

Chicago Public Schools - Whole School Safety Plan 2021 - 2022 School Year

The following resources will be available *throughout* your school's safety planning process. Please reach out if you need assistance in developing your plan!

- 1) Network Safety Manager
- 2) Network Social Emotional Learning Specialists
- 3) Network Teams
- 4) VOYCE will offer optional training for students on how to advocate for themselves in meeting spaces

Throughout the document, a red star ★ will indicate where supplementary resources are available to support plan development.

School

Jones College Prep

School Safety Committee Membership

Directions: In order to make sure that your Whole School Safety Plan represents a diversity of perspectives, each school must assemble a team to plan for and draft their plan. After the plan has been drafted, the group may be reconvened throughout the year to follow up on implementation. Keep in mind that this is a non-voting body; only LSCs will officially vote on the plan.

There are two options for School Safety Committees:

1. **Repurpose an existing safety committee:** *If a school already has a team that may be able to serve this function, that team may be used. However, it must have student and parent voice represented.*
2. **Create a new school safety committee:** *If a school does not have a team that can serve this function, it must convene a new group. Suggested - though not required - membership includes the following: administrator (Principal, AP, or other), teacher, non-instructional staff, parent, clinician or behavioral health team member (counselor, social worker, etc.), ESP/security officer, students (potentially 3-4).*

It is suggested that total membership be an odd number, no greater than 11, to ease decision making. Please complete the table below with your School Safety Committee membership.

School Safety Committee	
Roles	Member Name
Assistant Principal	Eric Mitchell
Principal	Paul J. Powers
Security Officer	Margaret Hug
Student	Daniel Andrade
Parent	Christopher Childers
Community Representative	Rachel Zein
Teacher Representative	Emlynn Ricketts
Teacher Representative	Cynthia Lilagan
Student	Isabela Pareja
Student	Simone Jones

Whole School Safety Vision Statement

*Directions: With your School Safety Team, collectively **review** the below vision for school safety which prioritizes safety as a key component of student, staff, parent, and community well-being and learning. The vision should articulate what you want to achieve. It should not be long or complicated; rather it should provide clarity, motivation, and inspiration for your team and school.*

If you would like to adopt this vision for your school, feel free! If you would like to tweak it or create your own vision, please use the blank space below to do so.

Vision from CPS Office Safety and Security: All schools will foster an environment where all students in the building feel safe, both physically and emotionally, and also feel welcomed, supported and respected by both their peers and adults so that they can reach their full potential.

At Jones College Prep, we aspire toward a vision of school safety that makes all students in the building feel safe. We will work collaboratively with all stakeholders to foster an environment that utilizes restorative practices and proactive approaches to safety. Our goal is that all students feel

welcomed, supported and respected by both their peers and adults in the building so that they can reach their full potential.

Current State Assessment of School Safety Strengths and Opportunities

*Directions: Before drafting your plan, your committee will want to establish a baseline understanding of your school's safety strengths and opportunities for growth. These reflections - grounded in data and feedback from your school community - will help inform the Whole School Safety priorities and strategies that you develop. Each school community may choose to tackle this work slightly differently, but the driving question remains the same: **What does your school need to focus on in order to achieve the vision outlined above?***

Strategies for assessing the current state of school safety:

1. ★ **Assess relevant school data** - both quantitative and qualitative - particularly through a racial equity lens
 - Schools will be provided with their own data to analyze, but they are also welcome to incorporate other data points, such as surveys and focus groups.
 - If you need help accessing or analyzing your data, please reach out to your Network team, SEL Specialist or Safety Manager.
2. ★ **Solicit feedback from your school community** (see community guidance document for ideas). For example:
 - Send a **survey** to virtually gather perspectives
 - Host a **student session** to collect student perspectives on school safety
 - Host a **community session** to solicit community feedback on a school's draft Whole School Safety priorities and aligned strategies
 - Utilize a **one-on-one outreach model** to gather perspectives
 - FACE will be able to provide implementation support upon request

Strategies used for current state assessment: What did you do to assess the current state of safety at your school? For example, list the datasets that you analyzed and the stakeholders who were engaged.

--Students and teachers engaged during a Student Safety Forum (May 26)
 --Teacher engaged in a Safety Forum (June 2nd)
 --Community members engaged in a Safety Forum (June 2nd)
 --Student were presented with a safety survey (physical safety)
 --Parents were presented with a safety survey (physical safety)
 --5 Essentials Survey data (spring)
 --PowerSchool Incident Summary Report
 --SRO Community Survey
 --PPLC Teacher Survey

We looked at the PowerSchool Incident Summary Report, 5 Essentials Spring Data, SRO Community

Survey..."

Based on your research, **what is going well** and should be continued at your school? Please provide evidence for this assessment.

Example: Our school has a strong restorative justice program which can be seen in the fact that our in- and out-of-school suspension numbers have consistently decreased since the program was implemented.

Our school has a strong physical safety presence. The school resource officers work with a 9 person security team to secure the inside and outside of the building. Additionally there is a security camera system that assists in monitoring the large campus.

Based on your research, **what areas for improvement exist** and would benefit from more focused interventions? Please provide evidence for this assessment.

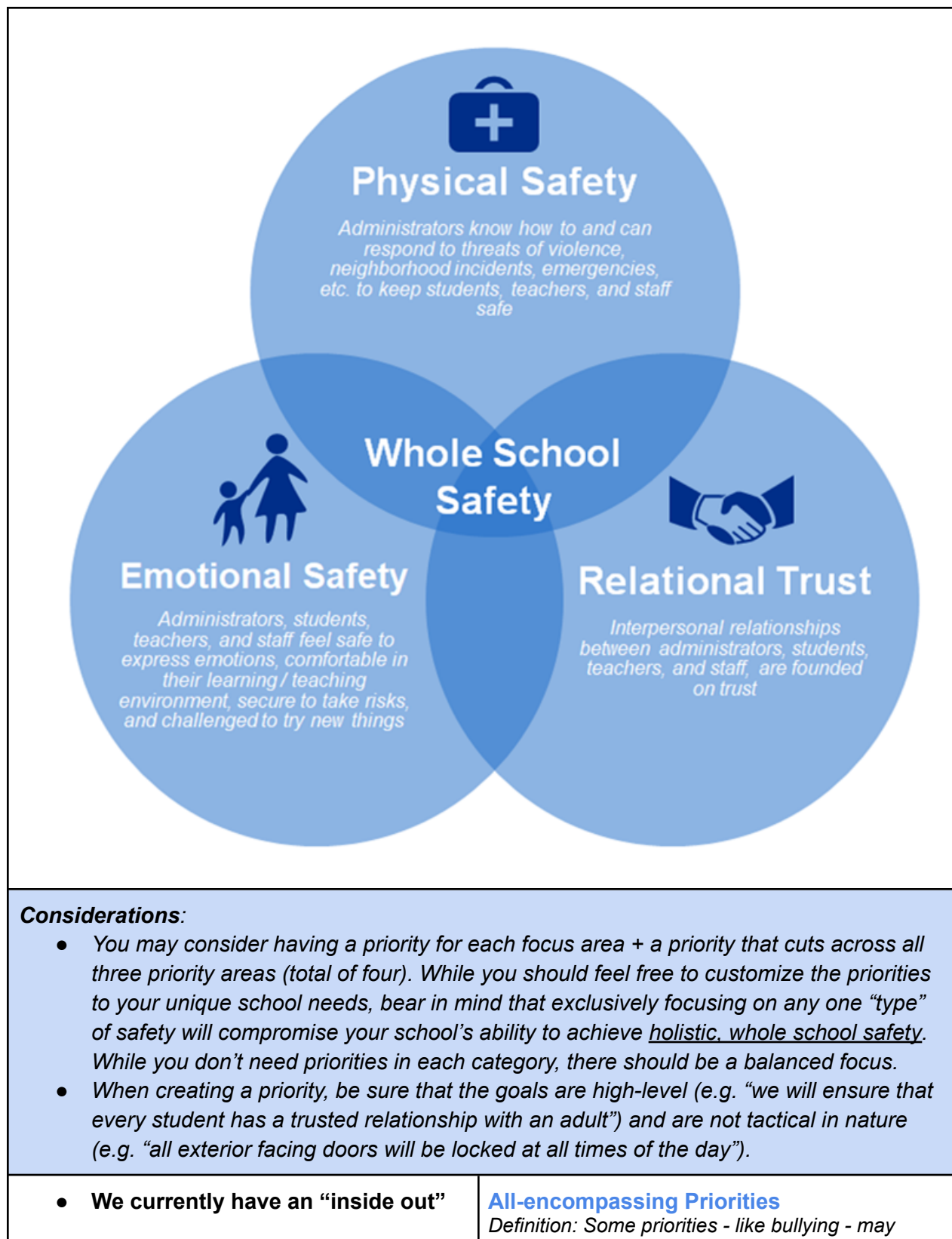
Example: Many of our students are experiencing mental health challenges which is shown by data from our Behavioral Health Team. We need to identify interventions to better support our students with mental health challenges.

Many of our students have spoken to the need for additional social emotional supports related to the coronavirus pandemic, non-coronavirus concerns, as well as the presence of SROs in the building. We need to clarify the existing supports the school has to offer. We need to identify some additional support that would also address mental health concerns.

Top Whole School Safety Priorities

Directions: Based on your assessment of the current state of safety at your school, identify your top priorities for improvement in these four categories, physical safety, emotional safety, relational safety, and all-encompassing priorities (priorities that transcend all three topics).

*Again, the guiding question remains the same: **What does your school need to focus on in order to achieve your vision for school safety?***



approach to physical safety. The CPS Security Team protects inside the school. • Our current SRO program has the SRO's protecting "outside in". The SRO's additionally supported entry in the mornings and dismissal in the afternoon. They would provide "additional attention" to public transportation (CTA) to make sure students got to and from. • We have a 100+ camera security system that covers most of the campus internally.	<i>touch all three topics, and should be reflected here.</i> WSS Committee should fill in info here
Emotional safety priority(ies) <i>Definition: Administrators, students, teachers, and staff feel safe to express their emotions, comfortable in their learning / teaching environment, secure to take risks, and challenged to try new things.</i> SEL Supports • Ac Lab • Peer to peer tutoring • Mentoring program • Eagle Lab • Eagle Leaders • Counseling • Restorative approaches to discipline (Peer conferencing program)	
Relational trust priority(ies) <i>Definition: Interpersonal relationships between administrators, students, teachers, and staff are founded on trust.</i> • All students on campus are currently assigned to a school counselor and advisory teacher (ac lab) • Eagle Leaders programming	

• Jones mentoring program (person outside of counseling that provide academic support to students)	
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Whole School Safety Interventions and Resources

Directions: For each priority identified in the section above, identify a strategy or multiple strategies that will be used to address the need. To do so:

- *Copy and paste each priority into the column titled “safety priorities”*
- *Document any existing strategies / interventions at your school that address the priority*
- *Identify any new strategies / interventions that will be used to supplement existing practices and ensure that the priority is achieved at the school*
 - *★ Schools should use the **recommendations from Phase 1** as a starting point to identify safety strategies and interventions.*
- *Assign an owner at your school site who will be responsible for execution*
- *Estimate resources needed and approximate costs for both new interventions and any incremental costs (i.e. activities that you are already doing that you would like to invest further in)*
 - *Each school’s budget request will be considered and negotiated with network staff individually, according to an equitable resource allocation process based on need.*
 - *So, when making an initial budget request, School Safety Committees should consider what they need to create a safe environment.*
 - *Schools **should not** include safety technology or capital needs in this budget request. Those needs will be handled separately via the Guidepost audit.*

Safety Priorities	Existing Strategies / Interventions	New Strategies / Interventions	Responsible Owner	Resources Needed / Cost Assessment (new and incremental costs)
EXAMPLE				

<i>We will ensure that every student has a trusted relationship with an adult</i>		Conduct a “virtual relationship mapping” exercise in order to identify students who do (or do not) have positive and stable relationships with adults in school.		<i>None - the work can be conducted virtually using tools already available to the school</i>
Priority 1 Make sure all students feel connected with staff and peers	- All students on campus are currently assigned to a school counselor and advisory teacher (ac lab) - Eagle Leaders programming - Jones mentoring program (person outside of counseling that provide academic support to students)	- Use EOS data that mentions “trusted adults” for many students and Connect at least one adult in school to every student who does not currently have a positive and trusting relationship with an adult. - Develop a series of school-wide teacher-student relationship building lessons and activities in order to help adults and students hone skills related to healthy relationship building. <i>This could be done in spaces like Eagle Lab. (These activities could be provided by an outside group ie. Umoja)</i> <i>Share SEL activities among staff to assist with trust and relationship building. Some</i>		Umoja services: \$2,200--Equity/RJ workshop * \$5,000--SEL Curriculum (\$1,250 per grade level) \$12,000--16 Customized Support: Curriculum Implementation Coaching sessions *Update--CPS/OSEL has provided (through partnerships) some SEL curriculum. The school should review these options prior to spending money on services from Umoja)

		<i>teachers have some great activities while others may struggle coming up with activities. During PD time teachers can collaborate and share what works well in their class so that other teachers can have resources</i>		
Priority 2 Make sure all students feel physically safe in school	We currently have an “inside out” approach to physical safety. The CPS Security Team protects inside the school. Our current SRO program has the SRO’s protecting “outside in”. The SRO’s additionally supported entry in the mornings and dismissal in the afternoon. They would provide “additional attention” to public transportation (CTA) to make sure students got to and from. We have a 100+ camera security system that covers most of the campus internally.	• 1 additional security team member • Additional security measures added to vulnerable areas of the school campus (ex. Additional fencing added to the gates or more secure doors placed		\$50,000 per security team member \$5,000 estimate (capital expense and should not be included in total)
Priority 3 To make sure students have access to social	SEL Supports • Ac Lab • Peer to peer tutoring • Mentoring program • Eagle Lab • Eagle Leaders • Counseling • Restorative approaches to	• Create a staff position that focuses on social emotional support. This position would work with school administration in the implementation of a system of school wide support for		<u>Positions and descriptions</u> Salary range \$50,000-\$92,000 + benefits \$2,335 (Peer Conferencing Programming which was paid for

emotional supports	discipline (Peer conferencing program)	students (ie. SEL specialist, or culture and climate coordinator) Commitment by School leadership to present a comprehensive SEL plan ready to implement at the start of the school year.		by OSEL for SY 20-21)
Priority 4 Make sure we provide mental health support for students	- School based social worker - School based counselor Referral to outside resources	- Development of a behavior health team (BHT). - Establish a Community Partnership with a mental health provider (working with the counseling department on a list of providers for potential on-site services OR - An additional social worker (efforts are being made to petition for an additional through ODLSS)		<i>Stipends for BHT</i> <i>\$\$ Allocated for the partnership</i> <i>*Update--CPS is providing mental health partnerships. We may have a professional come to the building to support ALL students. These services will be free to schools</i>
Total Requested Whole School Safety Budget <i>Note: Schools should not include safety technology or capital needs in this budget request. Those needs will be handled separately via the Guidepost audit.</i>				<i>Estimate:</i> \$124,200 – \$166,200 WSS will fund \$100K - Will school fund remaining

	\$24K-\$66K?
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Recommendation for SRO Use

Directions: Based on the work completed above, please provide a recommendation to your LSC on the future state of your school's SRO program. If you would like, feel free to provide a written explanation.

X	We recommend that our school REMOVE its SRO program and supplement with the above strategies for Whole School Safety.
	We recommend that our school KEEP ONE SRO and supplement with the above strategies for Whole School Safety.
	We recommend that our school KEEP TWO SROs and supplement with the above strategies for Whole School Safety.
Additional details: As of 6/9/21 the committee is vacillating between 0 SRO's and 1 SRO. Most of the data points to 0 SRO's but we are reviewing a little bit more data.	

Feedback and Review

Directions: Throughout this process, schools will be asked to get feedback on their plans from various stakeholders. Guidance on deadlines is provided; schools should indicate the date when they have completed each step.

Suggested Date	Feedback / Review Cycles	Date Completed
April - May	Community feedback <i>Please include a brief description of the community engagement strategy used.</i> Student Forum Student Safety Survey	5/26/2021
Week of May 17	Network Chief	
	Network Safety Manager / SEL Specialist Shared template with Safety Manager	
	CPS Budget Review	
June	LSC Vote WSSP update with LSC	6/10/21