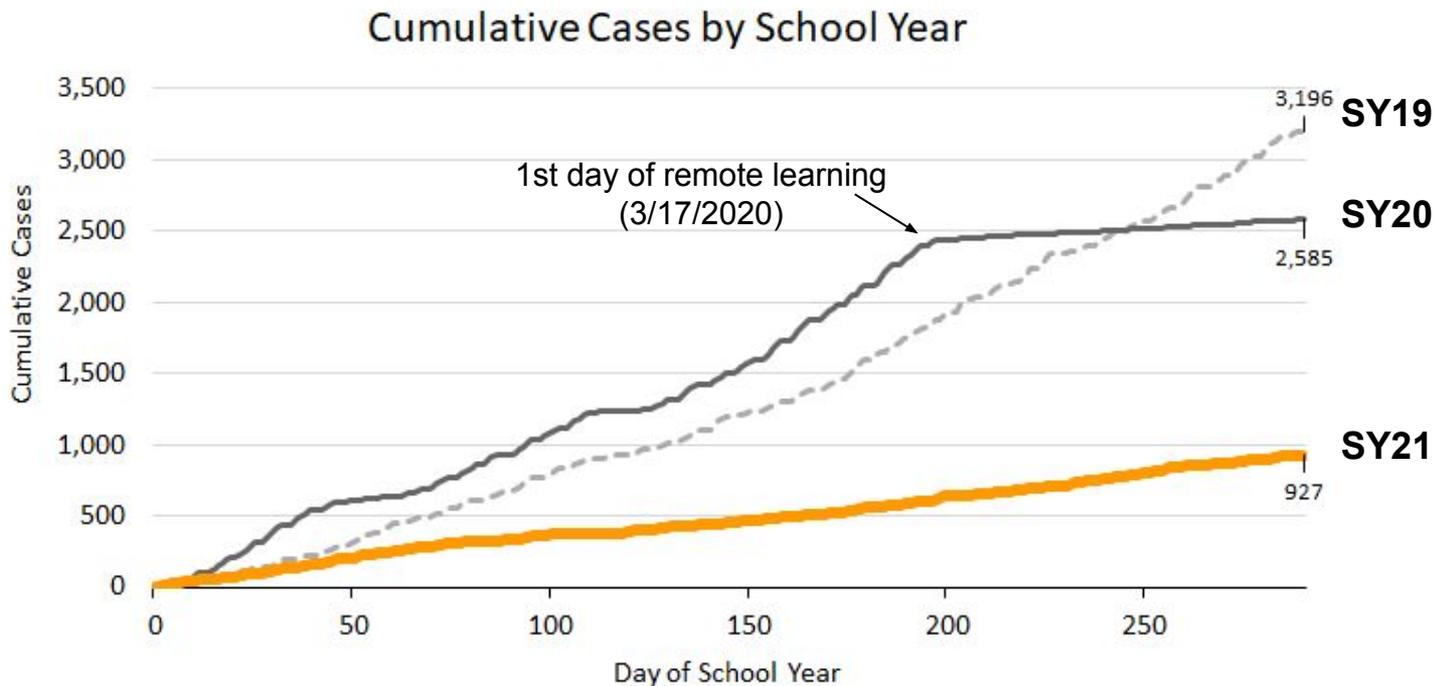
# Office of Student Protections & Title IX Remote/Hybrid Learning Data Analysis & Key Updates

August 25, 2021

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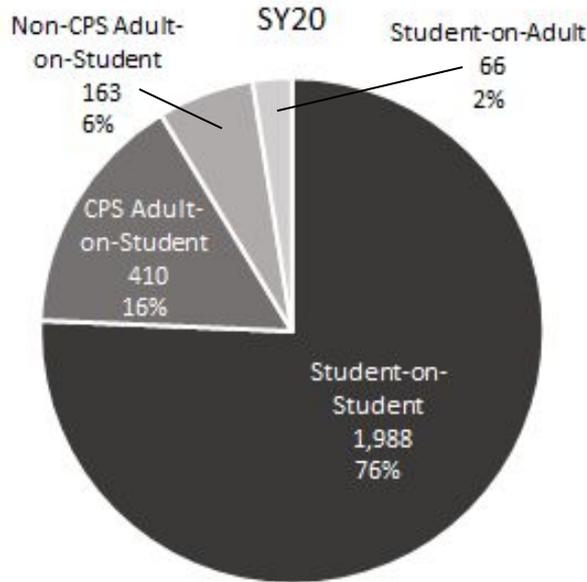
# Remote/Hybrid Learning Analysis

# Decline in Cases Since Start of Remote Learning

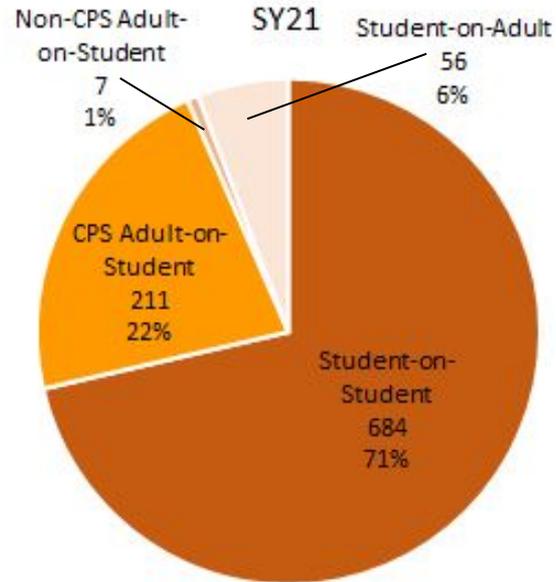


- Remote/hybrid learning has resulted in a significant decline in reported cases, the effects of which can be seen immediately, beginning with the start of remote learning on 3/17/2020
- SY21 ended with 64% fewer cases than SY20 and 71% fewer cases than SY19

# Minimal Changes in Case Type



Total Cases = 2,627

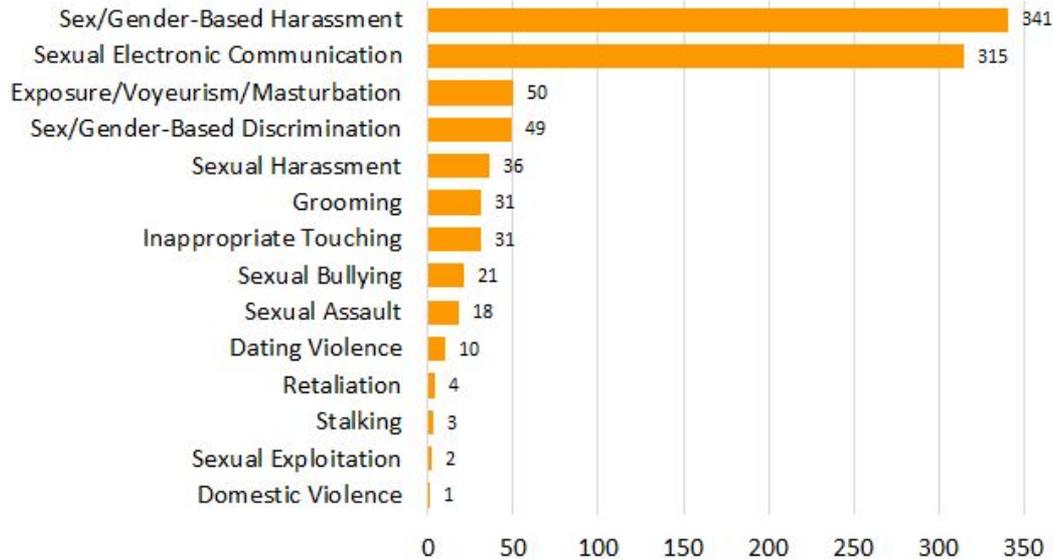


Total Cases = 958

- All case types had a lower frequency during SY21 due to the shift to remote/hybrid learning period
- As a proportion of total cases, Student-on-Student cases fell slightly, but have still made up nearly three-quarters of all cases

# Frequency of Incident Types

SY21 Cases by Incident Type



- 72% of all cases in SY21 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 made up just 3% 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 <b>in-person</b> learning
Now makes up	34%	of all cases during <b>remote/hybrid</b> learning

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## Inappropriate Touching

Used to make up	28%	of all cases during <b>in-person</b> learning
Now makes up	5%	of all cases during <b>remote/hybrid</b> 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 July 31, 2021*

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# Key Updates

# OSP Prevention Pilot

## Partnership with YWCA Metropolitan Chicago

In-depth prevention programming at targeted schools for:

- Fostering healthy relationships
- Preventing sexual and dating violence

We will launch this pilot at:

- William Howard Taft High School
- Marine Leadership at Ames High School
- Marquette Elementary School
- William B. Ogden Elementary School



# Prevention Pilot Curriculum

Grades Kindergarten - 4th

Grades 4th - 8th

Grades 9th - 12th

## **Talk About Touching (TAT):**

Covers social emotional learning basics, appropriate vs. inappropriate touching, how to identify abusive behavior, and how students can report abuse

## **Safe Dates:**

Raises awareness of what constitutes healthy vs. abusive dating relationships. This program also equips students with skills for positive communication, anger management, and conflict resolution.

## **Community Care Session: Secure Your Whole Self:**

Focuses on consent, healthy and unhealthy relationships, online safety, and sexual electronic communication (sexting). Each session is designed to provide students with skills on how to secure their whole self.

# TRANSFORMING BIAS-BASED HARM



# Project Goals

1

Ensure CPS provides safe and supportive learning environments free of bias-based and discriminatory behaviors

2

Create a transformative approach to repairing harm that results in prosocial behavior

3

Shift district climate and culture toward student and staff well-being rooted in equity, inclusivity, and belonging



# Centralizing Well-being

The well-being of our school communities is at the heart of this work.

<b>Personal well-being</b>	includes having a voice and the opportunity for growth.
<b>Relational well-being</b>	is marked by participation and mutual responsibility.
<b>Collective well-being</b>	includes social justice, accountability, and establishing a sense of community.



# Defining “Transforming Bias-based Harm”

## Bias

Bias is preferential or slanted viewpoint, either in favor of or against a thing, person, or group. Bias-based behaviors are problematic when they result in unfair treatment, prejudice, or discriminatory behavior toward individuals/or groups.



## Harm

Harm is a form of injury or damage that can occur to an individual, group, or community. Harm occurs on a spectrum of severity and can appear in many forms (physical, psychological, emotional, and sexual). The existence of harm is detrimental to all involved, including the person, group, or community causing the harm. (Adopted from Creative Interventions Toolkit).



## Transformation

Not only repairing harm but changing the systems or structures that allowed it to happen in the first place.



TRANSFORMING  
BIAS-BASED HARM

# Addressing Bullying & Bias-based Behaviors

## Expanding our partnership with OSEL

- **Revise Anti-Bullying Policy to better respond to Bias-Based and Discrimination behaviors:**
  - Clearly recognizes bias-based behavior
  - More transparency and clarity in how schools in CPS should respond to discrimination and bias-based conduct with OSP oversight to ensure consistency and best practices to address harm
  - Increase clarity and alignment with CPS Non-discrimination Policy
  - Revision of SCC codes that address bias-based and discriminatory conduct in Group 3 (3-4) and Group 5 (5-4)
- **Developing innovative ways to transform climate and culture for the prevention of bias-based harm**
- **Enhancing school staff training for responding to and investigating bias-based behaviors**

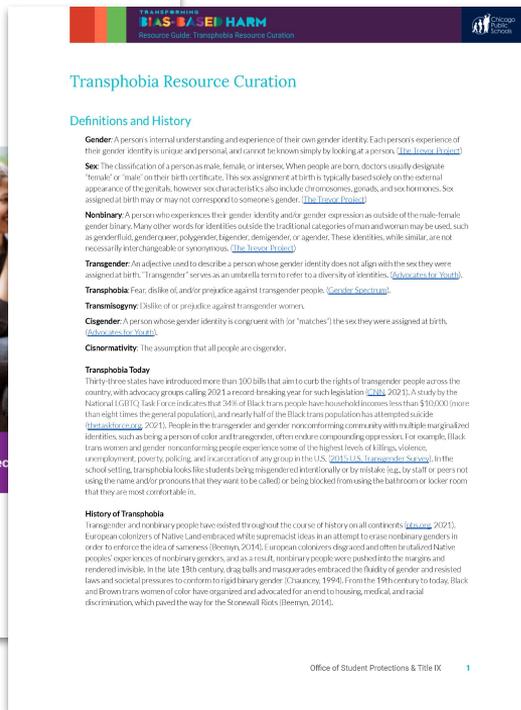
# Launching Our Framework & Toolkit

## This fall we will launch our full Transforming Bias-based Harm (TBBH) Framework and Toolkit. They will include:

- Resources on the histories of identities covered in the protected categories, such as historical overviews, questions to foster culturally responsive education, and prevention-oriented curriculum supplements
- School-based investigation guidance and protocols
- Robust alternate resolution pathways

## We are dedicated to feedback and committed to:

- Creating educational opportunities for student participation
- Conducting a comprehensive stakeholder review with an internal listening tour
- Accessibility and transparency in the creation and execution of these practices



# Robust Student Engagement

**Our Goal:** Grow student leadership for the prevention of bias-based harm through shift of climate and culture for well-being and liberation

1. **Civil Rights Summer Fellowship** saw 20 students from 18 different high schools come together to help co-create TBBH
2. **Civil Rights Scholars** will allow 25 students a year long experiential learning opportunity where they will develop civic engagement skills and lead a prevention project in their schools (grant funded)
3. **Civil Rights Student Leadership Summit** will convene 250 student leaders to learn about preventing bias-based harm (grant funded)



# Partnering with Born This Way Foundation & #BeKind21

#BeKind21 is Born This Way Foundation's **annual invitation to practice acts of kindness** each day from September 1st to September 21st.

This summer we have been running the Civil Rights Summer Fellowship with 19 students that represent 16 high schools across the district. These students are working to co-create our framework and a CPS 21 Days of Kindness Calendar.

This fall you will receive printed copies of the calendar as well as a full marketing package and brief supplemental materials to implement #BeKind21 as part of our districtwide pledge to practice kindness.

**THIS  
WAY/**

#BEKIND21 #BEKIND21 #BEKIND21

**THE  
WORLD HAS  
BEEN HEAVY.  
LET'S LIFT  
EACH OTHER  
UP.**



#BEKIND21 #BEKIND21 #BEKIND21

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# Questions?

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