

Chicago Public Schools DISCIPLINE IMPROVEMENT PLANS: 2025-2026 Summary Sheet

Purpose

The Illinois State Board of Education (ISBE) requires school districts that fall within the top 20% of each or all of the following metrics to create a reduction plan: Suspension Rate, Expulsion Rate, and Disproportionality Rate.

Review of Discipline Data

Chicago Public Schools District 299 has not been identified as being in the top 20% districts in the “Suspension Rate” and “Expulsion Rate” in any of the five school years. Changes in policies and procedures in Chicago Public Schools over the past decade has led to significant declines in the use of suspension and expulsion in response to student behavior, as indicated in the data shared above. Specifically, significant changes in the CPS Student Code of Conduct and adoption of positive school culture, climate, and behavioral health and restorative practice interventions have continued to show declines in the use of school exclusion for students across the district.

Chicago Public Schools District 299 has been identified as being in the top 20% of state districts in the “Racial Disproportionality Rate” category. The data available through ISBE shows a trend that includes a continued reduction in discipline disproportionality year over year, with the school year ending in 2025 being the lowest rate on record (excluding 2021, which was when schools were largely in remote learning due to COVID-19).

Chicago Public School District 299 Racial Disproportionality Data					
Data source: https://www.isbe.net/Pages/School-Discipline.aspx					
School Year	Total Enrollment	Total Expulsions and Suspensions Students of Color	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate	Racial Disproportionality Rate Rank
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
2022	319769	9758	4.71	Yes	18
2023	327338	11539	5.01	Yes	17
2024	321668	11688	4.25	Yes	33
2025	323047	10426	4.05	Yes	26

Board-Approved Action Plans to Eliminate Racial Disproportionality in Discipline

In the summer of 2024, the Chicago Board of Education moved forward on two large scale, multi-year initiatives to increase the collective wellness and academic success for all students in the district with a focus on the

success of Black students at its foundation. These initiatives, the Black Student Success Plan and the Whole School Safety Policy, identified specific plans to increase structures of collective well-being and targeted goals to eliminate disparities impacting Black students more than their peers.

CPS 5-Year Strategic Plan: Black Student Success Plan

Board-Approved Plan

The mission of CPS is to provide a high-quality public education for every child in every neighborhood that prepares them for success in college, career, and civic life. While CPS has made efforts to address long-standing racial inequities in education, Black students continue to face historic and persistent disparities in educational opportunities and outcomes, including exclusionary discipline. To confront these systemic inequities—and after years of advocacy from parents, educators, and community organizations—CPS launched the [Black Student Success Plan](#) in 2025.

The Black Student Success Plan, launched by a [working group](#) of district administrators in collaboration with students, parents, and school and community leaders, is a core strategic priority approved by the Chicago Board of Education as a core component of the CPS [5-year Strategic Plan](#). The plan aims to improve Black students' daily learning experiences and life outcomes in CPS by addressing opportunity gaps and advancing equity. This work has been codified and mandated in state law (105 ILCS 5/34-18.85), demonstrating the district's commitment to aligning its efforts with legislative requirements.

Specific to discipline, the Black Student Success Plan identifies the root causes of disproportionality and creates clear goals to eliminate these disparities in discipline practices. Over the course of the 5-year strategic plan, the district will cut the number of suspensions and expulsions of Black students and students with identified disabilities by at least 40%. In collaboration with the CPS Office of Social & Emotional Learning, clear plans to provide increased restorative and supportive discipline training, increased data oversight focused on disproportionality, targeted coaching for schools driving disproportionate suspensions, and restorative behavioral health interventions that provide alternatives to school removal.

Reporting and progress monitoring at the Board level will adhere to Illinois Public Act 103-0584, which established the Chicago Board of Education Black Student Achievement Committee. These legal frameworks underscore the institutional support and accountability driving the plan's implementation. This plan underscores our unwavering commitment to transforming the educational landscape to ensure every student, including Black students, thrives academically, socially, and emotionally.

Whole School Safety Policy and Implementation

Approved CPS Board Policy

Purpose:

Safety is everyone's responsibility and the Board is committed to supporting the holistic safety of all of our schools through policies and programs that holistically address the physical, behavioral, and social-emotional safety, health, and well-being of every student. This policy builds on the District's existing Healing-Centered Framework and wellness and social-emotional learning policies and initiatives, and was developed to meet the needs of CPS communities. In addition, the use of School Resource Officers within District, Charter, Contract, and Options schools concluded at the end of the 2023-2024 school year, understanding that the District will continue its strong partnership with the Mayor's Office and the Chicago Police Department, which have always, and will continue to, provide critical support for all of our schools. This policy guides school administrators across the District to adopt the Whole School Safety Framework consistent with this policy. This policy will guide all schools to adopt the comprehensive Whole School Safety Framework that addresses the following three components:

- **Physical Safety** - Administrators understand how best to respond to threats of violence, neighborhood incidents, and emergencies to keep students and staff safe.
- **Emotional Safety** - Administrators, staff, and students feel safe to express emotions, are comfortable in their environment, feel secure about taking risks, and are challenged to try new things.
- **Relational Trust** - Interpersonal relationships among administrators, students, teachers, and staff are built on mutual trust.

Each year, CPS ONS, OSSS and OSEL will identify a number of priority schools in each Network based on their use of exclusionary disciplinary practices, high number of misconducts, including out-of-school suspensions and police notifications. At the school level, Whole School Safety Committees will be formed in order to work through the Whole School Safety Framework using the WSS Implementation Guide. Selected schools will also receive ongoing support from OSEL and OSSS to identify priority areas, resources needed, and the implementation of the identified supportive and restorative strategies/resources.

Specific to discipline improvement, the Whole School Safety Policy and implementation provides required adoption of culture and climate improvement with collaborative oversight from parents and students, restorative justice training and staffing, non-exclusionary discipline practices, social-emotional learning curriculum, behavioral health and mentoring interventions, and a focus on student voice and leadership. These practices focus on the elimination of suspension and expulsion overuse and its disproportionate effects on students of color, particularly Black students, and students with disabilities.

The Whole School Safety policy implementation is overseen by CPS administrators in collaboration with Community Based Organizations who are composed of students, parents/caregivers, and advocacy organizations.

Whole School Steering Committee Members	
Ronan Shableski	Chief, CPS Office of School Safety & Security
Kylie Kosmacek	Director, CPS Office of School Safety & Security
Maria Venegas	Manager, CPS Office of School Safety & Security
Adam King	Director, CPS Office of Social & Emotional Learning
Benjamin McKay	Director, CPS Office of Social & Emotional Learning
Maria Delgillo	Director of Narrative and Strategic Initiatives, Communities United / VOYCE
Meyiya Coleman	Coordinator, Communities United / VOYCE
Aida Palma Carpio	Policy and Community Organizer, Community Organizing and Family Issues (COFI)
Charlene Campbell	Vice President and Parent Organizer, Community Organizing and Family Issues (COFI)
Delia Perez	Vice President and Parent Organizer, Community Organizing and Family Issues (COFI)
Edwina Hamilton	BUILD Chicago
Carla Rubalcava	Managing Director of IL Programs, Mikva Challenge

Additional Background

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.

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.